

Junior Achievement
Success Skills
and
Job Shadow
Summative Evaluation

July 31, 2008

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Executive Summary

In November 2007, JA Worldwide contracted with the Aguirre Division of JBS International to conduct an evaluation of the JA Success Skills and JA Jobs Shadow programs. This report represents the results of the quantitative and qualitative study of those programs as implemented by a sample of U.S. Member offices. The evaluation is unique in its design as three implementation models were studied throughout the seven participating evaluation sites. These models encompassed stand-alone programs of JA Success Skills and JA Job Shadow, as well as the combined JA Success Skills and Job Shadow model. The goal of this evaluation is to assess student outcomes across the evaluation sites in order to determine program results and demonstrate the extent of success for each program individually and as a complementary unit. Specific program goals that were tested in the evaluation include:

- **Knowledge gains** related to development of professional and interpersonal skills, understanding the working world, and work readiness skills.
- **Skills gains** as self-assessed by students in the areas of interpersonal and professional skills and problem-solving skills.
- **Positive impact on attitudes and aspirations** dealing with career readiness and how to approach getting a job, professional and personal skills, and interest in continuing education to reach career goals.

The two programs being evaluated, JA Success Skills and JA Job Shadow, include interactive and targeted career and workforce skills for students. JA Success Skills provides students with a framework in which to understand their own workforce readiness and to assess the skills they would like to employ in the future. JA Success Skills and JA Job Shadow take these skills a step further, demonstrating experientially the interview skills, resume-writing skills, and personal reflection needed to refine their ability to fulfill their career aspirations. JA Job Shadow's visit to a volunteer's place of employment has the additional effect of a real-life experience to expand students' perspectives about the working world.

The data from each site provide great insight into program components and operations that have proven effective, and the outcome data show student impact. Student data show self-reported gains in professional and interpersonal skills, understanding of the working world, and attitudes and aspirations, thus leading to improvements in students' self-assessment of their preparedness to enter the workforce. In addition, teachers and volunteers reported perceiving important benefits from program participation.

Overall, the JA Success Skills and JA Job Shadow programs perform well and have important impacts on the participants in line with the goals of the programs. On the whole, all stakeholder groups are satisfied with the program. Students’ knowledge increased in key areas targeted by the program, such as building rapport with colleagues, professional and interpersonal skills, criteria for hiring, and becoming familiar with job responsibilities. Table 1 shows a summary of the results in these areas by implementation model.

Table 1. Results by Program Implementation Model

Metric	JA Success Skills	JA Job Shadow	Combined Program
Satisfaction (Likert Scale)	Students: 76.4% Teachers: 77.8% Volunteers: 100.0%	Students: 89.4% Teachers: 100.0%	Students: 81.5% Teachers: 100.0% Volunteers: 100.0%
Knowledge Gains (Pre- and post-content assessment)	Five areas of increased knowledge: building rapport with colleagues, criteria for hiring, when to do a resume, improving one’s chances of being hired, and becoming familiar with job responsibilities (bold significant); effect size indicates significant gains over comparison group.	Four areas of increased knowledge: definition of interpersonal skills, demonstration of interpersonal skills, criteria for hiring, and effective nonverbal communication.	Four areas of increased knowledge: building rapport with colleagues , definition of interpersonal skills, criteria for hiring, and becoming familiar with job responsibilities (bold significant).
Professional & Interpersonal Skills Gains (students’ self-assessment pre and post program)	Seven areas of improvement: competing in a business environment, communicating with others, making decisions as part of a team, coming to decisions based on facts, and listening to others even when they have different views . (bolded were significant).	Seven areas of improvement: competing in a business environment, communicating with others , working well in a team, speaking in public, and listening to others even when they have different views. (bolded were significant).	Seven areas of improvement: competing in a business environment, working well in a team, making decisions as part of a team , speaking in public, and evaluating one’s options. (bolded were significant).

<p>Changes in Attitudes and Aspirations (students' self-assessment)</p>	<p>Six areas of improvement: enjoying school, knowing how to succeed in school, willingness to work hard to succeed in school, knowing how to prepare for a career, planning to go to college, and feeling prepared to enter the world of work. 33.1% said their future plans changed as a result of participating in JA.</p>	<p>Six areas of improvement: enjoying school, knowing how to succeed in school, willingness to work hard to succeed in school, knowing how to prepare for a career, planning to go to college, and feeling prepared to enter the world of work (bolded were significant). 37.3% said their future plans changed as a result of participating in JA.</p>	<p>Six areas of improvement: enjoying school, knowing how to succeed in school, willingness to work hard to succeed in school, knowing how to prepare for a career, planning to go to college, and feeling prepared to enter the world of work. 53.9% said their future plans changed as a result of participating in JA.</p>
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Recommendations for improvements generally focus on improving the effectiveness of the JA Success Skills and combined program in knowledge and skills transfer:

- Align the student workbook and volunteer guide.
- Provide options for resumes and mock interview lessons.
- Make the materials as interactive as possible.
- Maximize the use of interactive learning exercises.
- Revisit the organization of the lessons, allowing interviewing skills and marketing oneself to be done earlier in the program.
- Post CD-ROM materials online rather than distributing with kits.
- Consider adding a segment or complementary program on business ethics.
- Consider adding a segment or complementary program on financial literacy.
- Consider the inclusion of an online component.

I. Introduction

In November 2007, JA Worldwide contracted with the Aguirre Division of JBS International to conduct an evaluation of the JA Success Skills and JA Jobs Shadow programs. This report represents the results of the quantitative and qualitative study of those programs as implemented by a sample of U.S. Member offices. The goal of this evaluation is to assess student outcomes across the evaluation sites in order to determine program results and demonstrate the extent of success for each program individually and as a complementary unit. Specific program goals that were tested in the evaluation include:

- **Knowledge gains** related to development of professional and interpersonal skills, understanding the working world, and work readiness skills.
- **Skills gains** as self-assessed by students in the areas of interpersonal and professional skills and problem-solving skills.
- **Positive impact on attitudes and aspirations** dealing with career readiness and how to approach getting a job, professional and personal skills, and interest in continuing education to reach career goals.

This report details findings from these key impact areas, showing the extent to which these goals were met during the evaluation period. The final section of the report draws conclusions about the overall impact for students, teachers, and volunteers. Appendices include the evaluation instruments used across the implementation models.

A. Description of Programs

The goal of both programs is to provide engaging, academically enriching and experiential learning sessions in work-readiness and to encourage students to think about having a career rather than a job. JA Success Skills and JA Job Shadow are both designed to provide interactive and targeted work readiness skills to students. The curricula focus on similar concepts, but they are structured to provide different kinds of learning experiences with the local business community.

JA Success Skills

JA Success Skills is a classroom-based, volunteer-led course intended to be delivered over seven weeks. It is partially DVD-driven and includes written exercises in addition to interactive classroom activities, such as resume writing and mock interviews. Materials include a volunteer/teacher guide, student workbooks, a DVD, daily habit reminders by Sean Covey, author of *The 7 Habits for Highly Effective Teens*, take-home CD-ROMs for the students, and posters.

JA Success Skills provides students with a framework in which to understand their own workforce readiness and to assess the skills they would like to employ in the future. The program teaches students to catalog their own interests, while examining their strengths, as well as areas they would like to improve. JA Success Skills also helps students understand the vital communication skills they will need in the working world which will enable them to work effectively as a team.

Table 1.1. JA Success Skills Sessions

JA Success Skills Session	Focus of Lesson
1. It's My Life	16 success skills, personal work readiness skills, self assessment of aspirations and goals
2. Listen Up	Workplace communication, verbal and nonverbal cues, building rapport with others, self assessment of communication skills
3. Stay Connected	Strategies for effective teamwork, self assessment of teamwork skills
4. Think Win/Win	Conflict resolution, self assessment of conflict resolution skills
5. Work Smart	Problem-solving in real-life situations, self assessment of problem-solving skills
6. The Marketing Spin	Analyze and asses product advertising, preparing resumes
7. It's My Future	Interviewing skills, review of 16 success skills

JA Job Shadow

In contrast, JA Job Shadow centers around a site visit to a local business with three classroom sessions led by teachers to complement it. A volunteer site coordinator is responsible for managing the visit at the workplace, but there is generally no classroom interaction with the site coordinator before or after the visit. The visit to a volunteer's place of employment has the additional effect of a real-life experience to expand students' perspectives about the working world. Materials include a volunteer/teacher guide and student workbooks. The first two classroom sessions occur before the site visit, while the final session allows for reflection of student experiences at the job site. JA Job Shadow condenses many of the JA Success Skills concepts into smaller units. The JA Job Shadow sessions are as follows:

Table 1.2. JA Job Shadow Sessions

JA Job Shadow Session	Focus of Lesson
1. Perfect Match	16 success skills, peer interviews, self assessment of skills based on personal experiences
2. Now What?	Preparing a resume, self evaluation of work-readiness skills
Job Shadow Day	Learning about careers and skills needed to pursue them
3. Looking Back	Evaluating personal progress, writing business thank you notes

B. Evaluation Sites and Implementation Models

JA Worldwide identified seven U.S. Member Offices to participate in the JA Success Skills and Job Shadow evaluation. In order to analyze differences in student gains, these seven sites used three implementation models. According to the original evaluation design, there would have been two sites implementing the combined model, two sites running both programs as stand-alone models, and the remaining three sites would run only one stand-alone model. However due to scheduling conflicts and difficulty recruiting, changes were made to the implementation plan throughout the evaluation. Both the JA Success Skills and JA Job Shadow curricula were designed so that they may be taught individually or in conjunction. Sites implementing combined program models first launched JA Success Skills sessions, followed by the JA Job Shadow curriculum and required site visit. Table 1.3 presents the program(s) implemented at each site.

Table 1.3. Programs Implemented by Site

U.S. Member Office	Program(s) Implemented	Stand-alone or Combined
JA of Central Florida	Success Skills	Stand-alone
JA of the National Capital Area	Success Skills	Stand-alone
JA of Northern California	Success Skills	Stand-alone
JA of Chicago	Success Skills, Job Shadow	Separate stand-alone
JA of Georgia ¹	Success Skills, Job Shadow	Separate stand-alone
JA of Eastern Massachusetts	Job Shadow	Stand-alone
JA of Rhode Island	Success Skills, Job Shadow	Combined

¹ JA of Georgia was originally scheduled to implement both programs in combination; however, due to difficulties with recruitment, JA of Georgia decided in agreement with JA Worldwide to implement programs in stand-alone format.

II. Methodology

In order to assess the effectiveness of multiple implementation formats, this evaluation was designed to allow cross-comparison in a multi-layer design. This was accomplished by including control or comparison groups in the study design, along with single-program treatment groups. In this way, the evaluation shows more clearly how students who participate in both programs differ from those who participate in only one, or those who do not receive the benefit of either JA program.

Aguirre/JBS worked with U.S. Member offices on the specifics of implementation at each site, including the dates of implementation, the modality, the final number of classrooms in each site, and the numbers of students in each classroom. Following initial meetings and discussions with the appropriate JA Worldwide staff, Aguirre/JBS and JA Worldwide finalized the timeline for the evaluation. Based on our experience with other assessments, Aguirre/JBS employed the following general approach.

Principal evaluation phases. The principal phases of the evaluation were: 1) a period of planning and document review; 2) the design of appropriate pre- and post-test and survey instruments, as well as the development of protocols for collecting qualitative data from various stakeholders; 3) collection of quantitative and qualitative data; and 4) subsequent analysis and reporting of findings.

During the planning and design phases, the evaluation team held conference calls with all participating U.S. Member Offices to review roles, expectations, and procedures for the evaluation. The team provided detailed checklists and timelines to the participating U.S. Member Offices to guide them through the phases of the evaluation.

Initially a period of pilot testing of student survey questions was planned before the collection of evaluation data, however because several participating U.S. Member Offices were immediately beginning their programs, the evaluation team was unable to pilot evaluation instruments as intended.

A. Recruitment

U.S. Member Offices were responsible for recruiting the participating and comparison classrooms for the study. To the extent possible, comparison groups were recruited from within the same schools as treatment groups, to match student characteristics as closely as possible. If comparison groups were unavailable within the same school, they were recruited within the same school districts to ensure that there were no differences in the regular curricula that might account for knowledge changes in the comparison group.

B. Quantitative Data Collection

Student pre- and post-tests. The quantitative pre- and post-surveys were administered in all seven summative locations, by U.S. Member Office staff or recruited teachers. With an average of 17 students per class and an average of six classrooms per site, the total population of student participants in the evaluation was 819 students. Broken down by treatment level, this included 273 participating students in JA Success Skills, 179 comparison Success Skills students; 133 participating Job Shadow students, 69 comparison Job Shadow students; and another 115 participating students in the combined program, and 50 comparison students for the combined program. Table 1.4 below shows the number of participants in each category.

Table 2.1. Number of Participant and Comparison Classes by State

State	# of Participating Classrooms	# of Participating Students	# of Comparison Classrooms	# of Comparison Students
California	3	70	2	36
Washington DC region	5	63	4	68
Florida	2	21	1	27
Georgia (Success Skills)	2	51	1	18
Georgia (Job Shadow)	1	32	0	0
Illinois (Success Skills)	4	68	2	30
Illinois (Job Shadow)	1	24	1	14
Massachusetts	3	77	2	55
Rhode Island	10	115	3	50
Totals	31	521	16	298
<i>*data based on larger number of pre-program survey or post-program survey, as not all classrooms or students completed both surveys.</i>				

The surveys included knowledge questions drawn from the two programs’ curricula, as well as questions about students’ attitudes, aspirations, and behaviors. Sample knowledge questions are included in Appendix A of this report. In addition, students were asked to evaluate their skills, experiences, and other abstract factors that illustrate the range of perceptions that lead to feelings of self-efficacy and to successful outcomes. Within these four groups – students in JA Success Skills, students in JA Job Shadow, students in the combined program, and comparison students who received neither program – there was ample opportunity to explore self-efficacy outcomes from the JA interventions.

Online surveys of volunteer and, teachers. There were 31 classes participating in the three JA models. Each teacher and volunteer was asked to complete an online, post-program survey. These responses provided direct feedback on participants' satisfaction with the program(s) and suggestions for improvement. A total of 10 teachers (six JA Success Skills stand-alone, one JA Job Shadow stand-alone, and three combined program) and 15 volunteers (all JA Success Skills) provided feedback through the online surveys. Response rates were lower than expected, however we are confident that survey responses in addition to teacher and volunteer interviews offer valuable feedback and insight.

C. Qualitative Data Collection

Additionally, two sites were identified to receive site visits by evaluation staff to collect more detailed data on the qualitative impacts of the programs on students, teachers, volunteers, and other stakeholders and observe the implementation of the program. Those sites were JA of Rhode Island and JA of the National Capital Area. JA staff, volunteers, and classroom teachers were interviewed, to provide their own assessments of the progress that their students made and to identify what they, as the principal education authorities in the students' lives, see as changes in knowledge and attitudes. The teachers served as the primary experts on whether the programs align with state standards. Certain demographic and social data was also collected from the teachers, about themselves and their students.

Classrooms observations. The team observed classes being conducted in Rhode Island and the National Capital Area. Due to the timing of the visits, the JS Success Skills classes observed were The Marketing Spin and It's My Future. No JA Job Shadow classes were observed.

Student focus group. The evaluation plan called for student focus groups during each site visit, but the only student focus group comprising five students was held in Rhode Island. Scheduling conflicts and personnel changes for the schools in the National Capital Area prevented the team from conducting focus groups there.

Volunteer focus group and interviews. Similar to the students, the evaluation plan called for focus groups of volunteers where possible and individual interviews where it was not. In Rhode Island, the team conducted a focus group with four JA Success Skills volunteers. In the National Capital Area, the team conducted in-person interviews with two volunteers.

Teacher interviews. As another key stakeholder group, the team interviewed the teachers that facilitate the JA Success Skills and JA Job Shadow programs. The team interviewed two teachers in the National Capital Region and three teachers and two school program coordinators in Rhode Island.

U.S. Member Office staff interviews. Finally, the team also interviewed the U.S. Member Office staff who coordinate and support the JA Success Skills and JA Job Shadow programs, one in the National Capital Area and two in Rhode Island.

D. Data Analysis

Once the U.S. Member Offices returned the pre- and post-program surveys to the evaluation team, the team coded the data, entered it into an SPSS database, cleaned the data and conducted analysis. The quantitative data were examined by participant and comparison groups, type of program, and prior experience with JA Worldwide. The analysis in this report focuses on areas in which statistically significant differences were found, either in pre- and post-survey results or in participating and comparison groups.

The qualitative data is also entered into a MaxQDA2 database and coded for easy retrieval of information. These data are used to complement, support, and explain the quantitative findings.

III. Knowledge Gains

Data that substantiate knowledge gains from the JA Success Skills and JA Job Shadow programs came from two sources: on the qualitative side, focus groups and classroom observations were conducted, and quantitative data was collected using student pre- and post-program surveys, in which responses were compared to a group of non-participating students from other classes.

The knowledge section of the pre- and post-surveys tested students’ ability to select the correct answer given real-life situations. The following paragraphs discuss data that proved to be statistically significant across one or more program implementation models. Specifically targeted areas of knowledge gain assessment included interpersonal and professional skills, knowledge of how to resolve conflict, and improving one’s chances of getting a job. In the words of one combined program student, “In [JA] Success Skills, we learned mostly about careers, what we need to do to put ourselves in a position to be successful, whereas in regular classes, they focus on skills like math.”

In assessing the overall responses to the knowledge gain questions, the team calculated effect size for each of the implementation models, compared to itself and the comparison group after the program. Table 3.1 below shows the effect sizes for knowledge gains through the JA Success Skills, JA Job Shadow and combined programs. JA Success Skills shows improvement from pre to post and a considerable gain over the comparison group. The combined program shows a slight decrease from pre to post (attributable to one question about conflict resolution) and a moderate gain over the comparison group. JA Job Shadow showed a slight decrease in knowledge pre to post as well as to the comparison group. The figures for the combined program, however, are skewed by the population characteristics in that harder to serve populations that lack some of the social capital other participants may have. There was no discernible effect size for differences in prior JA experience.

Table 3.1. Effect Size by Implementation Model

Group	Participating Group Pre-test Scores (Average % correct)	Participating Group Post-test Scores (Average % correct)	Same Group Effect size pre to post	Participating versus Comparison Group Effect Size
Combined program	57.0	55.7	-0.05	0.14
JA Success Skills	62.5	65.1	0.10	0.48
JA Job Shadow	72.6	72.0	-0.02	-0.14

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

Table 3.2 below illustrates the knowledge gains based on the correct answers of the students completing the pre- and post-tests. Most of the changes in knowledge were positive, and some of these changes are discussed in more depth through the rest of the chapter.

Table 3.2. Knowledge Gains by Implementation Model

Knowledge Area	JA Success Skills % Correct		JA Job Shadow % Correct		Combined Program % Correct		All Respondents % Correct	
	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %
Building rapport with colleagues	50.5	64.0	66.9	62.3	35.7	47.3	51.2	59.6
Definition of interpersonal skills	45.1	41.9	57.3	65.8	41.7	47.3	47.3	51.5
Demonstration of interpersonal skills	82.1	75.0	83.9	84.2	73.0	73.0	80.5	77.8
Criteria for hiring	39.6	51.5	42.7	49.1	32.2	44.6	38.7	49.1
Making a favorable impression	82.8	78.7	91.1	86.8	80.9	70.3	84.4	79.6
Resolving workplace conflict	67.8	55.1	71.0	70.2	60.9	44.6	67.0	58.0
Effective nonverbal communication	63.7	62.5	72.6	75.4	55.7	48.6	64.1	63.9
When to do a resume	78.8	83.1	86.3	83.3	77.4	74.3	80.3	81.2
Improving chances of being hired	60.1	64.0	77.4	70.2	53.0	45.9	62.7	62.0
Becoming familiar with job responsibilities	54.9	75.0	76.6	72.8	60.0	60.8	61.3	71.0

Note: Statistically significant differences at 0.05 are shown in bold typeface (both highlighted for pre/post and only post for participating/comparison).

There were several instances that demonstrated knowledge gains around how to get a job for all program implementation models. For example, students were asked to determine from a set of applicants which person would stand the best chance of getting hired. Across all participating students those who chose the correct answer went from 38.7 percent in the pre-test to 49.1 percent in the post-test. Based on responses to this question, across all implementation models, students participating in JA Success Skills had a better sense of what kinds of factors employers use to make hiring decisions than their peers in comparison classes.

Table 3.3. “Which applicant stands the best chance of getting hired?”

Respondent Group		% Correct Pre-test	% Correct Post-test
All respondents	Participating	38.7	49.1
	Comparison	33.4	32.8
Combined program	Participating	32.2	44.6
	Comparison	18.0	27.7
Success Skills stand-alone	Participating	39.6	51.5
	Comparison	43.3	31.9
* Post-test differences statistically significant at 0.05 for all respondents and JA Success Skills. Differences for the combined program were statistically significant at 0.10.			

Another example of knowledge gains for the JA Success Skills program differences was exhibited in the responses to a question about when to prepare a resume. Slightly more JA Success Skills stand-alone students and combined program students answered correctly that one should not wait until one is looking for a job to create a resume. The difference was statistically significant at the 0.05 level for the JA Success Skills only group.

In addition, the JA Success Skills program seems to have been effective in imparting at least some information about how to be successful in the workplace. For example, a question that measured the students’ knowledge of effective ways to build rapport with their colleagues, showed increases among the JA Success Skills participants and overall results. As shown in Table 3.4, post-tests from the JA Success Skills and combined program participating students showed a double-digit increase from the pre-test to the post-test in students choosing the correct answer. As a California JA Success Skills student noted, he learned “how to appropriately interact with coworkers and use transferable skills with jobs.”

Table 3.4. Effective Ways to Build Rapport with Colleagues

Respondent Group		% Correct Pre-test	% Correct Post-test
Combined program	Participating	35.7	47.3
	Comparison	44.0	23.4
Success Skills stand-alone	Participating	50.5	64.0
	Comparison	43.3	50.9
* Post-test differences statistically significant at 0.05 for JA Success Skills stand-alone and at 0.10 for the combined program.			

Another example involved asking students about how they would familiarize themselves with job responsibilities and standard office equipment that might be new for them. Table 3.5 below shows the increase in JA Success Skills stand-alone

participants answering correctly, while the JA Job Shadow stand-alone and combined program students did not show improved knowledge on this question.

Table 3.5. Becoming Familiar with Job Responsibilities

Respondent Group		% Correct Pre-test	% Correct Post-test
Success Skills stand-alone	Participating	54.9	75.0
	Comparison	61.4	62.1
* Post-test differences statistically significant at 0.10.			

In spite of these positive results, however, on several concepts the number of students choosing the correct answer declined from pre-test to post-test. For instance, when asked the most effective way to handle a conflict at the workplace, the percentage of participating students who answered correctly declined from 67.0 percent to 58.0 percent on the post test, a decrease of 9.0 percent across all programs. There may be many reasons for this, but since the percentage of students answering correctly decreased across all states and all program models, the evaluation team has determined that the untested question was likely confusing for the students. This question was influential in the results of the combined program group, as the effect size pre to post-test without this question would have been 0.01 instead of -0.05. It had no effect on the effect size for the other implementation models. The evaluation team believes this to be the result of volunteers trying to motivate students who lack showing up skills and other basic work readiness skills. Another explanation could be that the students themselves had experiences that did not reflect how the survey authors would have handled the conflict described in the test question.

Table 3.6. Resolving Workplace Conflict

Respondent Group		% Correct Pre-test	% Correct Post-test
All respondents	Participating	67.0	58.0
	Comparison	56.1	52.0
Combined program	Participating	60.9	44.6
	Comparison	60.0	51.1
JA Success Skills stand-alone	Participating	67.8	55.1
	Comparison	49.1	39.7
JA Job Shadow stand-alone	Participating	71.0	70.2
	Comparison	71.2	74.2
* Post-test differences statistically significant at 0.05 for JA Success Skills stand-alone and combined program.			

In addition, when asked the about effective nonverbal communication when interacting with colleagues, students choosing the correct answer declined from pre to post for both JA Success Skills only students and students participating in the combined program. One explanatory factor in this case may be cultural. In the United States, it is considered polite and honest to look people in the eye while speaking to them. In many other cultures, however, that is a sign of disrespect. Since the survey did not include any information on ethnicity or nationality, the evaluation team cannot determine to what extent this may have been an issue.

IV. Skills Gains

JA programs like JA Success Skills and JA Job Shadow focus specifically on providing students with the skills they need to behave appropriately in a business setting. The evaluation examined students’ perceptions of their own interpersonal and professional skills, as well as their problem solving abilities. Students’ self assessments of their career readiness improved significantly. Data collected in this self assessment before participating in the JA Success Skills and/or JA Job Shadow programs provide a basis for comparison with responses to the same self-assessment questions after completing the JA program(s).

In order to determine students’ knowledge of professional and interpersonal skills, they were asked to assess their aptitude with a series of skills before and after their JA program(s). In several cases, slightly more participants rated themselves as “excellent” or “good” on the post-test, and one of the seven was statistically significant at the 0.05 level. In a few cases, the students rate themselves more poorly, which is often the result of a better understanding of the standards expected in the workplace. Overall participant student responses are shown in Table 4.1.

Table 4.1. Participating Students’ Assessment of Their Professional & Interpersonal Skills

How are you at...	Excellent		Good		Fair		Poor	
	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %
Competing in a business environment?	14.1	18.8	34.1	37.6	30.3	29.0	6.0	5.7
Communicating with others?	47.7	46.9	40.1	42.9	10.6	9.0	1.2	0.6
Working well in a team?	51.2	52.9	38.8	36.2	8.9	9.0	1.2	1.5
Making decisions as part of a team?	41.1	42.9	43.7	42.9	13.2	11.3	1.6	1.9
Speaking in public?	23.8	20.9	30.1	34.6	30.3	29.6	14.8	13.7
Evaluating your options?	21.8	26.3	46.9	43.7	25.5	25.6	2.8	3.2
Coming to decisions based on facts?	26.5	28.8	48.5	46.4	21.8	21.3	2.0	1.9
Listening to others even when they have a different point of view than your own?	36.6	36.6	40.7	44.1	19.2	17.2	2.8	1.6
* Post-test differences that are statistically significant at 0.05 are shown in bold typeface. Note: an “I don’t know” category was included on the survey, but is not reported here.								

Although only one of the professional and interpersonal skills showed statistically significant differences at the aggregate level, some of the skills yielded significant results with particular implementation models. Competing in a business environment was the only statistically significant difference between pre-test and post-test, and this change was driven by the responses from the students participating in the Job Shadow stand-alone program, for whom the change was significant at the 0.01 level.

In addition, more students in the combined program rated themselves better at making decisions as part of a group, and the result was significant at the 0.05 level. JA Job Shadow participants reported improvements in communicating with others and budgeting money, with the results being statistically significant at the 0.10 level. Finally, JA Success Skills participants reported improvements in evaluating their options and listening to others' viewpoints, also statistically significant at the 0.10 level.

V. Attitudes and Aspirations

One of the major successes of the JA Success Skills and JA Job Shadow programs was the improvement in attitude and changes in aspirations among the participating students. Many students reported changed attitudes resulting from participating in JA Success Skills and/or JA Job Shadow. Table 5.1 shows the changes, two of them statistically significant at the 0.10 level, in students’ attitudes before and after participating in their JA program(s).

Table 5.1. Participating & Comparison Students’ Attitudes

To what extent do you agree with the following...	Participating Strongly Agree		Participating Agree		Comparison Strongly Agree		Comparison Agree	
	Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Post %
I like coming to school.	18.9	19.6	43.5	44.1	18.2	17.3	43.5	43.8
I know how to succeed in school.	36.2	40.3	52.8	50.0	35.2	30.8	53.9	55.9
I am willing to work hard to succeed in school.	41.2	41.9	47.1	45.6	41.3	38.5	44.8	46.5
I know how to prepare for my career.	25.2	29.8	43.4	45.1	24.9	26.4	48.1	43.2
I am planning to go to college.	62.1	63.6	25.4	25.5	60.1	62.3	27.9	27.6
I feel prepared to enter the world of work.	30.4	34.5	44.3	45.0	32.6	31.0	40.7	41.9
Note: Statistically significant differences at 0.10 are shown in bold typeface.								

Changes in attitudes were seen across programs, largely unrelated to the implementation model in which the students participated. The only measure for which type of program was significant was “I am willing to work hard to succeed in school.” For this indicator, considerably more JA Job Shadow participants reported they strongly agreed with that statement - 56.3 percent, compared to 40.3 percent prior to the program and 33.3 percent of their peers in comparison classrooms (both statistically significant at the 0.05 level). This would seem to indicate that the unique feature of the JA Job Shadow program, the site visit to a volunteer’s workplace, has a profound impact on the motivation of students to apply themselves for the remainder of their academic careers.

Further, when compared to their peers in the comparison classes, far more of these same students strongly agreed that they knew “how to succeed in school,” 48.6 percent as opposed to 24.2 percent, and that they knew “how to prepare for [their]

career[s],” 30.4 percent as opposed to 21.2 percent (both statistically significant at the 0.01 level). An additional 50.9 percent of participating students agreed with the second statement as well, compared to 40.9 percent of the comparison cohort.

When asked if their plans had changed for the future since participating in the JA Success Skills or JA Job Shadow program(s), 39.2 percent of students reported that their plans had either changed a great deal (13.7%) or somewhat (25.5%) since their participation in the program(s). When given the opportunity to expand on their answers, students provided answers on how their plans have changed, as shown in the text box below.

“[This program] made me look at things from a different perspective.” - JA Success Skills student

“I now am more open-minded to professions in the business world and not just finance.” - JA Job Shadow student

“My plans have changed by introducing me to more opportunities and new things, for example, college and new professions; I’m interested in game design and art.” - JA Success Skills student

“I know how to build rapport with others and show respect and answer questions at an interview.” - JA Success Skills/Job Shadow combined program student

“I now want to go into business management because I recognized my leadership and skills to succeed.” - JA Success Skills student

VI. Implementation

Many students, teachers, and volunteers reported positively about the content and structure of JA Success Skills and JA Job Shadow. Almost all teachers, volunteers, and students commented positively on the use of multi-media tools and interactive exercises. There were, however, some suggestions for improvements as well. Given the multiple formats being evaluated in the three implementation models, we will examine here the structures and materials of each program individually.

A. JA Success Skills Course Content, Materials, and Delivery

Course Content

A majority of teachers (66.7%) felt that this course was “very closely” aligned with state curriculum standards, while another 22.2 percent said it aligned somewhat. The remaining 11.1 percent were unsure to what extent the JA Success Skills curriculum aligns with state standards. Teachers were also asked if the standard curriculum of their school contained work readiness courses or elements, a majority of teachers (66.7%) noted that at least some such courses were available, but only one teacher reported that work-readiness courses are required in the school curriculum.

All teachers and volunteers were pleased generally with the subject matter covered in the JA Success Skills curriculum. The teachers indicated that the instructions for classroom activities and materials were easy to use and understand, age-appropriate, and relevant. Almost all volunteers agreed (93.3%), though one said, “I would definitely recommend that it be a tad more age-appropriate. Seniors in high school like to do activities that they can relate to (and that 18-year olds feel like are appropriate for them).” Additionally, most volunteers reported that they themselves, the teacher or both reinforced the subject matter with students, giving them a second exposure to topics and terms.

Some volunteers felt, however, that there needed to be options from which they could choose subjects were most relevant to their students. Volunteers and teachers described two dimensions to this issue: 1) the economic base of the community in which the program is being conducted; and 2) the demographics of the students participating in the course. For example, one volunteer noted that, “I found that the students didn’t know what some of those positions were,” which meant that they were not well-equipped for the activities based on the materials provided. Recognizing that some of the students participating in these programs may not be college-bound, one volunteer suggested, “They should maybe tone it down a bit ... maybe have more blue collar positions.”

Teachers also noted this problem, and while some were able to work with the volunteer to adapt the materials to better fit their students, for volunteers without much classroom experience this could prove very challenging. One teacher noted that the sample resumes were nice, but not appropriate for his students: “[The workbook] should show a resume of a cashier so they can see a peer’s resume. The resumes given were not relevant to them in retail service jobs.” A U.S. Member Office staff person agreed with this criticism and suggested offering several different resumes and job situations, and allowing those who are in the classroom working directly with students to decide which would be most appropriate.

On the other hand, in session seven’s interview exercise, the job for which the individual is applying is an entry-level service position. This format gave teachers and volunteers little latitude with which to explore what a professional position interview might entail. In classroom observations, students had difficulty engaging with the mock interviewer asking typical interviewing questions, such as “Why do you want to work here?” One volunteer suggested having entry-level positions across many fields included in one way or another to help students understand the spectrum of their options.

Another comment from several teachers and volunteers was that 16 success skills was too many to attempt to cover in a one-hour session, which is the time most volunteers had with their classes each week. Several also noted that the Daily Habits were not particularly effective. One volunteer said that he used his own sayings, which were more accessible to the students in his class and appropriate to their local context, as a substitute.

Additionally, there were a couple of important topics that teachers and volunteers felt were missing from the curriculum. Particularly important were topics of business ethics and financial literacy. One volunteer noted the lack of attention paid to why it is important to show up to a job and maintain a work ethic. The volunteer also pointed out the importance of teaching students what to do with the money they earn.

Volunteer Guide

The Volunteer Guide elicited mixed reviews from the teachers. Some teachers voiced concerns about the Volunteer Guide and its ability to provide volunteers all the information they need for a class. One teacher noted it would be good to “incorporate activities that would grab the students’ interests immediately.” The teacher continues, “Furthermore, I would revise the topics in the curriculum so that there is more depth in the topics.” Additionally, teachers mentioned including full lesson plans (in accepted standard formats) to aid the volunteers. One teacher said that a “much better teaching tool [is] needed for lesson plans,” as volunteers typically do not have much classroom experience. Also, another teacher suggested giving volunteers a pre-test to gauge “their presentation style and then have

different options of materials that will suit their style,” indicating that flexibility is better than a “one size fits all” approach to volunteer materials.

The volunteer responses in the online survey demonstrated their general satisfaction with the volunteer guide, as Table 6.1 below shows. All volunteer respondents agreed that the volunteer guide prepared them to lead the class. Nearly all respondents (92.9%) agreed the volunteer guide clearly presented session objectives and helped them to summarize key concepts. Furthermore, most respondents (85.7%) also agreed the guide was easy to use. Those reporting difficulty in the use of the volunteer guide noted the lack of correlation between the volunteer and student books. Some volunteers found it challenging to flip through both the volunteer and student workbooks during the classroom sessions in order to refer students to the correct pages in their books. However, one volunteer commented, “The lessons alone aren't as strong as the additional experiences/examples that I personally inserted. I'm not sure if most volunteers take the time to do that, or if they mostly go step by step in the book.” The volunteer went on to recommend that the book should prompt volunteers to bring in their own experiences.

Table 6.1. Volunteers’ Perceptions of the Volunteer Guide

	Strongly or Somewhat Agree (%)	Neither Agree nor Disagree (%)	Strongly or Somewhat Disagree (%)
The volunteer guide prepared me to lead the class	100.0	0.0	0.0
The volunteer guide clearly presented session objectives	92.9	7.1	0.0
The volunteer guide was easy to use	85.7	7.1	7.1
The volunteer guide helped me to summarize key concepts for students	92.9	7.1	0.0
<i>n = 14</i>			

Student Workbooks

In this evaluation we were fortunate to have the opportunity to speak with a JA Success Skills volunteer who had taught the program last year *before* the materials were updated and improved. She stated that the materials were much improved, but there were still a few areas that remain for additional review. After interviewing several teachers and volunteers, several trends have been identified as possible improvements to student workbooks. First and foremost, teachers and volunteers alike noted that the design can be improved, along with the heavy reliance on written exercises. One volunteer suggested letting students play a part in developing a more visually-attractive student workbook as part of a work study project. In the classroom observations, students did not appear engaged when given assignments in the workbooks. Many never became involved in the classroom activity. This was supported by the views of students in the focus group: “I liked the book, but I really

liked it more when my instructor went off the book and talked about real-life situations.”

Particular suggestions for improving the workbooks included the following:

- The inclusion of more resume samples, including some poorly written sample resumes would allow students to do their own editing and learn from others’ mistakes.
- Better marketing examples in session six. “Once you brought it down to their level, talking to them about what they saw, what they think about marketing on a regular basis, like about sneakers or what they see in the magazines, they got very much into it. And I was able to relate that to them about how to market themselves when it comes to resume building and jobs. That was one of the few things we did that was in the book where they actually got into it.”

DVD, CD-ROM and Posters

Most volunteers (93.3%) and teachers (77.8%) generally responded positively to the inclusion of supplementary materials in the JA Success Skills toolkit. Students also found materials informative. The DVD was particularly popular with students, especially those segments that poked fun at situations and added an aspect of comedy to the learning environment. One Rhode Island JA Success Skills student shared “I think the video showed us a lot about what it’s like to go into the work world.” In one classroom observation, the DVD exercise showed students some advertisements and initiated a very engaging classroom discussion on effective marketing and how to market oneself when job searching. Students laughed with the volunteer as they talked about what was wrong with some of the situations presented. Volunteers noted the DVD served as a good way to build rapport with the students as they poked fun of some of the more melodramatic moments that one volunteer noted “gets you to pay attention more than something that’s just straight would.”

The one negative point mentioned by three different teachers and volunteers was the use of Sean Covey’s Daily Habits to address learning points in the video. Teachers and volunteers noted that the students did not know of Sean Covey and could not relate to his presentation style. A volunteer suggested either having real school-to-work students in the video, or having celebrities that students are familiar with present the talking points.

Posters were used in the classrooms observed, but were not nearly as effective as the DVD. Several volunteers agreed that they liked the idea of the posters and some of the information presented, but that the words were too small and, again, lacked appeal to students. One volunteer suggested using celebrities who have been successful in a variety of arenas to teach students about business success and the skills they would need to follow in their footsteps. A volunteer pointed out, “[The students] would recognize the names, and say this is someone who has made

millions, they have something to teach me.” The evaluation team also noted comments from teachers and volunteers about the 16 success skills poster in particular, which all interviewed felt was too much information to include in one poster.

The CD-ROM was the learning aide that received the most criticism from teachers and volunteers. Several volunteers expressed their fear that students never used the CD-ROM at all. A teacher noted that if the CD is not used during class to demonstrate its value to students, that it is either lost or forgotten over the course of the semester and is not used. One teacher suggested that, rather than using the CD, putting videos online and making them self-paced would be nice, along with introducing students to such videos during class sessions to peak their interest.

Course Delivery

The volunteers and teachers agreed that the interactive exercises were those to which the students responded best. Even those classes that comprise the most difficult to serve students responded well to the hands-on activities, as the following excerpt from a focus group shows: “The puzzle ... worked out really well.” “When you do the role play and this sort of stuff, it’s remarkable to see what sort of creativity comes out of it.” “Yes, role plays work really well. The kids just love doing the acting.”

Some 85.7 percent of volunteers spent fewer than two hours preparing for each lesson. All respondents believed that the time they spent preparing to be “about right” in terms of the level of effort.

B. JA Job Shadow Course Content and Materials

Given that the JA Job Shadow program is completed in a much shorter period of time than JA Success Skills, topics covered must be condensed to fit into three classroom sessions. Due to timing constraints, site visits were not possible during JA Job Shadow sessions. Therefore, feedback is limited to internal analysis of materials and the feedback from teachers and U.S. Member Office staff.

The JA Job Shadow Student Workbook has many positive features, including the In-Box Worksheet that students take with them to JA Job Shadow site visits and help record their findings throughout the day. Another important part of the workbook is also the shell for a business thank-you letter to be completed after the site visit.

There are, however, several recommendations for improvements on how to make this resource more student user- friendly. First, the glossary of terms should be addressed early in the program. After the teacher presents these key words as new material, perhaps a more appealing way of reinforcing these terms would be to have

students fill in the answers in a crossword puzzle using the same definitions listed in the glossary.

The 16 success skills section, as mentioned in the JA Success Skills section above, contains too much information for one compressed class. One U.S. Member Office staff person commented that the 16 success skills was “a lot of data, if not a lot of thought is put into that [on the part of the teacher], it is overwhelming and loses students.” Perhaps it would be more beneficial to have the teacher work with students to brainstorm some success skills they think one would need at the type of workplace they would be going to visit during their site visit. Listing some of the most important Success Skills is a great way to get a brainstorming session going, and give students an idea of the type of skills needed. As with much of the workbook, it is not visually appealing, there are few graphics or pictures that draw students in.

This is especially clear in the Career Cluster Table, an activity that could be shortened and made more user-friendly. In this way the class could be encouraged to complete the activity together. In those classes that were observed for JA Success Skills, students were more engaged in classroom activities when working as a larger group with volunteer/teacher encouragement. Students often lost interest or became disengaged when they were assigned to work in a workbook with a partner. Selecting a smaller number of career clusters and including photos of people doing these jobs or instruments/materials associated with these career clusters would be a great improvement. In general, this appears to be a lot of material and writing for students to complete in three short sessions.

C. Teacher-Volunteer Relations

The relationship between the teacher and the volunteer must be positive and reinforcing for the JA programs to be effective. As one volunteer commented, “My sense of accomplishment as a volunteer depends greatly on the teacher. ... It all comes down to the character of the teacher, their experience.” Volunteers generally reported working well with the teachers during the JA classes. Almost two-thirds of volunteers (64.3%) rated the experience of working with the classroom teacher as “excellent” and 28.1 percent rated the experience “good.” One volunteer noted that “the teacher was extremely supportive, helped reinforce lessons, and helped with classroom management.” Several other volunteers observed that the teachers played a large part in maintaining class discipline. Additionally, several volunteers commented on the benefits of working with a teacher who is invested in their students. One volunteer stated “I found having the teacher present and involved very effective and much appreciated. You can tell she enjoys teaching and making a difference in high school students lives. The program would not have run as smoothly as it did without her.”

There was a wider range in responses when asked to what degree was the classroom teacher involved in the delivery of materials with 35.7 percent responding to a great degree, 28.6 percent to a moderate degree, 28.6 percent to a small degree, and 7.1 percent not at all. One JA staff member noted some disagreement between teachers and volunteers when it came to lesson plans. She commented that because teachers were not 100 percent on the structure of the program, the teachers wanted to reorganize it to what made sense to them. This affected the volunteers who were, “a bit thrown off because they aren’t teachers; they don’t have that experience of throwing together lessons.” She also commented that the teachers wanted to make improvements and teach a bit more than she has seen in other JA programs.

Some 44.4 percent of teachers described their experience of working with volunteers as “excellent,” noting that the presence of a volunteer “connects [the students] to the outside real world” and students find the lessons “refreshing to hear [from] someone who is in the workforce.” On this same point, 18.2 percent of teachers rated the experience as “good” and 9.1 percent rated it as “fair.” As one teacher said, “The volunteer instructor is essential to the delivery of the lesson because he or she establishes a direct connection with the real world.” Another teacher said that “the program is very good,” but it is “important that the volunteer instructors are able to capture and retain the attention of students.”

VII. Satisfaction with Programs

All stakeholder groups that were interviewed reported being generally satisfied with the JA Success Skills, JA Job Shadow, and combined programs.

A. Student Satisfaction

Several survey questions focused on how well the students liked the programs and how likely they would be to want to participate in the future in order to gauge overall student satisfaction with the JA Success Skills and JA Job Shadow programs, as well as the combined program implementation model.

Participating students were first asked to rate how much they enjoyed the JA programs in which they participated. On the whole, students enjoyed the programs, as evinced by overall ratings in which 38.1 percent of students said they liked the program(s) “somewhat” and 43.4 percent said they liked it “very much.” When separated by program implementation model, the percentages are overwhelmingly positive: some 76 percent of Success Skills stand-alone students said they liked the program “somewhat” or “very much” and 81.5 percent of combined program students said the same, while a formidable 89 percent of Job Shadow stand-alone students “somewhat” or “very much enjoyed” the program. These findings are documented in Table 7.1 below.

Table 7.1. Satisfaction with JA Success Skills and JA Job Shadow Programs

To what extent did you enjoy your JA program experience?	Success Skills Only (%)	Job Shadow Only (%)	Combined Program (%)
I did not like it at all.	1.5	0.0	0.0
I did not like it much.	6.1	2.4	3.1
I didn't like it, but I didn't dislike it either.	16.0	8.2	15.4
I liked it somewhat.	52.7	18.8	33.8
I liked it very much.	23.7	70.6	47.7

When asked if they would like to participate in another JA program in the future, 67.9 percent of students said yes, with the largest percentage (33.6%) saying “yes, definitely.” When divided according to implementation model, the percentages of students who said they would “probably” or “definitely” like to participate in another JA program aligned with their satisfaction with the programs, with 56.6 percent for JA Success Skills stand-alone students, 65.2 for combined program students, and 87.1 percent of JA Job Shadow stand-alone students. These results are

especially favorable considering that only 26.7 percent of students had previously participated in a JA program.

Finally, students were asked what they thought was the most important benefit of the JA Success Skills and JA Job Shadow programs. Students’ comments on this question were quite diverse. One student noted that the JA Success Skills program “helps with common problems/situations everyone is going to get into. Many of these things learned really help to think how to react to situations that I am faced with at work and never really was taught how to react to the situation.” Another JA Success Skills stand-alone student said that “learning how to write a resume and cover letter” were the most important benefits, also saying, “I thought the activities were fun and a good way of learning the information.” Regarding JA Job Shadow, one student mentioned that seeing “how the bank works and to have a full hands on experience of being a teller” was an important benefit. In addition, a Job Shadow stand-alone student remarked that the program “gives students information about the work place before they become a part of it,” while another participant in the JA Job Shadow program noted, “This program enables teenagers to explore different career opportunities and get a hands on experience of the outside work world.”

B. Teacher Satisfaction

A majority of JA Success Skills teacher respondents (77.8%) rated their overall JA experience as “excellent.” The remaining 22.2 percent rated the experience as “fair.” All of the teachers who responded to the survey indicated they would be “very likely” to have another JA program in their classroom in the future. Additionally, the survey asked teachers to indicate how their experiences with the JA Success Skills program affected them personally and professionally in terms of several statements regarding, among others, enjoyment in working as a teacher, sense of connection to students, and sense of fulfillment. Many teachers noted that their sense of connection to students increased at least somewhat, with few teachers reporting no change. A majority of teachers also said their enjoyment and satisfaction in working as a teacher increased, and almost all respondents said they felt their ability to present and explain work readiness concepts increased. Table 7.2 summarizes these findings.

Table 7.2. Teachers’ Perceptions of Benefits from JA Success Skills Participation

To what degree did JA Success Skills change the following...	...increased a lot (%)	...increased a little (%)	...no change (%)
My sense of connection to the students	33.3	44.4	22.2
My enjoyment or satisfaction in working as a teacher	33.3	66.7	50.0
My ability to present and explain work readiness concepts	44.4	44.4	11.1
<i>n = 9</i>			

Teachers who participated in the Job Shadow program were also asked to discuss the “Job Shadow Day” component of the program. According to survey responses, which were overwhelmingly positive, 75 percent of teachers accompanied their students to the JA Job Shadow Day at a local workplace. All teachers noted that their students shadowed as part of a group rather than individually, with each group consisting of two to four students spending three to four hours at the workplace. A full 100 percent of teacher respondents thought this amount of time was “just right.”

When asked to comment on the most valuable part of the day, one teacher responded, “Allowing the students to meet three different representatives of Toyota provided them with a good overview of different career paths in the automotive industry.” Another teacher said, “My students absolutely loved going to Stoneham Bank. We have been twice, and both times were excellent!”

Those teachers who participated in both programs had JA Job Shadow in their classrooms for either one or two semesters and rated the overall experience positively, with all teachers calling the experience either “good” or “excellent.” Indeed, 100 percent of teachers who participated in Job Shadow responded that they would be “very likely” to have a JA program in their classroom in the future.

C. Volunteer Satisfaction

The volunteers’ responses were overwhelmingly positive with all online survey respondents rating their overall JA experience as either “excellent” or “good.” In a focus group, the volunteers in Rhode Island noted that they had excellent support from the U.S. Member Office. One volunteer described how they had “tremendous support – as much as we needed. Support in various ways, for example, the training that we needed.” The survey also indicates that the volunteers felt personal benefits and satisfaction from their JA experiences. A list of possible intangible benefits was presented to volunteers in their online survey, and the results are listed in Table 7.3. All of the volunteers indicated an increased sense of connection to the students. Nearly all volunteers (92.9%) reported an increased enjoyment or satisfaction in working with young people, an increased sense of fulfillment and self-efficacy, and an increased appreciation for the work that teachers are doing in their community.

Table 7.3. Volunteers’ Perceptions of Benefits of JA Success Skills Participation

To what degree did JA Success Skills change the following...	...increased a lot (%)	...increased a little (%)
My sense of connection to the students	57.1	42.9
My enjoyment or satisfaction in working with young people	64.3	28.6
My own sense of fulfillment and self-efficacy	57.1	35.7
My appreciation for the work that teachers are doing in my community	78.6	14.3
<i>n</i> = 15		

Furthermore, all of the volunteer responses demonstrated they felt the students saw them as a role model or mentor to some degree, with over a quarter (28.6%) reporting “to a great degree.” A focus groups conducted with students supported the volunteers’ perception. One Rhode Island JA Success Skills student described how the class was influenced by the volunteer: “She made it engaging and interesting – something where you weren’t like, oh, I have to go to this class, but that you actually wanted to go to class and you wanted to learn about this.” Another indication of volunteers’ satisfaction with the JA programs is that all volunteer respondents reported they would be likely to volunteer for Junior Achievement in the future, with most (71.4%) responding it would be “very likely.”

VIII. Conclusions

Overall, the JA Success Skills and JA Job Shadow programs have important impacts on the participants in line with the goals of the programs. On the whole, all stakeholder groups are satisfied with the program. Students’ knowledge increased in some of the key areas targeted by the program. Student survey data show self-reported gains in professional and interpersonal skills, understanding of the working world, and attitudes and aspirations, thus leading to improvements in students’ self-assessment of their preparedness to enter the workforce. Table 8.1 shows a summary of the results in these areas by implementation model.

Table 8.1. Results by Program Implementation Model

Metric	JA Success Skills	JA Job Shadow	Combined Program
Satisfaction (Likert Scale)	Students: 76.4% Teachers: 77.8% Volunteers: 100.0%	Students: 89.4% Teachers: 100.0%	Students: 81.5% Teachers: 100.0% Volunteers: 100.0%
Knowledge Gains (Pre- and post-content assessment)	Five areas of increased knowledge: building rapport with colleagues, criteria for hiring, when to do a resume, improving one’s chances of being hired, and becoming familiar with job responsibilities (bold significant); effect size indicates significant gains over comparison group.	Four areas of increased knowledge: definition of interpersonal skills, demonstration of interpersonal skills, criteria for hiring, and effective nonverbal communication.	Four areas of increased knowledge: building rapport with colleagues , definition of interpersonal skills, criteria for hiring, and becoming familiar with job responsibilities (bold significant).
Professional & Interpersonal Skills Gains (students’ self-assessment pre and post program)	Seven areas of improvement: competing in a business environment, communicating with others, making decisions as part of a team, coming to decisions based on facts, listening to others even when they have different views , budgeting money, and saving money (bolded were significant).	Seven areas of improvement: competing in a business environment, communicating with others , working well in a team, speaking in public, listening to others even when they have different views, budgeting money , and saving money (bolded were significant).	Seven areas of improvement: competing in a business environment, working well in a team, making decisions as part of a team , speaking in public, evaluating one’s options, budgeting money, and saving money (bolded were significant).

<p>Changes in Attitudes and Aspirations (students' self-assessment)</p>	<p>Six areas of improvement: enjoying school, knowing how to succeed in school, willingness to work hard to succeed in school, knowing how to prepare for a career, planning to go to college, and feeling prepared to enter the world of work. 33.1% said their future plans changed as a result of participating in JA.</p>	<p>Six areas of improvement: enjoying school, knowing how to succeed in school, willingness to work hard to succeed in school, knowing how to prepare for a career, planning to go to college, and feeling prepared to enter the world of work (bolded were significant). 37.3% said their future plans changed as a result of participating in JA.</p>	<p>Six areas of improvement: enjoying school, knowing how to succeed in school, willingness to work hard to succeed in school, knowing how to prepare for a career, planning to go to college, and feeling prepared to enter the world of work. 53.9% said their future plans changed as a result of participating in JA.</p>
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Each model has certain strengths, which should be used to help target the programs to those who will benefit most from them. JA Success Skills is most useful in teaching students about work-readiness fundamentals and tips for giving themselves an edge as they enter the labor market. Volunteer and teacher selection is key to the success of the JA Success Skills program. The students in the focus group believed that the volunteers are critical in the delivery of the program: “I think they did a really good job of picking instructors – it really shows.” The program provides an important opportunity for students to interact with members of the business community to whom they would otherwise have no access. The evaluation team recognizes that recruitment is difficult for longer-term classes, but matching the teachers and volunteers well is one way to ensure positive outcomes.

The JA Job Shadow program was particularly successful in engendering improvements in professional skills and positive changes in attitudes and aspirations. It is a shorter program, requires minimal recruiting in terms of volunteers and has a significant impact for a small investment.

The combined JA Success Skills and JA Job Shadow program, however, provide both sets of benefits. Although some of the results do not seem as robust as those from the stand-alone programs, this is likely due to the limited sample of combined program students. And the rate of changes in plans is considerably higher than the stand-alone programs, indicating that they have perhaps learned about more opportunities than they had known were possible. As one volunteer noted, it is important to “give [the students] the opportunity to visit somewhere. Kids don’t know what their job goal entails.” Furthermore, combining the programs exposes the students to more members of the business community, breaks down barriers for new labor market entrants, and creates volunteer recruiting opportunities for U.S. Member Offices.

In addition, teachers and volunteers reported perceiving important intangible benefits from program participation. In the words of a JA Success Skills volunteer, “I speak about this on the weekends to friends and family more than I probably do about most things. I have a very dim outlook on the prospects of this society, but every time I come here, I have some reassurance.”

Overall, the programs perform reasonably well and meet the goals set out by JA Worldwide. Stakeholders provided recommendations on improving the programs, however, and those are the focus of the next chapter.

IX. Recommendations

While both JA Success Skills and JA Job Shadow, are meeting their goals, there are opportunities to improve the implementation of the programs in the future. Many suggestions and recommendations for improvements gathered from individual interviews and observations speak to this point. Recommendations for improvements generally focus on improving the effectiveness of the JA Success Skills and combined program in knowledge and skills transfer.

Align the student workbook and volunteer guide. The most difficult aspect of the course organization was the lack of correlation between volunteer and student books. The volunteer handbook would be far more effective if it were produced to mimic teaching manuals that display exactly what the students see in their student workbooks, with additional notes and directions in page margins or colorful text. One teacher spoke of the difficulty for volunteers without teaching experience to maneuver the volunteer guide.

Provide three options for resumes and mock interview lessons. “It would be good to have two versions or three versions of the program to be applicable to where you’re at. The versions could still accomplish the same thing overall, but they would be a little more applicable to the different areas.” When asked if it would be too burdensome for them to have to select one resume from three or so provided with the materials, volunteers said no. Teachers felt this would enable them to select the materials that would best capture their students’ attention. And they felt having a choice of three positions for which to “apply” for a mock interview would be helpful for the students and tie into the concept of evaluating one’s own skills and interests when considering employment options.

Make the materials as interactive as possible. Both volunteers and teachers noted the design of the student workbook as problematic. It relied too heavily on written response, had very few pictures or graphics that catch the eye, and did not always include material that was relevant to their students. To make the lessons more interesting and interactive, including a section in the first part of each lesson with an interesting and unusual fact about that day’s lesson would help draw students in and perhaps begin a discussion on the topic of the day. A teacher showed an example of a “did you know” section from a teacher’s manual for one of the school’s standard textbooks.

Maximize the use of interactive learning exercises. Interactive activities sparked students’ interests: games, teamwork, role play, and talking about marketing. Replacing some writing assignments with more games or team-building activities would be a great improvement.

Revisit the organization of the lessons. Another difficulty facing some volunteers and teachers was the organization of the JA Success Skills lessons. Two interviewees spoke about going through the curriculum and reworking the order to best apply to their students. A point that was reflected on more than once was the organization of the Success Skills lessons. One teacher took the time to go through the curriculum and volunteer workbook with his volunteer to reorganize the chapters, therefore making them more effective for his students. Moving the assessment of marketing and mock interviews to the second and third sessions after the self assessment would help students make use of these interviewing skills earlier, which would be particularly useful for seniors who need these skills early in the year in job or college application processes.

Post CD-ROM materials online rather than distributing with kits. Having heard from volunteers that the take-home CD-ROMs were largely not used, an inexpensive alternative would be to have the CD-ROM materials posted online with interactive activities, allowing students to work through them at their own pace. Computer skills are crucial to anyone entering the working world. Programs like JA Success Skills and JA Job Shadow that focus on helping prepare students to enter the workforce should build on these skills and encourage further development.

Consider adding a segment or complementary programming on business ethics. Both U.S. Member Office staff and volunteers mentioned the need to include business ethics. In JA Success Skills, students learn how to handle conflict and work as a team, but they are not directly addressing ethical concerns in making decisions at the workplace. Some volunteers brought this into their lessons on their own, however, this is a topic that would naturally fit into both JA Success Skills and JA Job Shadow curricula. This section could address questions like why it's important to show up to work, how your actions affect your co-workers, etc.

Consider adding a segment or complementary programming on financial literacy. Another deficit mentioned by program implementers was the lack of economic planning or financial literacy. One volunteer noted, "We need to teach them what to do with the money they earn!" One practical and relatively easily incorporated suggestion is to include a brochure that clearly breaks down how to budget based on salary. This would show students what percentage of their income should go to housing, food, and other expenses. The volunteer with this idea explained, "It could be designed to look like a wallet, and call it something simple like 'how to keep money in your wallet.' You need something that's plain and hits home, that they can carry with them."

Consider the inclusion of an online component. In an age where students have grown up using computers, playing video games, and are accustomed to a world largely run by technology, the absence of computers in these programs is a point of

contention. Multiple volunteers talked about how technologically savvy their students are, and how the program should take advantage of those skills. One teacher suggested using a website like bridges.com for an interview game. He explains, “[we] should be doing more things online, the kids are more savvy electronically and it holds their attention more.” The incorporation of computers could also offer a way for students to maintain contact and support with both JA Worldwide and their individual volunteer. This would provide long-term support to students who have already created a bond with a member of the local business community. Students could read and learn to search for and analyze job postings through the web, learn about seminars and various opportunities to build on their job-related skills (both during the program and after).

Appendix

JUNIOR ACHIEVEMENT SUCCESS SKILLS POST-PROGRAM STUDENT SURVEY PROTOCOL 2008

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

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

A LITTLE ABOUT YOU

- 1) What is your gender? Male (01) Female (02)
- 2) What is your age? _____ years
- 3) What kind of job do you think you would you like to have? Please select the answer that is **most like** the job you'd like to have. If you don't know, or you want to do more than one, please **pick one that sounds the best**.
 - Teacher or educator (01)
 - Doctor or nurse (02)
 - Business manager or owner (03)
 - Employee of a business (04)
 - Financial or banking professional (05)
 - Electrician, plumber, carpenter or similar (06)
 - Government employee (07)
 - Artist or entertainer (08)
 - Scientist (09)
 - Stay-at-home parent (10)
 - Other, please specify _____ (99)

YOUR SKILLS

- 4) Please evaluate yourself on each of the following **professional skills**.

How are you at...	Excellent (05)	Good (04)	Fair (03)	Poor (02)	Don't Know (09)
a. ...writing a resume?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ...preparing for an interview?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. ...competing in a business environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. ...assessing product advertising?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. ...writing a cover letter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

	Strongly Agree (05)	Agree (04)	Neither agree nor disagree (03)	Disagree (02)	Strongly disagree (09)
a. I like coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I know how to succeed in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I am willing to work hard to succeed in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I know how to prepare for my career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am planning to go to college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I feel prepared to enter the world of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

7) Which of the following is **not** an effective way to build rapport with your colleagues?

- Finding common interests and engaging your co-workers in conversation about them.
- Sending a card to a sick colleague.
- Advising a co-worker that they will need to work harder to get a promotion.
- Offering to organize a group lunch on Friday afternoon.

8) What is the best definition of **interpersonal skills**?

- Behaviors we exhibit when we interact with others.

- Skills that are used in personal interactions, but which have no relevance in the workplace.
 - Our personal feelings that we don't share with others.
 - Being a sparkling conversationalist.
- 9) If you are demonstrating good interpersonal skills, which of the following will you **not** do?
- Address a co-worker by name.
 - Look people in the eye when you talk to them.
 - Cross your arms or check your watch frequently during a meeting.
 - Offer your opinion about the best strategy for attracting a new client.
- 10) Which of the following applicants stands the **best chance** of getting hired at the Ziegler Company?
- Patty, who has 10 years of experience but has a word misspelled on her resume
 - George, who has excellent references but arrives 15 minutes late because he got lost
 - Amy, who has no experience but establishes good rapport with the interview team
 - Jack, who comes to the interview dressed professionally but tells the interview team he'd rather be working at ProData if they would hire him
- 11) True or false: dismissing your co-workers suggestions and insisting on doing things your own way is a good strategy for making a favorable impression with your boss.
- True
 - False
- 12) Katie is the assistant manager at a popular clothing store in the mall, and is responsible for making out the weekly work schedule. One day, her co-worker, Paul, comes to her and tells her that he refuses to work next Saturday afternoon since she gives all of the best hours to the other employees. Which of the following responses demonstrates the **most effective** way for Katie to handle this conflict?
- Katie becomes angry, and tells Paul "I don't care what you think. If you don't come in on Saturday, you're fired!"
 - Katie refuses to listen to Paul's concerns, and tells him that he has to go to the store manager if he has a problem with her schedule.
 - Katie accepts Paul's criticism and tells him he can take Saturday off. Then Katie has to work the Saturday shift for him.
 - Katie listens to Paul's problem, then tells him that if he doesn't want to work on Saturday, he is responsible for finding another employee to fill his shift.
- 13) Which of the following is the best example of teamwork:
- Collaborating with your team members to produce a product to which everyone contributes equally
 - Splitting up a project into equal parts and having each team member work on their section individually
 - Designating a team leader who makes all the decisions and assigns work to the rest of the team
 - Asking your teammates to call you when the project is finished, so you can put your name on it
- 14) Which of the following is **not** an example of **effective** nonverbal communication?

- Nodding your head when you agree with the speaker's ideas
 - Maintaining eye contact and demonstrating active listening
 - Grunting when the interviewer asks you a question
 - Leaning forward in your chair to demonstrate interest in the conversation
- 15) True or False: You don't need to worry about putting together a resume until you find a job for which you wish to apply.
- True
 - False
- 16) You have a job interview, and you're really interested in the position. Which of the following activities can you do to improve your chances of getting hired?
- Before the interview, prepare responses to common questions which will highlight your strengths as a candidate
 - Arrive looking professional, prepared and eager to demonstrate your interest in the job
 - Send the owner a professional, well-written thank you note after the interview
 - All of the above
- 17) Julia has just started a new job as an office assistant. In order to fulfill all of the tasks assigned to her, she will need to use a number of office machines, including a photocopier, a fax machine and an office switchboard. She has never used any of this equipment before – what is Julia's **best strategy** for learning how to use the equipment?
- Julia should wait until she's asked to do a job that uses the equipment, then tell her boss she doesn't know how to use the equipment and ask for directions
 - Julia should approach her boss and request a training schedule for each piece of equipment
 - Julia should ask her new co-workers to do any work for her that requires the use of the new equipment
 - Julia should practice with each machine on her own until she figures out how to work them all

PARTICIPATING IN A JA PROGRAM

- 18) Please rate how much you enjoyed your *JA Success Skills* program.
- I liked it very much (05)
 - I liked it somewhat (04)
 - I didn't like it but I didn't dislike it either (03)
 - I did not like it much (02)
 - I did not like it at all (01)
- 19) Would you like to participate in another JA program in the future?
- Yes, definitely (05)
 - Yes, probably (04)
 - Not sure/Don't know (03)
 - Probably not (02)
 - Definitely not (01)

20) Have your plans for the future – your education, your career, etc. – changed since you have participated in the *JA Success Skills* program?

- Yes, my plans have changed a great deal (01) (***Please go to question 21***)
- Yes, my plans have changed somewhat (03) (***Please go to question 21***)
- No, my plans have not changed (02) (***Please skip to question 22***)

21) Please explain how your plans have changed.

22) Have you ever participated in a Junior Achievement program besides *JA Success Skills*?

- Yes (01) (***Please go to question 23***)
- No (02) (***Please skip to question 24***)

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

<input type="checkbox"/> First grade	<input type="checkbox"/> Fifth grade	<input type="checkbox"/> Ninth grade
<input type="checkbox"/> Second grade	<input type="checkbox"/> Sixth grade	<input type="checkbox"/> Tenth grade
<input type="checkbox"/> Third grade	<input type="checkbox"/> Seventh grade	<input type="checkbox"/> Eleventh grade
<input type="checkbox"/> Fourth grade	<input type="checkbox"/> Eighth grade	<input type="checkbox"/> Twelfth grade

24) What do you think is the most important benefit of the *JA Success Skills* program?

**JUNIOR ACHIEVEMENT SUCCESS SKILLS/JOB SHADOW
CLASSROOM TEACHER ONLINE SURVEY
2008**

Junior Achievement is interested in your experiences in the JA Success Skills/Job Shadow program. Your responses on these questionnaires will remain completely confidential, and will help Junior Achievement improve the program for the future.

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

CLASSROOM

1. Did your class participate in JA Success Skills?
 - Yes (continue to question 2)
 - No (**JA Job Shadow teachers please skip to question 28**)

2. For how many semesters have you had JA Success Skills in your class?

3. How would you rate the overall experience of being a JA Success Skills class?
 - Excellent (01)
 - Good (02)
 - Fair (03)
 - Poor (04)
 - Don't Know / Not Applicable (09)

4. In which grade are most of the students in this JA Success Skills class?

5. Does your standard curriculum contain work readiness courses/elements at this grade level?
 - Yes, work readiness courses are a required part of standard curriculum for students at this grade level (01)
 - Yes, work readiness courses are available for students on an optional basis (02)
 - Yes, work readiness elements are included in some courses in the standard curriculum for students at this grade level (03)
 - No, work readiness courses are not available for our students outside of this program (04)

6. To what extent do you feel this course aligns with state curriculum standards?
 - Very closely (01)
 - Somewhat (02)
 - Not very much (03)
 - Not at all (04)
 - I don't know/not applicable (09)

MATERIALS

7. In which language were most or all of the materials presented?
- English (01)
 - Spanish (02)
 - Other (99) Please specify: _____
8. Were materials and topics generally appropriate to students' education levels?
- Yes (01)
 - No (02)
9. During the session, did you or the volunteer instructor reinforce topics and terms with students, giving them a second exposure to topics and terms?
- Yes (01)
 - No (02)
10. Please indicate your opinion on the following statements

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

STUDENTS

11. Please indicate your opinion on the following statements:

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

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

Please refer to this list in answering question 12 below.

SUCCESS SKILLS SESSIONS

- Session 1: It's My Life
- Session 2: Listen Up
- Session 3: Stay Connected
- Session 4: Think Win/Win
- Session 5: Work Smart
- Session 6: The Marketing Spin
- Session 7: It's My Future

12. Please indicate how you would rate the effectiveness of each session:

	Extremely Effective (05)	Somewhat Effective (04)	Not Very Effective (03)	Somewhat Ineffective (02)	Very Ineffective (01)	Don't Know (09)
a. Session 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Session 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Session 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Session 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Session 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Session 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Session 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Based on your observations, please indicate your opinion on the following statements:

	Agree strongly (05)	Agree somewhat (04)	Neither agree nor disagree (03)	Disagree somewhat (02)	Disagree strongly (01)	Don't Know (09)
a. Success Skills improved students' teamwork skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Success Skills improved students' leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Success Skills improved students' problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Success Skills improved students' career planning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Success Skills improved students' interviewing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Success Skills improved students' observation and critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Success Skills improved students' self-presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Success Skills improved students' understanding of the connection between what they learn in school and the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Success Skills improved students' self confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Success Skills improved students' overall academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VOLUNTEERS

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

Excellent (01)

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

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

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

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

VOLUNTEER AND TEACHER GUIDE

17. Did you have access to the JA Success Skills Volunteer and Teacher Guide?

- Yes (01)
- No (02)

18. If yes, did you feel it was helpful in understanding and/or delivering the lesson?

- Yes (01)
- No (02)

19. Did you implement any of the Extended Learning Opportunities in your classroom?

- Yes (01)
- No (02) (if no, skip to question 22)

20. If yes, which ones?

21. If yes, did you feel that they were a beneficial element of the *JA Success Skills* curriculum?

- Yes (01)
- No (02)
- Don't Know (09)

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

SESSION FACILITATION

23. On average, how much time did you spend on preparation outside of the classroom per session?

- Less than 1 hour per session (01)
- 1 hour per session (02)
- 2 hours per session (03)
- 3 or more hours per session (04)

24. Did you feel this level of effort for outside preparation was...?

- Too much (01)
- About right (02)
- Too little (03)

25. How likely would you be to have a Junior Achievement program in your classroom in the future?

- Very Likely (01)
- Somewhat Likely (02)
- Not Very Likely (03)
- Not At All Likely (04)
- Don't Know/No Answer (09)

26. To what degree do you feel that the students saw the volunteer as a role model or mentor?

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

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

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

28. Did your class participate in Job Shadow?

- Yes (01) (Continue to Question 29)
- No (02) (**Skip to Question 55**)

29. For how many semesters have you had Job Shadow in your class? _____

30. How would you rate the overall experience of being a JA Job Shadow class?

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

31. In which grade are most of the students in this JA Job Shadow class? ____

32. Does your standard curriculum contain work readiness courses/elements at this grade level?

- Yes, work readiness courses are a required part of standard curriculum for students at this grade level (01)
- Yes, work readiness courses are available for students on an optional basis (02)
- Yes, work readiness elements are included in some courses in the standard curriculum for students at this grade level (03)
- No, work readiness courses are not available for our students outside of this program (04)

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

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

MATERIALS

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

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

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

- Yes (01)
- No (02)

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

- Yes (01)
- No (02)

37. Please indicate your opinion on the following statements:

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

38. Please indicate your opinion on the following statements:

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

Please refer to this list in answering question 39 below.

JOB SHADOW SESSIONS

Session 1: Perfect Match

Session 2: Now What?

Session 3: Looking Back

39. Please indicate how you would rate the effectiveness of each session:

	Extremely Effective (05)	Somewhat Effective (04)	Not Very Effective (03)	Somewhat Ineffective (02)	Very Ineffective (01)	Don't Know (09)
a. Session 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Session 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Session 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. Based on your observations, please indicate your opinion on the following statements:

	Agree strongly (05)	Agree somewhat (04)	Neither agree nor disagree (03)	Disagree somewhat (02)	Disagree strongly (01)	Don't Know (09)
a. JA Job Shadow improved students' teamwork skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. JA Job Shadow improved students' leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. JA Job Shadow improved students' problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. JA Job Shadow improved students' career planning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. JA Job Shadow improved students' interviewing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. JA Job Shadow improved students' observation and critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. JA Job Shadow improved students' self-presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. JA Job Shadow improved students' understanding of the connection between what they learn in school and the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

i. JA Job Shadow improved students' self confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. JA Job Shadow improved students' overall academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SESSION FACILITATION

41. On average, how much time did you spend on preparation outside of the classroom per session?

- Less than 1 hour per session (01)
- 1 hour per session (02)
- 2 hours per session (03)
- 3 or more hours per session (04)

42. Did you feel this level of effort for outside preparation was...?

- Too much (01)
- About right (02)
- Too little (03)

43. How likely would you be to have a Junior Achievement program in your classroom in the future?

- Very Likely (01)
- Somewhat Likely (02)
- Not Very Likely (03)
- Not At All Likely (04)
- Don't Know/No Answer (09)

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

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

JA JOB SHADOW EVENT

45. How many class meetings did you spend preparing your students for the Job Shadow Day?

- None (01)

- 1-2 (02)
- 3-4 (03)
- 5 or more (04)

46. Did the Site Coordinator provide you with general background on the workplace you visited?

- Yes (01)
- No (02)

47. Did you accompany the students to the JA Job Shadow Day at the workplace?

- Yes (01)
- No (02) (Skip to Question 55)

48. Did the students shadow as part of a group?

- Yes (01)
- No (02) (Skip to Question 50)

49. If yes, how many people were in each group?

- 2-4 (01)
- 5-7 (02)
- 8-10 (03)
- 11 or more (04)

50. How long did you spend at the workplace site?

- 1-2 hours (01)
- 3-4 hours (02)
- 5-6 hours (03)
- 7 or more hours (04)

51. Was the time spent at the work site...?

- Too short (01)
- Just right (02)
- Too long (03)

52. Please indicate your opinion on the following statements about JA Job Shadow Day?

	Agree strongly (05)	Agree somewhat (04)	Neither agree nor disagree (03)	Disagree somewhat (02)	Disagree strongly (01)	Not Observed (09)
a. The workplace was prepared for our visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The workplace accommodated students' interests well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students were engaged in the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

day's activities						
d. Students seemed interested in what their hosts had to tell and show them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The event provided value to the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My overall impressions of the day were positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53. What do you feel was the most valuable part of the day?

54. What do you feel was the least valuable part of the day?

DEMOGRAPHICS

55. Are you male or female?

- Male (01)
- Female (02)

56. Please identify your city and state: _____

57. What is the name of the school in which you teach? _____

58. How long have you been teaching? _____ Years

59. Is your school private or public?

- Private (01)
- Public (02)
- A combination of public and private (03)
- Unknown (04)

**JUNIOR ACHIEVEMENT SUCCESS SKILLS
VOLUNTEER INSTRUCTOR ONLINE SURVEY
2008**

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

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

VOLUNTEERING

1. Were you the volunteer instructor for JA Success Skills?
 - Yes
 - No

2. For how many semesters have you been a JA Success Skills volunteer? _____

3. How would you rate the overall experience of being a JA Success Skills volunteer?
 - Excellent (01)
 - Good (02)
 - Fair (03)
 - Poor (04)
 - Don't Know / Not Applicable (09)

MATERIALS

4. Were materials and topics generally appropriate to students' education levels?
 - Yes (01)
 - No (02)

5. During the session, did you, the teacher, or both reinforce topics and terms with students, giving them a second exposure to topics and terms?
 - Yes (01)
 - No (02)

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

	Agree Strongly (05)	Agree Somewhat (04)	Neither Agree nor Disagree (03)	Disagree Somewhat (02)	Disagree Strongly (01)	Don't Know (09)
a. The instructions for classroom activities were easy for the students to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Videos, games, simulations, posters and other materials reinforce content learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Materials facilitate discussion of key concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STUDENTS

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

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

Please refer to this list in answering question 8 below.

JA SUCCESS SKILLS SESSIONS
 Session 1: It's My Life
 Session 2: Listen Up
 Session 3: Stay Connected
 Session 4: Think Win/Win
 Session 5: Work Smart
 Session 6: The Marketing Spin
 Session 7: It's My Future

8. Please indicate how you would rate the effectiveness of each session:

	Extremely Effective	Somewhat Effective	Not Very Effective	Somewhat Ineffective	Very Ineffective	Don't Know
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	(05)	(04)	(03)	(02)	(01)	(09)
a. Session 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Session 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Session 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Session 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Session 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Session 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Session 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Based on your observations, please indicate your opinion about each of the following statements:

	Agree strongly (05)	Agree somewhat (04)	Neither agree nor disagree (03)	Disagree somewhat (02)	Disagree strongly (01)	Don't Know (09)
a. JA Success Skills improved students' teamwork skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. JA Success Skills improved students' leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. JA Success Skills improved students' problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. JA Success Skills improved students' career planning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. JA Success Skills improved students' interviewing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. JA Success Skills improved students' observation and critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. JA Success Skills improved students' self-presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. JA Success Skills improved students' understanding of the connection between what they learn in school and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

the workplace						
i. JA Success Skills improved students' self confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. JA Success Skills improved students' overall academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHERS

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

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

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

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

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

VOLUNTEER AND TEACHER GUIDE

13. Please indicate how you feel about the following statements:

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

concepts for students						
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14. Was your personal experience relevant to the content you presented? Please explain why or why not.

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

SESSION FACILITATION

16. On average, how much time did you spend on preparation outside of the classroom per session?

- Less than 1 hour per session (01)
- 1 hour per session (02)
- 2 hours per session (03)
- 3 or more hours per session (04)

17. Did you feel this level of effort for outside preparation was...

- Too much (01)
- About right (02)
- Too little (03)

18. How likely would you be to volunteer for Junior Achievement in the future (in this program or another)?

- Very Likely (01)
- Somewhat Likely (02)
- Not Very Likely (03)
- Not At All Likely (04)
- Don't Know/No Answer (09)

19. To what degree do you feel that the students saw you as a role model or mentor?

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

20. Please indicate how your time as a JA Success Skills volunteer has affected you professionally and personally, in terms of the following statements:

	Increased	Increased	No	Decreased	Decreased	Don't
--	------------------	------------------	-----------	------------------	------------------	--------------

	a Lot (05)	a Little (04)	Change (03)	a Little (02)	a Lot (01)	Know (09)
a. My sense of connection to the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My enjoyment or satisfaction in working with young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My ability to present work readiness concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My appreciation for the work that teachers are doing in my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My own sense of fulfillment and self-efficacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DEMOGRAPHICS

21. Are you male or female?

- Male (01)
- Female (02)

22. Please identify your city and state: _____

23. In which school do you volunteer for JA Success Skills? _____

24. How many years of work experience do you have? _____ years

25. How many times have you volunteered for the JA Success Skills program?

26. What were the grade level(s) of the students with whom you volunteered?

- 9th (01)
- 10th (02)
- 11th (03)
- 12th (04)
- Other (09)

JA SUCCESS SKILLS/JOB SHADOW (COMBINED) STUDENT FOCUS GROUP GUIDE

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

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

INTRODUCTION

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

GROUND RULES

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

NOTES TO FOCUS GROUP LEADERS

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

TOPIC QUESTIONS

1. Let's go around the group and introduce yourselves by your first names and what kind of career you think you would like to pursue. [at end] Great, thanks!
2. How did you hear about *JA Success Skills and Job Shadow*? What seemed interesting about it? What did you expect from the program?
3. To follow up on that, I'd like to ask you about the different sessions. [Showing an enlarged list of the sessions] I'm showing this list so you can remember the names of the sessions you've participated in. [If they haven't completed all of them, ask for answers based on what they've done in the program so far.]
 - a. Which did you like most? Why? Which did you like least? Why?
 - b. Was what you learned in any of the Success Skills/Job Shadow sessions similar to what you learned in your regular classes? How was it the same? How was it different?
 - c. Tell us something about the job interview process that surprised you or you found particularly helpful.
4. Tell me about the different activities.
 - a. Which activities did you like the most? Why? Which activity did you like the least? Why?
 - b. Do you think the activities represent what happens in reality? How?
5. Let's talk a bit about the materials used.
 - a. Did you like them? What did you think about the exercises in the workbook? Were they helpful?
 - b. Was the glossary of terms at the end helpful?
 - c. Were there any other terms you would have included or that you did not find? Did you have a favorite (poster, DVD, Habit of the Day, CD-ROM activity, Take-Home activity)? Why?
 - d. Did the materials go well with the topics you were reviewing? Did you think the materials were of good quality?
6. What did you think of the JA Volunteer in your classroom?
 - a. Did the volunteer make the material interesting?
 - b. Did he/she explain the concepts and terms in a way that was easy to understand?

- c. Did he/she talk about situations or times in real life where the material would be useful?
 - d. Was the volunteer patient and good at answering questions?
 - e. Did you think the volunteer was a good role-model? Why or why not? Did you talk to the volunteer about your future plans, goals or objectives? Did you ask the volunteer for any advice? If you got advice from the volunteer, did you think it was useful?
7. Have you shared what you learned in JA Success Skills/Job Shadow with your parents/friends? What particular topics or activities have you shared with them?
8. Were your expectations met? Did you like the program? Why or why not?
9. Did the program help you make plans for your future? Did it change your plans for the future? Do you think you will be better prepared for a job because of your participation in this program?
10. What recommendations would you have for the program?
11. Would you be interested in taking part in another JA program? Why or why not? Would you recommend the program to a family member or friend? Why or why not?

JA SUCCESS SKILLS EVALUATION
Classroom Observation Form



Class ID

NOTES TO OBSERVER

- Familiarize yourself with the protocol prior to the observation.
- The JA Staff Member would have introduced you to the teacher being observed and explained the purpose of the observation.
- However, if you and the purpose have not been introduced to the teacher, you may have to briefly tell the teacher how you plan to conduct the observation. Be positive, and make sure the teacher understands that you are there to make sure their voice is heard in the study.
- If the teacher asks you to tell the students why you are there, do so in a few words in order to not take up class time.
- The brief explanation should say simply, "I'm a visiting researcher and I'm here to observe how the Success Skills program is taught in your school." Please explain that you are not there to assess the teacher or students or to judge them in any way.
- Make yourself as inconspicuous as possible (find a space where you can observe the whole classroom without being obvious).
- Be observant of the classroom learning climate as well as the instruction and facilities.
- Try to schedule a short follow-up meeting with the teacher after your observation in order to clarify some of the activities that you have observed or to determine if the teacher ever employs those activities that were not observed during your visit.
- Write up your observation report as quickly as possible following the observation, using the section headings below as an outline.

BACKGROUND

1. How many students attended class on the day you observed? _____
2. What is the gender make-up of the class? # _____ Male (01)
_____ Female (02)
3. Is the teacher male or female?
 Male (01) Female (02)
4. Is the SS program part of the school day or an extracurricular activity?
 During the school day (01)
 Before or after school (02)

OBSERVATION OF INSTRUCTION

5. Does the teacher use an integrated skills approach to teaching SS? *(For example, do students listen and discuss workbook topics and read and write about them?)*

- Observed (01)
- Not observed (02)

5a. If not observed, the teacher's response to using this approach is:

- Yes, I use this approach (01)
- No, I don't use this approach (02)

6. Does the volunteer/teacher balance instruction and practice of skills development? *(For example, writing cover letters and resumes, practicing interviewing skills, etc.)*

- Yes (01)
- No (02)

7. Does the volunteer/teacher appear comfortable and competent using the SS materials in the classroom?

- Yes (01)
- No (02)

8. Does the volunteer/teacher appear comfortable and competent discussing SS concepts in the classroom?

- Yes (01)
- No (02)

9. Did the volunteer/teacher explain to students the objectives of the lesson you observed?

- Yes (01)
- No (02)

9a. If Yes, was this explanation given in writing or orally?

- In writing (01)
- Orally (02)
- Both (03)

10. Did the volunteer/teacher manage the classroom environment effectively?

- Yes (01)
- No (02)

11. Did the pace of instruction keep the students engaged?

- Yes (01)
- No (02)

12. Do students work together in groups?

- Yes (01)
- No (02)
- Not observed (03)

13. Is the overall classroom climate nurturing and respectful?

- Yes (01)
- No (02)

14. Does the volunteer/teacher give opportunities to each of the students to respond or ask questions?

- Yes (01) No (02)

15. During the observation, are all students doing the same task at the same time?

- Yes (01) No (02)

16. When students have finished an activity, are any study or learning tasks provided for them?

- Yes (01) No (02)

17. Was the video or exercise observed in the classroom effective? *(If not observed, ask the volunteer/teacher, and check off accordingly in 17b.)*

- a. _____ Yes (01)
 b. _____ No (02)
 c. _____ Not observed (03)

17a. If No, why not?

17b. If not observed, Volunteer's/Teacher's response about the use of audio-visual materials is:

- Yes, they are effective (01) No, they are not effective (02)

18. What percentage (approximate) of classroom interaction can be described as: *(This is to be observed throughout the class period and estimated afterwards)*

- a. _____ volunteer/teacher to students (01)
 b. _____ students to volunteer/teacher (02)
 c. _____ student to student (03)
 100% Total

Questions for Volunteer or Teacher (before or after the Classroom Observation)

19. How many students are enrolled in your Success Skills class(es)? _____

20. The SS class being observed is in which session? _____

21. Aside from those core to the program (ELOs, JS assignments, etc.), does your SS program expand learning opportunities outside the classroom through field trips, interaction with other volunteers or professionals, etc.?

- Yes (01) No (02)

22. How many times has the volunteer taught SS classes? _____

23. What are the ages of the SS students in this class? *(Please check all that apply)*

- a. ____ <14 (01)
- b. ____ 14-15 (02)
- c. ____ 15-16 (03)
- d. ____ 16-17 (04)
- e. ____ 17-18 (05)
- f. ____ Other (08) Please list "other" ages. _____

Date of Observation: _____

Length of Time to Complete: _____

Location: _____

Observer Comments/Notes:
