

Program: JUNIOR ACHIEVEMENT

Population Served:

Size Students in kindergarten through grade 12 at public schools offering the program, estimated at over 4 million students per year in the United States and approximately 1.2 million outside the United States.

Age: K-12

Other Characteristics: Available at schools that have adopted the program.

Program Components:

<u>Component</u>	<u>Provided by</u>	<u>Duration</u>	<u>Description</u>
Classes offered during the school day as part of regular curriculum	Consultants and business volunteers	During school year	<p>High school courses: Company Economics GLOBE Success Skills Leadership TITAN School Edition</p> <p>Middle school courses: Personal Economics Enterprise in Action The International Marketplace The Economics of Staying in School JA Go Figure! Exploring Math in Business JA BASE – Arts and Entertainment Edition JA BASE – Sports Edition</p> <p>Elementary School courses: A series of seven themes to help students learn about the U.S. economic system.</p>

Program Objectives/Goals:

To educate and inspire young people to value free enterprise, business, and economics to improve the quality of their lives.

Key concepts and skills covered in this program are related to several constructs, including basic cognitive skills, data collection and analysis, oral communication, technical skills, study skills, problem solving, and self-sufficiency.

Study 1:

Van Dusen, L., Borman, D., & Saeki, N. (1999). *Findings of the comprehensive summative evaluation of Junior Achievement's high school programs*. Logan, Utah: Western Institute for Research and Evaluation.

Study Objectives and Measurements:

Objective:

The study assessed four high school programs: Economics, Company, Success Skills, and GLOBE to:

- Evaluate the impact of the programs on student learning of economic and business concepts.
- Assess the impact of the programs on student critical thinking with an emphasis on business decision-making.
- Measure changes in student quality of life as a result of participating in JA.
- Assess teacher and consultant perceptions of program impact.

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Measurement instrument:

Objective–referenced tests

Alternative assessment—a more sensitive measure than objective–referenced tests. These tests require students to perform activities by synthesizing knowledge across concepts. Examples listed in study include portfolios, oral examinations, multimedia projects, journal entries, role plays, and simulations.

Student attitude surveys

Questionnaires for both consultants and teachers

Evaluation:

Type: Quasi-experimental (evaluations before and after program implementation)

Statistical techniques:

Objective–referenced tests – ANOVA

Alternative assessment – ANOVA

Surveys and questionnaires – inferential and nonparametric comparisons between responses before and after the test

Statistically significant at $p \leq .05$. Education is meaningful if effect size is .30 or greater.

Population evaluated: 17 local area programs with a total of 5,444 students

Outcome:

Findings are presented by program. Within each program, several successive analyses were conducted to determine specific group differences. A broad description of the findings is presented below; refer to evaluation for all findings.

Understanding of economic concepts:

- Participation in Economics, Company, and Success Skills programs is associated with students' understanding of economic concepts.
- Programs are associated with at-risk students
- Program participation related to students at all ability levels.

Critical thinking and problem solving:

- Improvements on alternative assessment results suggest that the programs are effective at encouraging students to excel to another level of learning, including synthesizing and integrating information in a way that allows them to make solid business decisions.

Quality of life:

- Program assignment was associated with workforce readiness, attitudes toward school, citizenship and deportment, and ability to make major life decisions.
- Overall, most changes were small and not statistically significant. This may be due in part to the finding that many students already held positive attitudes toward work and school and felt prepared to take on employment and general life challenges even before participating in JA.

Teacher and consultant perceptions of program:

- Teachers and consultants were of the opinion that in all programs, students gained basic business knowledge.
 - Across programs, teachers and consultants were of the opinion that students were better equipped to think critically, solve problems, and take on different perspectives than students who had not participated.
 - Across programs, teachers and consultants were of the opinion that programs influenced quality of life for students.
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Other Information: None.

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Study 2:

Van Dusen, L., & Cutler, J. (1998). *Findings of the 1997-98 comprehensive evaluation of Junior Achievement's middle school programs*. Logan, Utah: Western Institute for Research and Evaluation.

Study Objectives and Measurements:

Objective:

To determine the learning impact of the "best" activities of the curriculum.

Measurement instrument:

Objective-referenced tests

Evaluation:

Type: Quasi-experimental, control group design

Statistical techniques:

Objective-referenced tests – ANOVA

Statistically significant at $p \leq .05$. Education is meaningful if effect size is .30 or greater.

Population evaluated: Students in grades 7 through 9 from five JA offices. Over 2,300 tests were administered to program and control groups combined.

Outcome:

Findings are presented by program in the report. Within each program, several successive analyses were conducted to determine specific group differences. A broad description of the findings is presented below; refer to evaluation for ALL findings.

The following relationships have not been experimentally evaluated; therefore, causation cannot be inferred:

- The program group significantly outperformed controls at every curriculum level. (small magnitude for Personal Economics curricula)
 - Girls may benefit most from the middle school program
 - Students from most ethnic groups responded well to the middle school curriculum, improving their knowledge and retaining information learned. (Note: some concepts in Enterprise in Action do not work as well with African American students, and some concepts in International Marketplace do not work as well with Hispanic students.)
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Other Information:

None

Study 3:

Van Dusen, L., Snyder, R., Cutler, J., & Worthen, B. (1997). *Findings of the 1996-97 comprehensive evaluation of Junior Achievement's middle school programs*. Logan, Utah: Western Institute for Research and Evaluation.

Study Objectives and Measurements:

Objective:

To determine the impact of the newly revised middle school program on student learning and attitudes and to provide details about how the program is being implemented.

Measurement instrument:

Objective-referenced tests

Student attitude surveys

Classroom profile forms

Consultant forms

Project-control comparison forms

Evaluation:

Type: Quasi-experimental, control group design

Program: JUNIOR ACHIEVEMENT

Statistical techniques:

Objective-referenced tests and attitude scale scores – ANOVA

Statistically significant at $p \leq .05$. Education is meaningful if effect size is .30 or greater.

Population evaluated: Students in grades 7 through 9 from five local JA offices. Data were collected from 95 7th grade, 80 8th-grade, and 66 9th-grade classes.

Outcome:

A broad description of the findings is presented below; refer to the evaluation report for ALL findings. **The following relationships have not been experimentally evaluated; therefore, causation cannot be inferred:**

Learning performance findings:

- Students in the program group significantly increased their knowledge base of economic concepts. Magnitude of impact is greatly influenced by several factors, including:
 - Breadth of economics knowledge
 - Activities presented
 - Participation in elementary school program (an earlier JA program)
 - The experience of the consultant
 - Number of activities used to supplement the program
 - Participation in other economics programs
 - Ability of students
- Student attitudes toward business and school did not change as a result of participating in the middle school program. Student attitudes were already quite positive suggesting that there may have been little room for positive change.

Other Information: None
