

# Junior Achievement USA *JA Our Families*<sup>®</sup> Spring 2014 Summative Assessment

Final Report  
August 4, 2014



Junior  
Achievement<sup>®</sup>



empowering young people to  
own their economic success

harder+company  
community research

## About Junior Achievement USA® (JA)

Junior Achievement is the world's largest organization dedicated to giving young people the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and economic choices. JA programs are delivered by corporate and community volunteers, and provide relevant, hands-on experiences that give students from kindergarten through high school knowledge and skills in financial literacy, work readiness and entrepreneurship. Today, JA reaches 4.4 million students per year in 118 markets across the United States, with an additional 5.7 million students served by operations in 120 other countries worldwide. Visit [www.ja.org](http://www.ja.org) for more information.

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# Executive Summary

Junior Achievement is the world's largest organization dedicated to giving young people the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and economic choices. *JA Our Families*® is an elementary school program that targets the JA pillar of entrepreneurship. Over the course of five sessions, with topics including business, citizens, employment, entrepreneurship, family, and wants and needs, *JA Our Families*® challenges students to become entrepreneurial thinkers and make them work ready.

The aim of this summative assessment was to measure the impact of *JA Our Families*®. Conducted during spring 2014, this summative assessment measured the impact of *JA Our Families*® in seven JA Areas by measuring volunteer and program teacher satisfaction, perceived impact, ability of the program to address learning objectives, and relevance to students' lives.

Due to young age of student participants and the required reading and comprehension level needed to measure knowledge, attitude and behavior change, students were not directly assessed. Instead, post-program surveys were administered to program teachers (teachers participating in the program), control teachers (teachers not participating in the program), and program volunteers. One program teacher and two volunteers also participated in one-on-one interviews to provide in-depth feedback on program impact and their satisfaction with the program.

## **Demographics and Implementation Characteristics**

Most program teachers participating in this assessment were female, had taught for ten or more years, and had participated in ten or more previous JA programs. Similarly, all control

teachers were female and the majority had participated in six or more previous JA programs. Volunteers participating in the assessment tended to be female; however, most had previously only participated in three or fewer JA programs. The majority of classrooms were comprised of 1<sup>st</sup> graders.

Most of the classrooms included in this report participated in a JA program administered as JA in a Day. Volunteers typically taught by themselves while program teachers supported the volunteer by helping answer student questions. In addition, most program teachers and volunteers did not use non-JA materials to supplement the program curriculum.

## **JA Program Effectiveness and Engagement**

Nearly all program teachers who participated in the assessment described their volunteers as effective, and both program teachers and volunteers reported that they were adequately trained and clear about their program roles and responsibilities.

Teachers reported that the program addressed its learning objectives and that the program was age-appropriate. Additionally, for the most part, teachers agreed that the program aligned with their state's educational standards and regular course curriculum. Program teachers conveyed a high level of satisfaction with volunteers, reporting that volunteers enhanced the program greatly. Teachers and volunteers concurred that students were engaged throughout the program. The volunteer interviewed for this assessment shared that students really enjoyed the program activities.

## **Program Impact**

Nearly all program teachers and volunteers reported that *JA Our Families*® had a positive impact on students. Furthermore, control teachers

indicated that their students were average or below average in their comprehension of the concepts targeted by *JA Our Families*®, and their students were average or below average in their development of skills focused on in *JA Our Families*®. In contrast, the majority of program teachers and volunteers reported that the program curriculum thoroughly addressed the learning objectives and agreed or strongly agreed that students developed or improved these same skills. Program teachers and volunteers also reported that students developed or improved their decision-making, problem-solving, interpersonal communication, and critical thinking skills.

### **Program Satisfaction**

Nearly all program teachers and volunteers were satisfied with their experience with JA, indicating that they would participate in JA again. Additionally, program teachers and volunteers reported that they were largely satisfied with the materials and that students seemed to grasp many concepts.

### **Recommendations**

Teacher and volunteer recommended that the program ensure that the program delivery format be modified so that it is more appropriate for first graders, for example JA in a Day may be too intense for young children, and that more activities and less discussion would improve student engagement and learning.

# Introduction

The aim of this summative assessment was to measure the impact of one of Junior Achievement USA's (JA) elementary school programs: *JA Our Families*®. This assessment took place during the spring of 2014 and measured volunteer and program teacher satisfaction, perceived impact and ability of the program to address learning objectives, as well as relevance of the curriculum. In addition, perspectives of teachers not participating in the program (control teachers) were collected.

All JA elementary school programs are developed with a primary emphasis on work readiness, financial literacy, and entrepreneurship. *JA Our Families*® introduces students to the intersection of entrepreneurship and early elementary social studies learning objectives, including how family members' jobs and businesses contribute to the well-being of the family. Further, it introduces students to the concept of needs and wants and investigates the ways families plan for and acquire goods and services. *JA Our Families*® targets the JA pillar of entrepreneurship. Over the course of five sessions, with topics including business, citizens, employment, entrepreneurship, family, goods and services, income, money, scarcity, and wants and needs, *JA Our Families*® challenges students to become entrepreneurial thinkers and make them work ready. Exhibit 1 summarizes the core learning concepts addressed in each of the five sessions of *JA Our Families*®.

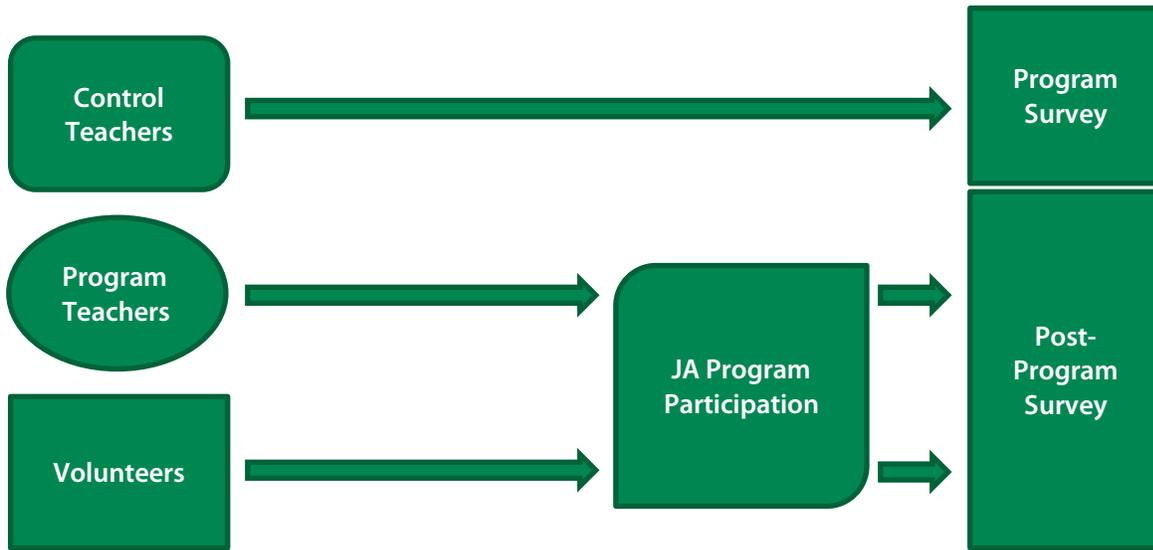
## Exhibit 1. Overview of *JA Our Families*® Sessions

Session	Summary
Session One: Our Families	Students discover how families are alike and different and how they can work together to make where they live a better place.
Session Two Our Families' Needs and Wants	Students become aware that all families need food, clothing, and shelter to live. They begin to understand and distinguish needs from wants.
Session Three Great Job!	Students examine the jobs family members have, including operating their own businesses, and the ways people earn money to provide for a family's needs and wants.
Session Four Businesses in Our Neighborhood	Students use the Floor Map to locate businesses throughout their neighborhood. They also identify locations for new entrepreneurial businesses, along with the goods or services these businesses will provide.
Session Five Our New Business	Students become entrepreneurs and start their own businesses.

## Summary of Methods

Seven JA Areas participated in the *JA Our Families*® summative assessment. In order to obtain feedback from participants, Harder+Company Community Research (the contractor selected to implement the summative assessment) administered surveys and protocols for program teachers, control teachers, and volunteers at participating JA Areas. As displayed in Exhibit 2, three post-program online surveys (one for volunteers, one for program teachers, and one for control teachers) were administered, if applicable, immediately following the conclusion of the program to identify the program's impact, relevance, and how well it addressed the learning objectives.

## Exhibit 2. Summative Assessment Design



Additionally, questions related to classroom characteristics, program implementation, and program recommendations were also included. Control teachers were asked a limited number of questions aimed at capturing the typical change in knowledge and skills of students over a typical month. Due to the required reading and comprehension level needed to measure knowledge, attitude and behavior change, students were not directly assessed. A sample of program teachers and volunteers were interviewed via phone to provide additional feedback on the impact of the program. Exhibit 3 provides details of the number of participating teachers and volunteers in each JA Area.

## Exhibit 3. Overview of Participating Areas and Stakeholders

Number of Participants					
JA Area	Control	Program			
	Teachers	Teachers		Volunteers	
	Survey	Survey	Interview	Survey	Interview
JA of Delaware Valley	0	3	0	2	0
JA of Greater St. Louis	2	2	2	2	0
JA of Greater Washington	2	4	0	3	0
JA of Lincoln	1	2	0	1	0
JA of Northern California	0	4	0	4	0
JA of Southern Colorado	2	1	0	1	0
JA of Western New York	1	1	0	2	1
<b>Total</b>	<b>8</b>	<b>17</b>	<b>2</b>	<b>15</b>	<b>1</b>

Surveys that were returned were tracked, and weekly status reports were sent to JA Area Staff to assist in monitoring response rates at each site. Weekly email reminders with links to the online surveys were also sent to adult stakeholders. Efforts were made to interview eight program teachers and eight program volunteers; potential interview participants were contacted at least three times.

### **Analyses**

Quantitative data were entered into a standard statistical program (Statistical Package for the Social Sciences: Version 19) and analyzed using standard statistical procedures. Totals for specific survey items may not equal the overall sample size if some respondents left that item blank. The n-size for each variable is presented in the data tables and charts. Descriptive analysis (i.e., response frequencies) is provided. Qualitative data from open-ended survey responses and interviews were analyzed using content analysis, an approach which comprehensively examines participant commentary for trends and emerging themes. A software program (ATLAS.ti) was utilized for this process.

## Overview of Findings

Findings are based on survey and interview responses. Findings are separated out by stakeholder (program teacher, control teacher and volunteer) and stratified into the following sections, as applicable:

- **Demographics of Participants:** Demographic findings highlight information about prior involvement and other key pieces of information (number of years teaching, gender, etc.) for all stakeholders.
- **Characteristics of JA Program Implementation:** As each stakeholder had a different role in implementing the program, teachers and volunteers were asked to provide a variety of feedback related to program implementation. It is important to ascertain how the program was implemented, as this information contextualizes the observed level of impact the program had on student and adult outcomes.
- **Perception of JA Program Components, Effectiveness, and Engagement:** Both teachers and volunteers provided feedback regarding their perception of their own preparation, their role in administering the program, how well learning objectives were effectively addressed during the program, the level of student engagement, and the quality of instructional materials. Additionally, teachers were asked to rate the effectiveness and value of their JA volunteer, as well as alignment and appropriateness of the JA curriculum.
- **Program Impact:** In order to meet the changing education needs of students, JA programs are revised on a regular cycle. Demonstrating program impact is critical to validate the importance and value of *JA Our Families*® in its current iteration. Due to the young age of the students participating, program impact was measured solely by teachers' and volunteers' perceptions.
- **Program Satisfaction:** All stakeholders provided feedback related to their level of satisfaction with *JA Our Families*®.

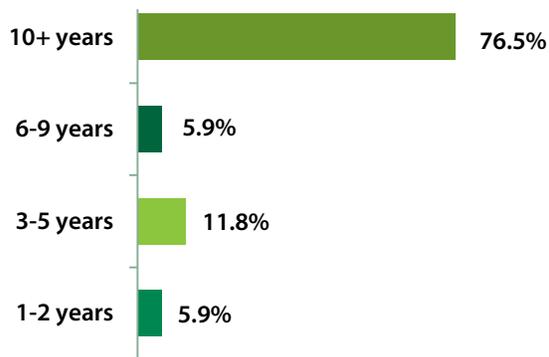
# Program Teacher Findings

Without the support of teachers, JA program implementation would not be possible. Program teachers also provide unique and critical feedback regarding the impact and alignment of the JA curriculum.

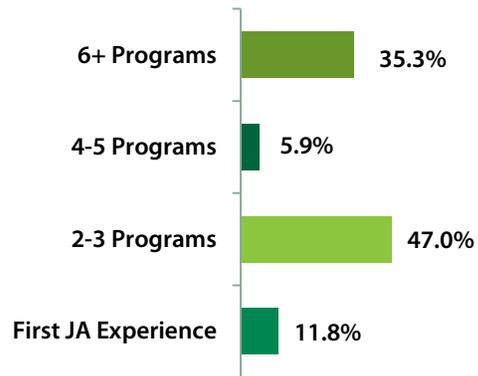
## Program Teacher Demographics

Most program teachers participating in this assessment had taught for ten or more years, previously participated in several JA programs, and were female.

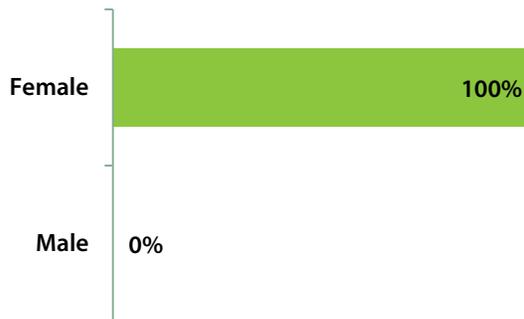
**Exhibit 4. Program Teachers' Previous Teaching Experience (n=17)**



**Exhibit 5. Program Teachers' Previous JA Experience (n=17)**



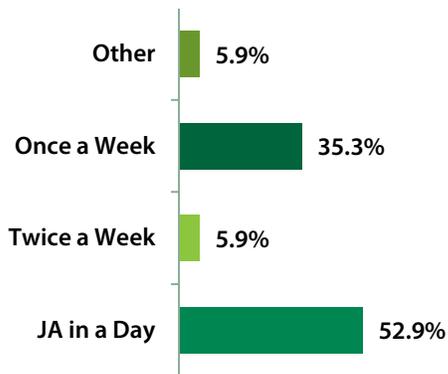
**Exhibit 6. Program Teachers' Gender (n=17)**



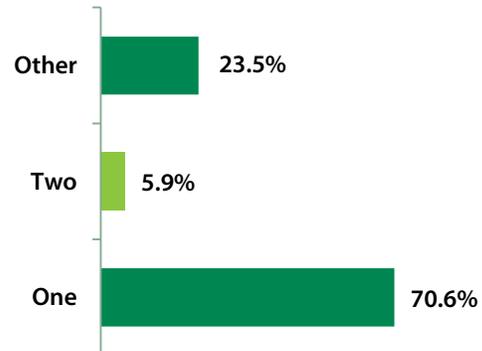
### Program Teacher Reported Characteristics of Program Implementation

Most program teachers participating in this assessment participated in a JA program administered via JA in a Day format, and had one volunteer teach the program. Most teachers supported the volunteer by walking around and helping answer student questions during each lesson, and did not use non-JA materials to supplement the program curriculum (58.8%; n=17). The teachers who used non-JA materials to supplement the program reported using maps, smart boards, and magazines, and typically used them for one session (28.6%; n=7).

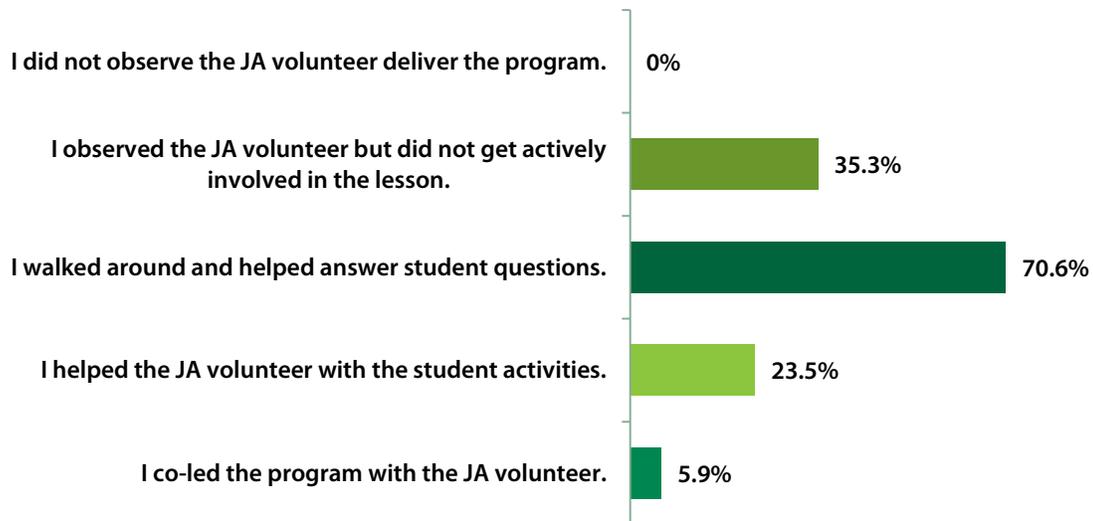
**Exhibit 7. Program Teacher Reported Program Delivery Format (n=17)**



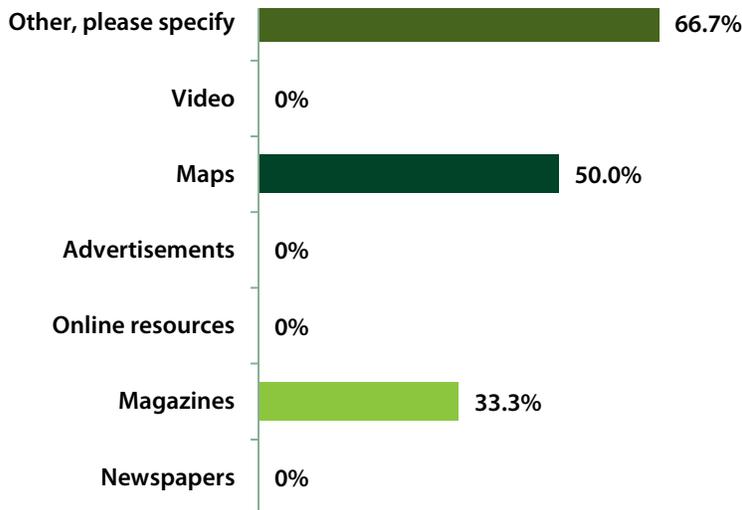
**Exhibit 8. Program Teacher Reported Number of Volunteers who Taught the Program (n=17)**



**Exhibit 9. Program Teacher Reported Level of Teacher Involvement in Program Delivery (n=17)**



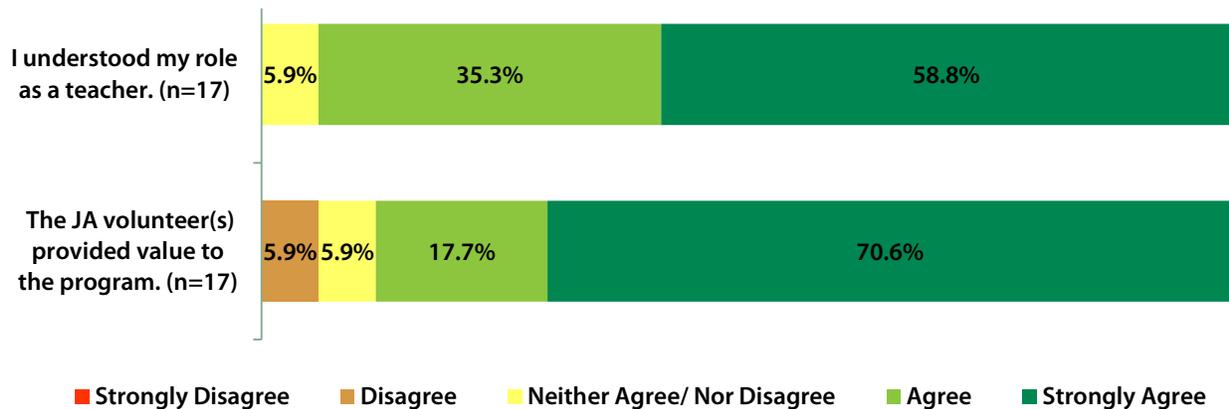
**Exhibit 10. Program Teacher Reported Use of Non-JA Materials by Type (n=6)**



**Program Teacher Perception of Program Components, Effectiveness, and Engagement**

Most program teachers participating in this assessment strongly agreed that they understood their role as a teacher and that the JA volunteer(s) provided value to the program and was very effective. In addition, most program teachers strongly agreed that all learning objectives were thoroughly addressed, that the curriculum was age-appropriate and that it reflected the state’s educational standards, and agreed that JA materials aligned well with their regular curriculum. Further, most program teachers strongly agreed that students appeared to understand the concepts presented, were engaged during discussion and activities, appeared interested in the curriculum and rated the instructional materials as above average.

**Exhibit 11. Program Teacher Reported Level of Agreement Regarding Understanding Their Role and Value of JA Volunteer**

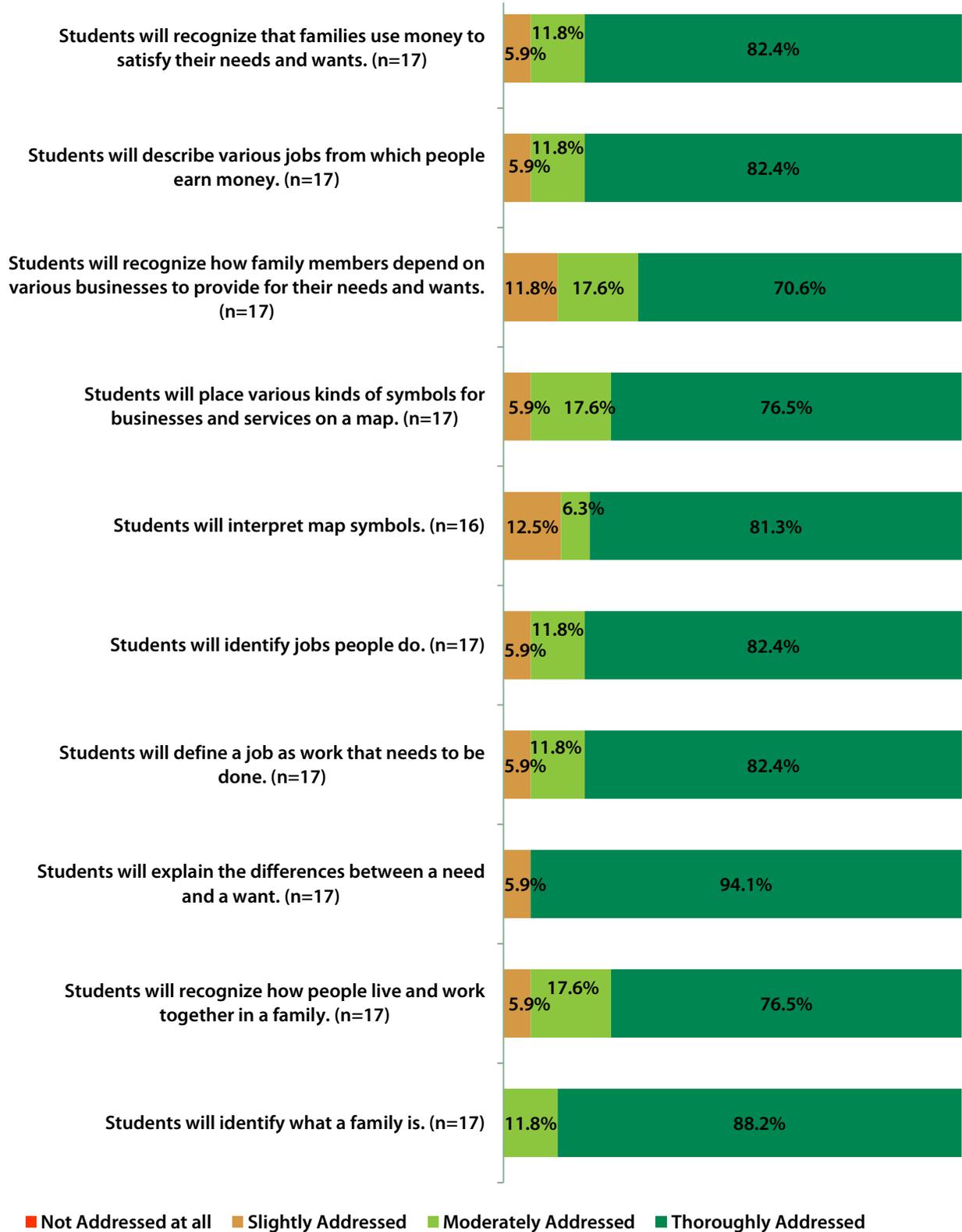


**Exhibit 12. Program Teacher Reported Rating of Overall Effectiveness of JA Volunteer (n=17)**

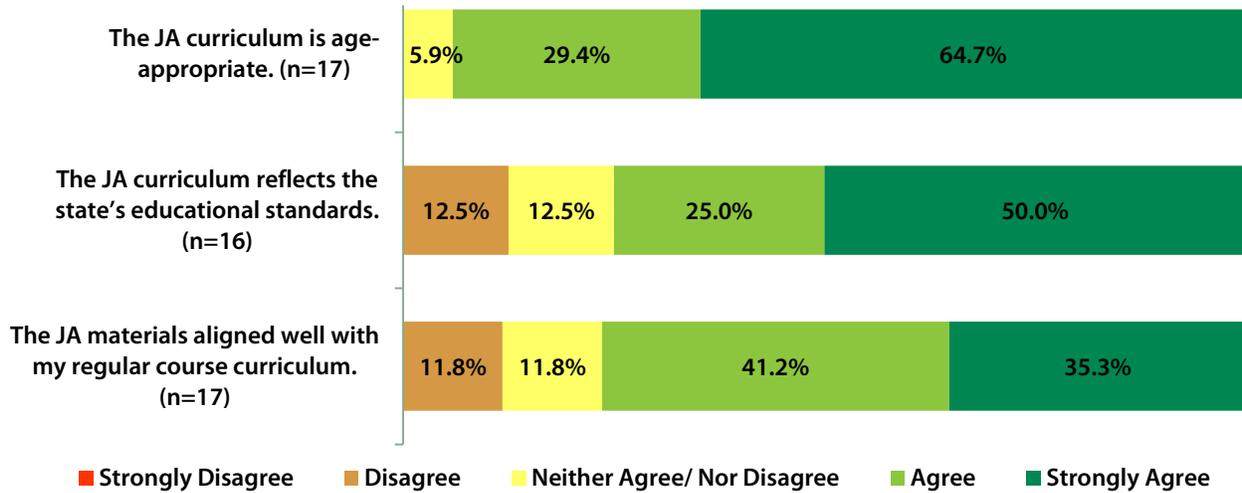


Through telephone interviews, two program teachers were asked to provide feedback on the effectiveness of the JA volunteers. One teacher said, “What I didn’t expect [was that] our volunteer was enthusiastic and they really enjoyed the activities. I think [the students] got more out of it [due to the] volunteer. [The guide] suggested 30 minutes, but he stayed and did all of the components. I have never seen them work so hard on different things. [The students] retained it better and certainly enjoyed it. The volunteer, [using] the extra time, enhanced or exceeded my expectations and did the extra activities.” However, the other teacher interviewed indicated that the volunteer engaged the students for three lessons, but not for the other two and that may have led to less knowledge gain.

Exhibit 13. Program Teacher Reported Rating of How Well Learning Objectives were Addressed

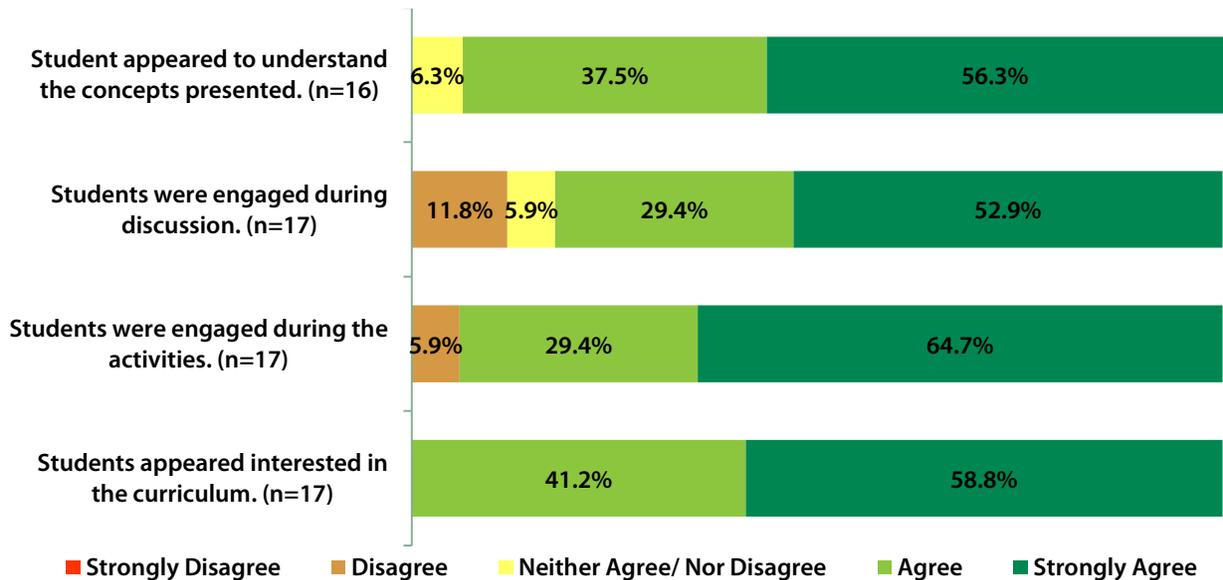


**Exhibit 14. Program Teacher Reported Level of Agreement Regarding JA Curriculum**



Through telephone interviews, two teachers provided additional feedback on their perception of how well the JA curriculum aligned with their curriculum. One teacher commented that the concepts of needs and wants and the roles of family members weren't in their current curriculum and that students seemed to learn more about those concepts as they were new. The other teacher indicated that maps, keys, and cardinal directions in the JA materials were part of their social studies curriculum.

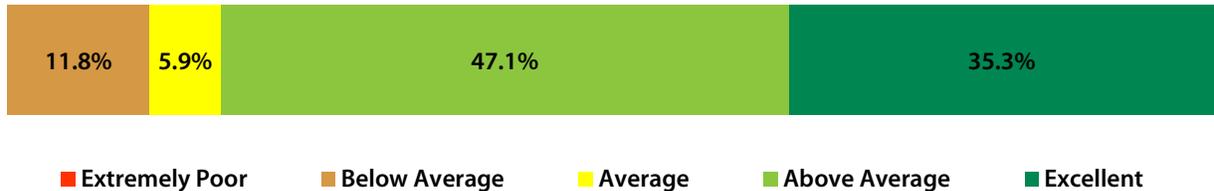
**Exhibit 15. Program Teacher Reported Level of Agreement Regarding Student Engagement**



Through telephone interviews, teachers provided additional feedback on their perception of student satisfaction and engagement. Both teachers' comments indicated that students preferred the activities over the discussion. One teacher stated, "Some students were participating in activities who don't normally participate. They were enjoying the activities so they were probably learning from it." The needs and wants cards, guessing

occupations, and the map activity were identified as especially enjoyable to the students. The only comment indicating students were not engaged centered on maps, “They were less engaged in the maps [activity], which is probably something they should be more engaged in because it is a life skill.”

**Exhibit 16. Program Teacher Reported Rating of Instructional Materials Provided by JA (n=17)**



### Program Teacher Perceived Program Impact

Nearly all program teachers (94.1%) reported that they believed *JA Our Families*® has a positive impact on students (n=17). Furthermore, the majority of program teachers strongly agreed or agreed that the JA curriculum was impactful. Those program teachers that indicated that it had a positive impact provided the following rationale:

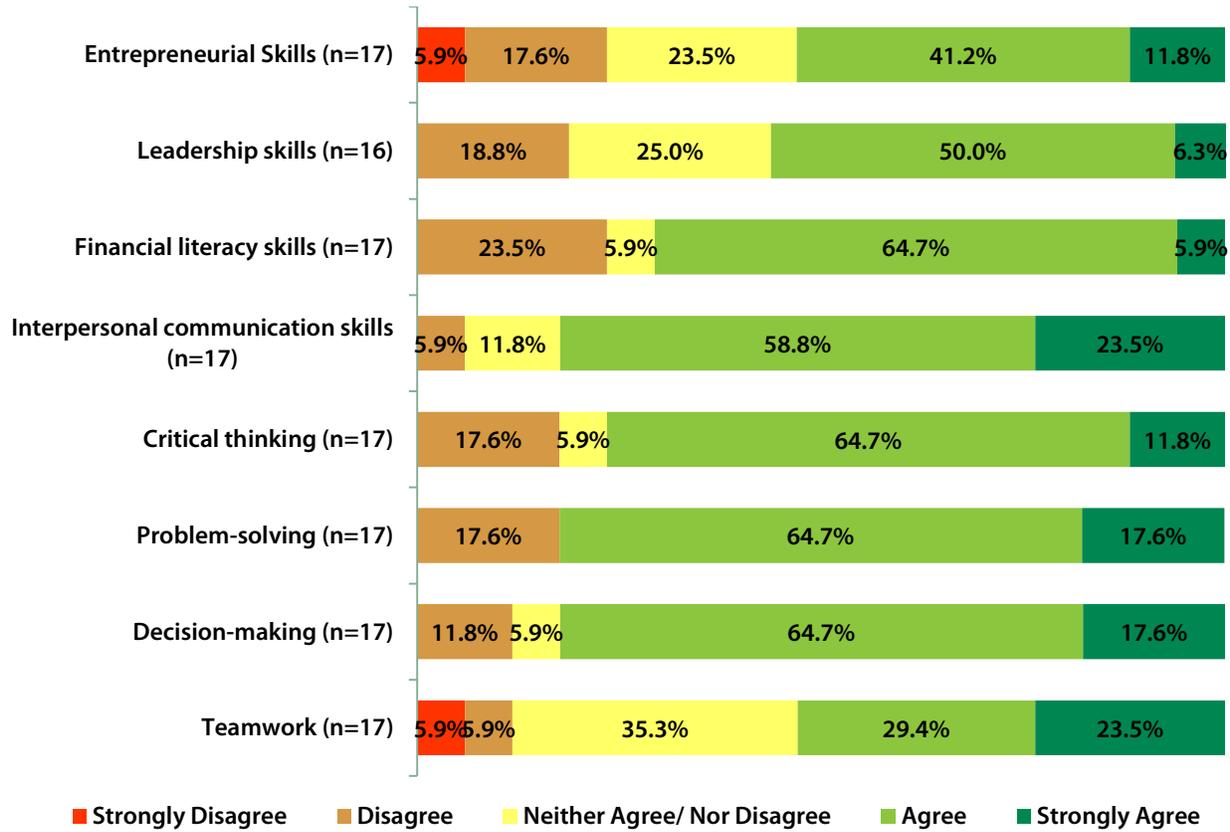
- Program provided exposure to business concepts and idea of needs vs. wants;
- Students learned about the community outside of school; and
- Students took the conversation home, and in turn, brought conversations from home back to school.

In addition to providing their level of agreement to statements regarding skills students developed or improved due to JA participation, program teachers were asked to identify three skills they observed students most improve in due to their participation in JA. The top three responses were:

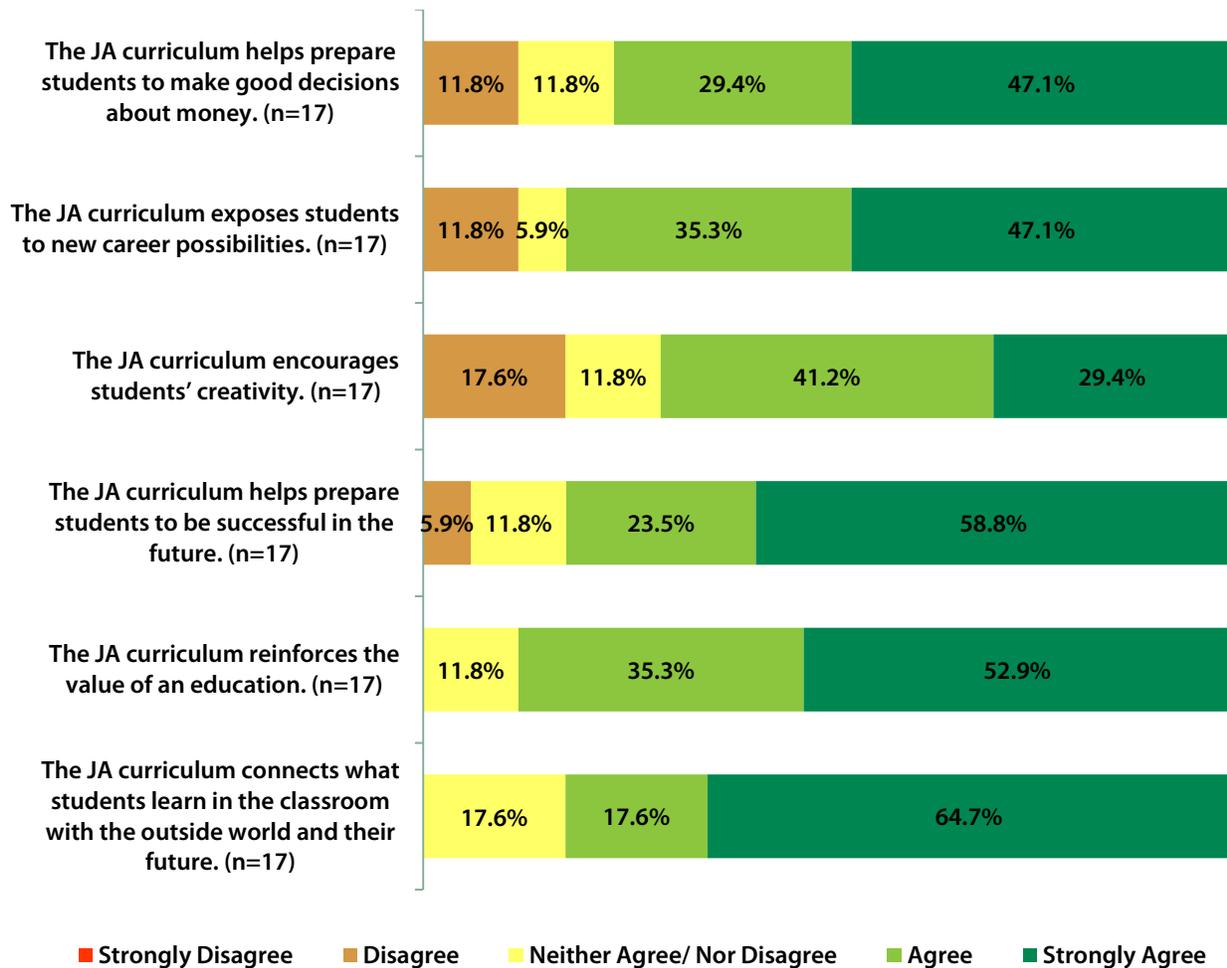
1. Decision-making (62.5%);
2. Problem-solving (56.3%); and
3. Interpersonal communication skills (43.8%)

Through telephone interviews, program teachers were asked to provide feedback on the impact of the program on students. Program teachers provided examples of changes in students’ knowledge, attitudes, and behavior. Both teachers reported that students increased their understanding about needs vs. wants, entrepreneurship, family roles, what money is for, and maps. One teacher said, “Entrepreneurs opened their eyes to private business and dealing with money and needs and wants. Some businesses are based on needs and some are based on what people want. I would like to think they have a broader perspective than they would have had otherwise.” In addition, the updated program curriculum was noted as effective, with one teacher emphasizing, “I think the different lessons and activities that they did this time with the new program got kids more involved... They were more involved and probably learned more because of it.” Both teachers indicated that their students showed an increased interest in the concepts and topics presented in the JA program. One teacher stated that due to their participation in JA, some students decided to participate in a local contest, saying, “We did have a contest with our local ambulance company and the winner could win a bike. We had no entries before JA. After the third week of JA, about five of them submitted entries. They were motivated by the activities they were doing.” One teacher also indicated concepts that were not grasped as well, including defining a job and for some students, interpreting maps.

**Exhibit 17. Teacher Reported Level of Agreement Regarding Skills Students Developed or Improved by Participating in JA**



**Exhibit 18. Teacher Reported Level of Agreement Regarding Impact of the JA Curriculum**



Through telephone interviews, two program teachers provided their insight on the relevancy of the curriculum. Both teachers indicated that the curriculum was relevant to students' lives in its coverage of managing money and future careers; however, one teacher indicated that they thought the curriculum was more appropriate for third through fifth grades.

### Program Teacher Satisfaction

Nearly all program teachers (94.1%) indicated they would participate in JA again (n=17). Through telephone interviews, when program teachers were asked to provide feedback on their experience with JA, teachers reported that they were satisfied with the program. One teacher stated, "I really enjoyed it. With the extra stuff added with [the] new program, [students] are learning more and are getting more from it."

# Control Teacher Findings

Control teachers provided their perspective on the typical level of understanding by their students of concepts covered by JA. Their feedback allowed for a comparison between participating and non-participating students, and is an indication of how effective *JA Our Families*® is in teaching these key concepts.

## Program Teacher Demographics

Most control teachers participating in this assessment had taught for ten or more years, and were female.

Exhibit 19. Control Teachers' Previous Teaching Experience (n=8)

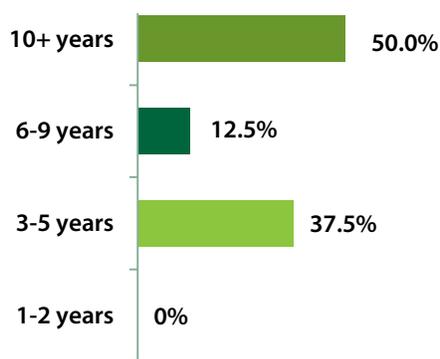
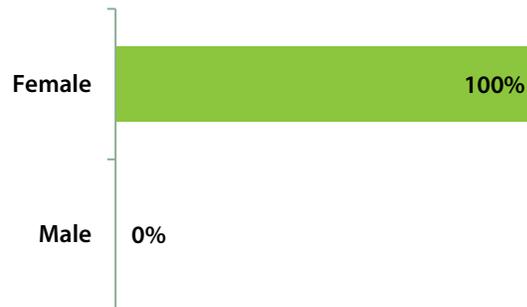


Exhibit 20. Control Teachers' Gender (n=8)



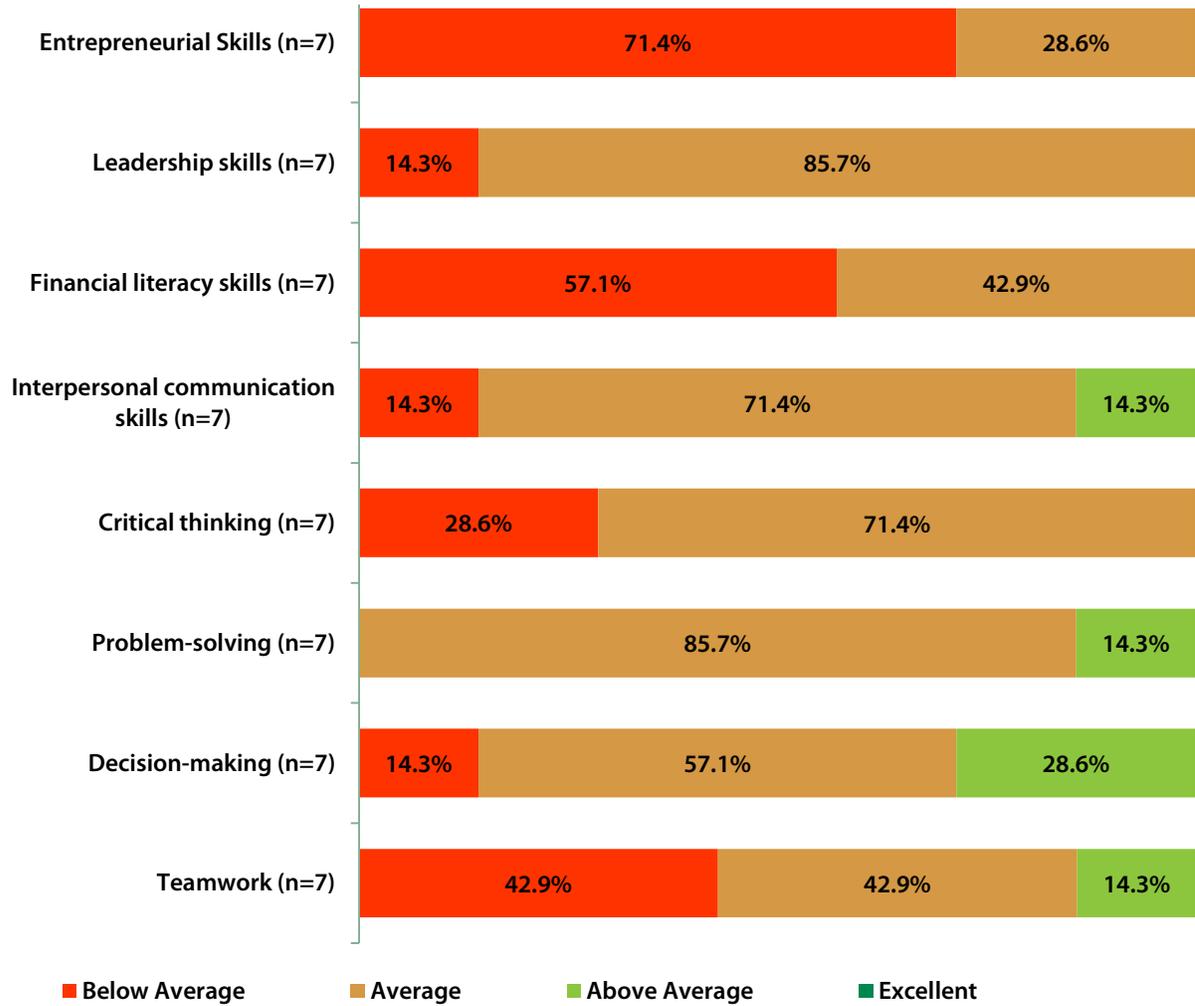
## Control Teacher Perceived Program Impact

Although their students did not participate in *JA Our Families*®, control teachers rated their students' increase in understanding core JA concepts and development of core JA skills highlighted in the program over the past month. The majority of all control teachers reported their students' increased as average or below average for nearly all concepts and skills.

**Exhibit 21. Control Teacher Reported Rating of Students' Increase in Comprehension of Concepts over Past Month**



**Exhibit 22. Control Teacher Reported Rating of Students' Increase in Development of Skills over Past Month**



# Volunteer Findings

Volunteers have diverse backgrounds and varied experiences with JA. As the leaders of the *JA Our Families*® curriculum in the classroom, they provide another lens in which to examine the impact of the JA program.

## Volunteer Demographics

Most volunteers participating in this assessment had participated in many previous JA programs, and were female.

Exhibit 23. Volunteers' Previous JA Experience (n=17)

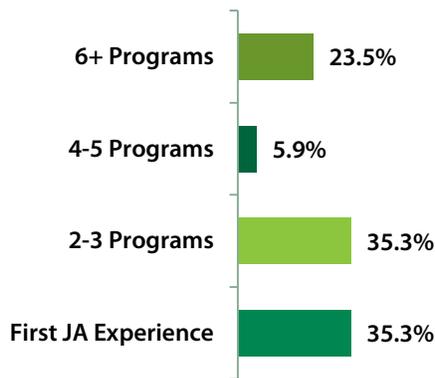
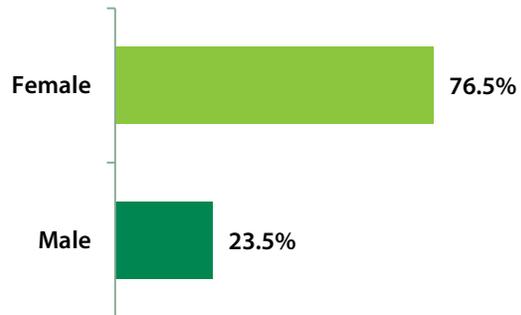


Exhibit 24. Volunteers' Gender (n=17)



## Volunteer Reported Characteristics of Program Implementation

Most volunteers participating in this assessment participated in a JA program administered via JA in a Day format, taught the program by themselves, were in a class where the teacher observed the lesson but did not get actively involved, and did not use non-JA materials to supplement the program curriculum (88.2%; n=17). Of the two volunteers who used non-JA materials, one used the materials for one session while the other used the materials for all sessions.

Exhibit 25. Volunteer Reported Program Delivery Format (n=17)

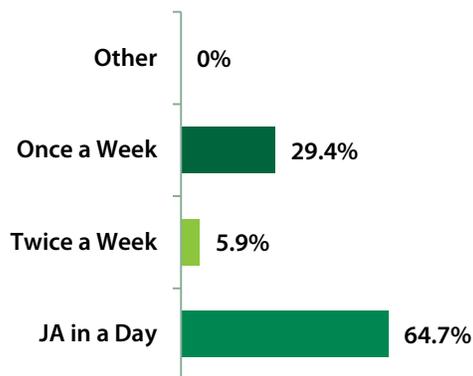


Exhibit 26. Volunteer Reported Program Teaching Format (n=17)

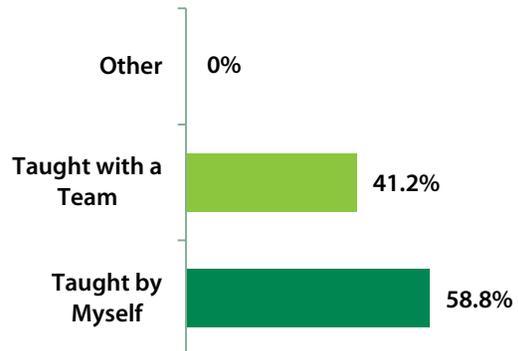
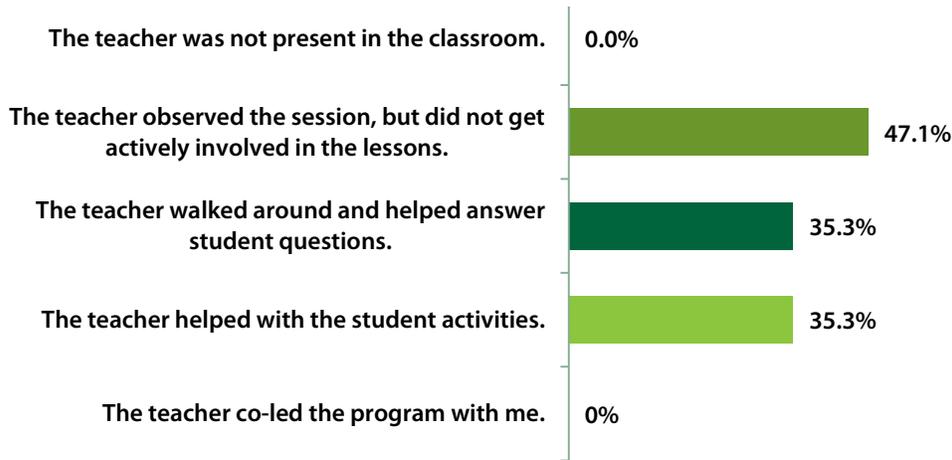


Exhibit 27. Volunteer Reported Level of Teacher Involvement in Program Delivery (n=17)



### Volunteer Perception of Program Components, Thoroughness, and Engagement

Most volunteers participating in this assessment strongly agreed that they understood their role as a volunteer, received adequate training to deliver the program, and that all learning objectives were thoroughly addressed. Regarding student engagement, the majority of volunteers strongly agreed that students appeared to understand the concepts presented, were engaged during discussion and activities, and appeared interested in the curriculum. In terms of instructional materials, most volunteers rated them as above excellent.

Exhibit 28. Volunteer Reported Level of Agreement Regarding Understanding Their Role and Training Provided by JA

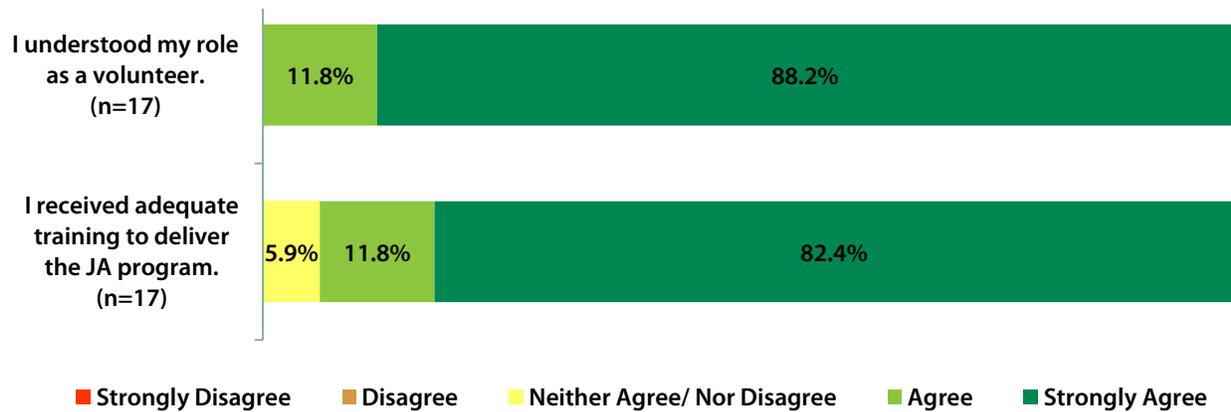
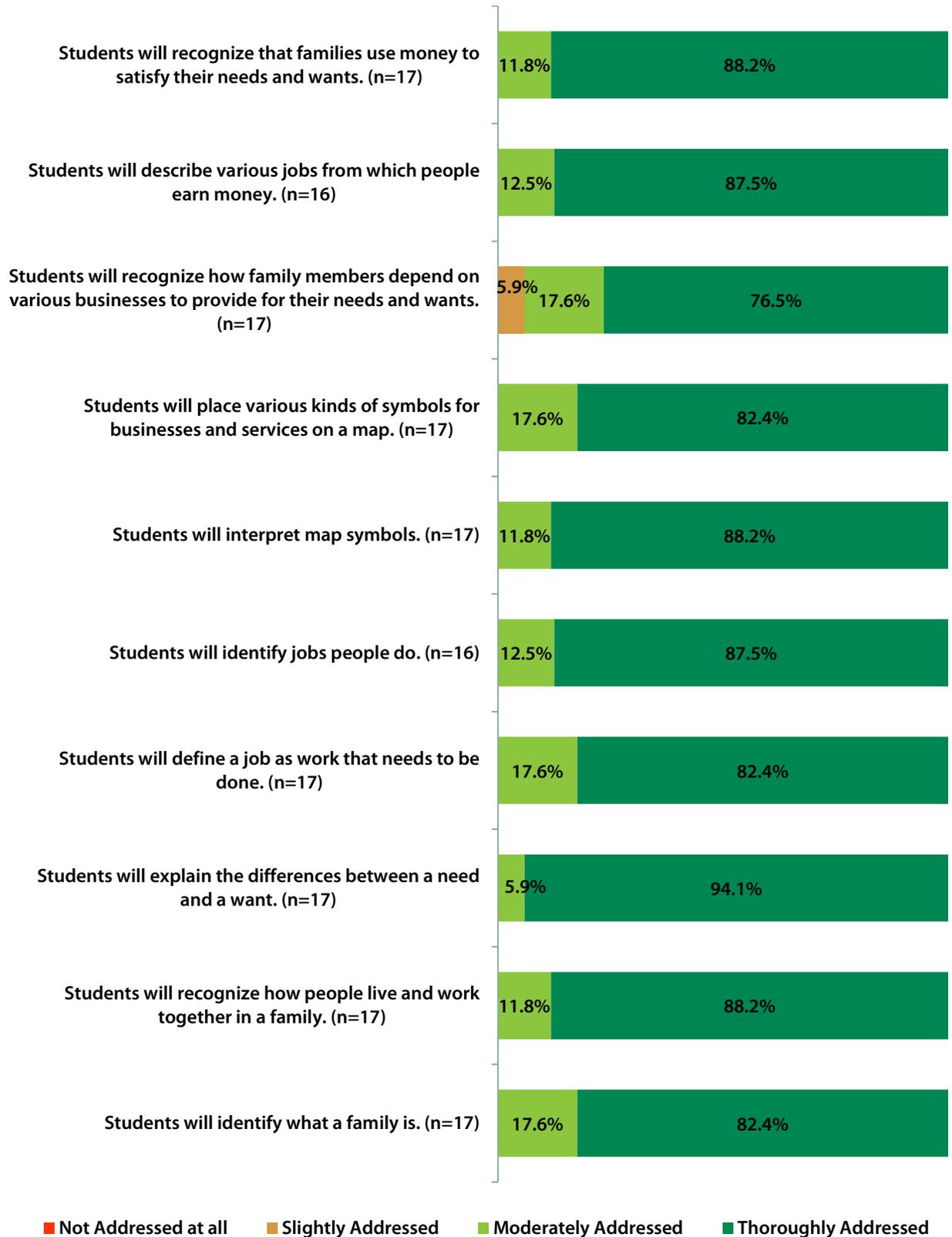
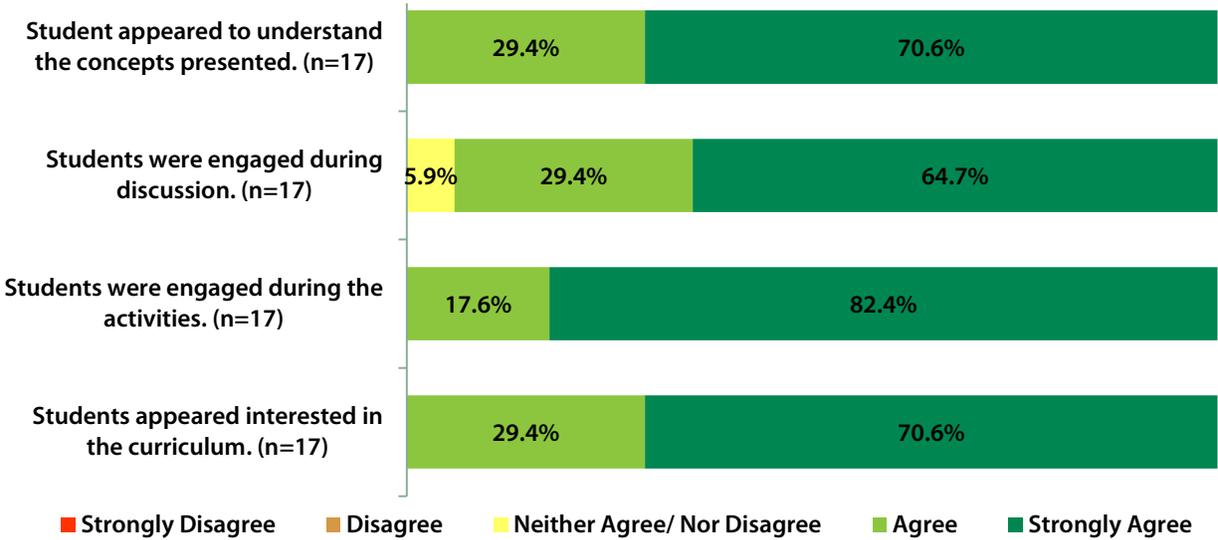


Exhibit 29. Volunteer Reported Rating of How Well Learning Objectives were Addressed

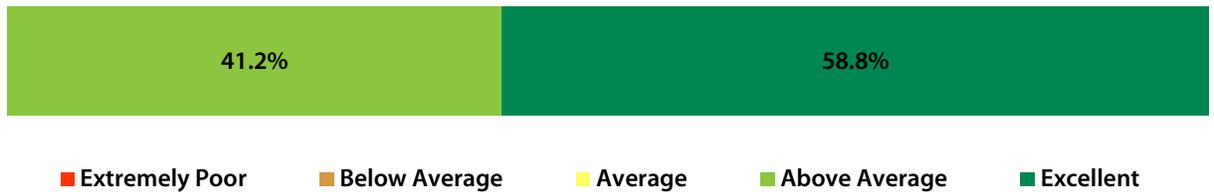


**Exhibit 30. Volunteer Reported Level of Agreement Regarding Student Engagement**



Through a telephone interview, one volunteer provided additional feedback on their perception of student satisfaction and engagement. The volunteer noted that the students really enjoyed the guess the occupation activity and map activity. In addition, the volunteer said, “My class was really involved from the get-go which was really nice. ...the students got more and more excited but from the start they were raising their hands and participating.”

**Exhibit 31. Volunteer Reported Rating of Instructional Materials Provided by JA (n=17)**



**Volunteer Perceived Program Impact**

All volunteers (100%) reported that they believed *JA Our Families*® had a positive impact on students (n=17). Furthermore, the majority of volunteers strongly agreed or agreed that the JA curriculum was impactful. Those volunteers that indicated that it had a positive impact provided the following rationale:

- Student learned the concepts and had fun in the process;
- Students better understood the importance of their education being part of their success as an adult; and
- Students started thinking about how jobs and money work.

In addition to providing their level of agreement to statements regarding skills students developed or improved due to JA participation, teachers were asked to identify three skills they observed students most improve in due to their participation in JA. The top four responses were:

1. Entrepreneurial skills (68.8%)
2. Interpersonal communication skills (50.0%)
3. Critical thinking (43.8%)
4. Problem-solving (43.8%)

Through a telephone interview, one volunteer provided feedback on the impact of the program on students. The volunteer provided examples of changes in knowledge, and behavior of the students, particularly understanding the concept of needs and wants. The volunteer shared, “Each time I was there they learned new skills and every time I came back they remembered the vocabulary and retained the skills.” However, the volunteer noted that students struggled to comprehend the concepts of entrepreneur and goods and services.

**Exhibit 32. Volunteer Reported Level of Agreement Regarding Skills Students Developed or Improved by Participating in JA**

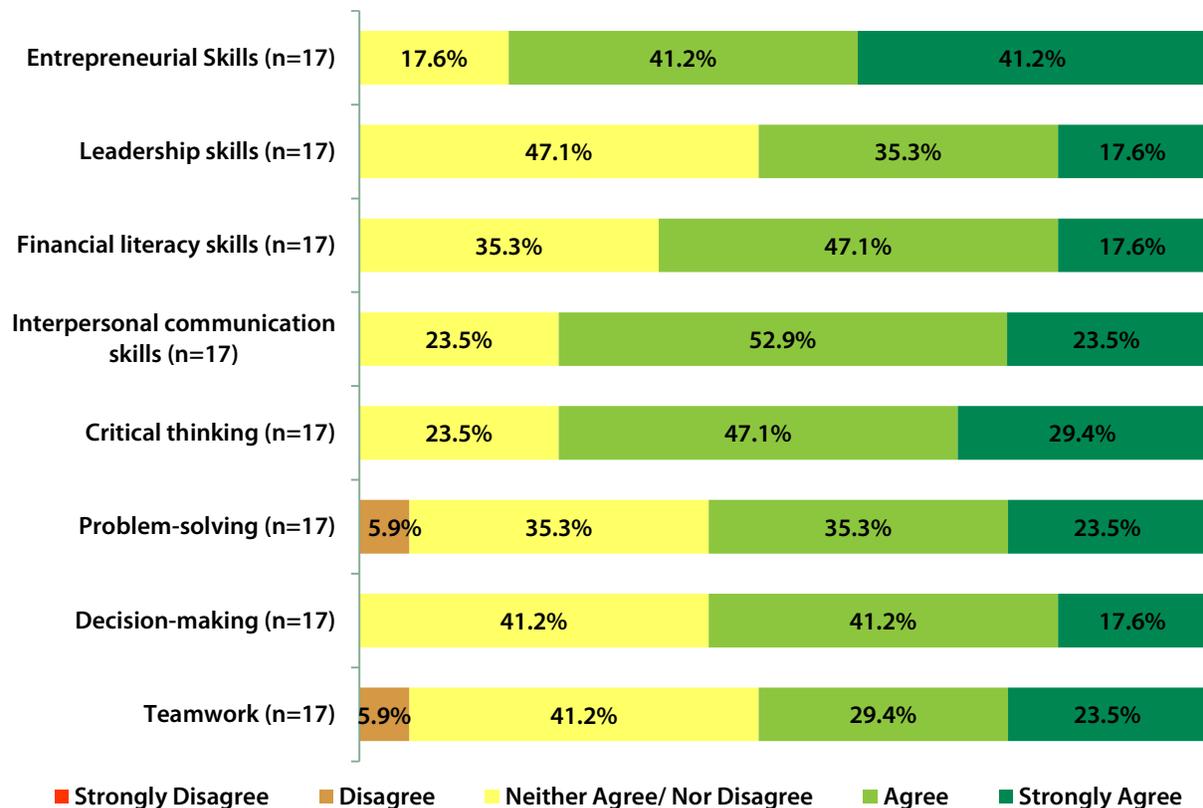
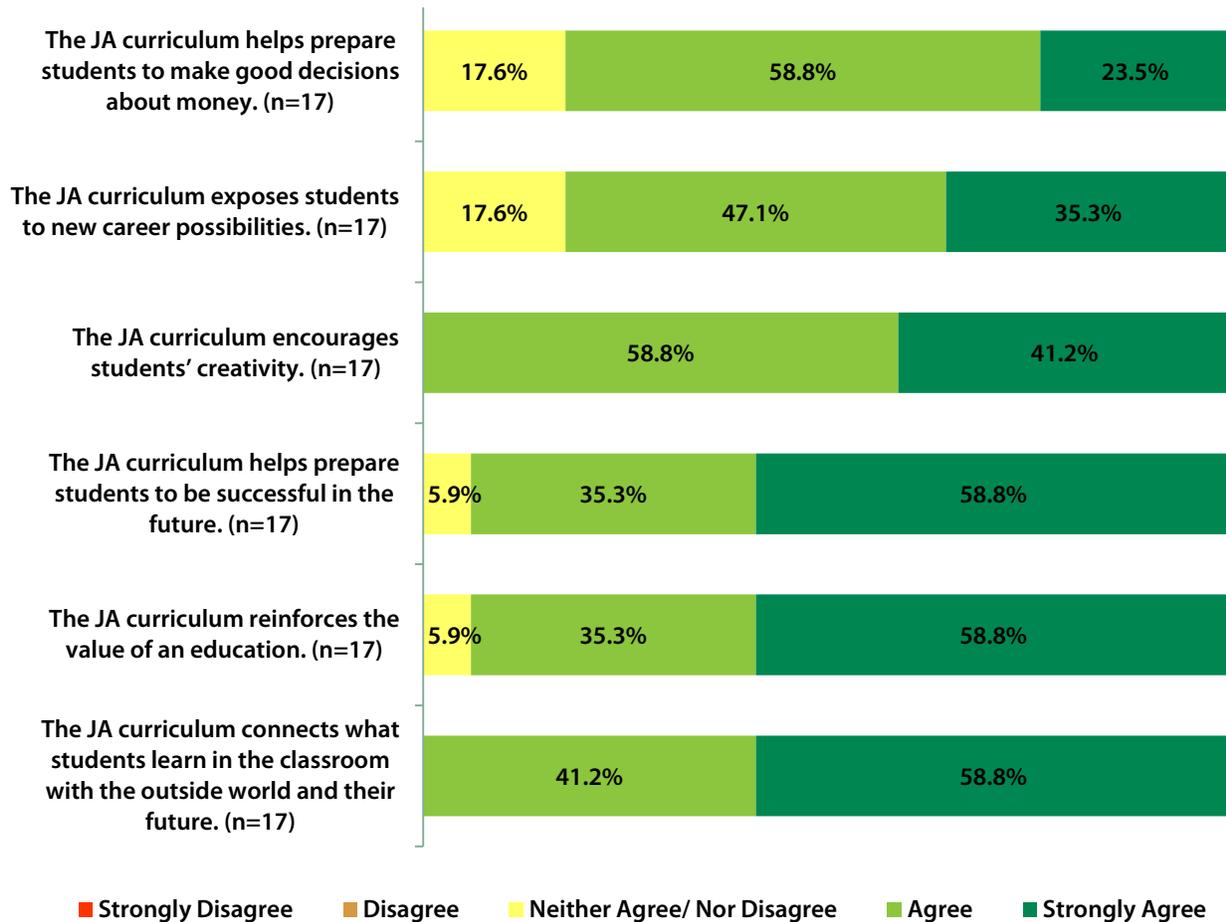


Exhibit 33. Volunteer Reported Level of Agreement Regarding Impact of the JA Curriculum



Through a telephone interview, one volunteer indicated that the curriculum was relevant, especially regarding the value of education and career path.

### Volunteer Satisfaction

All volunteers (100%) indicated they would participate in JA again (n=17). Through a telephone interview, one volunteer reported satisfaction with the program and stated, “This time around I was happier with the first lesson than I had been in the past, it was a sticker book and it got them thinking more, and the whole lesson was more in depth. I was definitely happy with that and the students were too. It went better than I expected. Materials were helpful; I used everything as it was, and everything was very helpful.”

# Stakeholder Recommendations

Teachers and volunteers provided additional feedback as to how *JA Our Families*® could be further improved. Overall, teachers suggested slight changes to the program curriculum and some changes to the delivery format including:

- Make the curriculum more engaging;
- Include more opportunities for students to work in groups; and
- Include activities that involve more moving around, as first graders don't sit for more than 20 minutes at a time.

A teacher made the following request, "I would love to see a list of children's books that support each concept that the teacher could read before or after each JA lesson." One teacher indicated that the sessions could be condensed, and one teacher said, "I feel like when the standards are mentioned, there isn't a lot of depth - which with the shift to Common Core, we need to go deeper rather than just skim the concepts." Regarding the delivery format, two teachers indicated that teaching the program in one day was not appropriate for first graders and may have diminished the impact of the second half of the program.

Volunteer suggestions to improve the overall curriculum were similar to those of teachers. Volunteers mentioned that additional activities and less discussion is better for this age group. They reported that some sections (1-3) were too basic for a lot of kids and condensing them would be helpful, and that providing follow-up materials for teachers would be helpful to, "Cement the knowledge and skills they learned." A few volunteers indicated that it was difficult to complete certain sessions in 30 minutes and that 45 minutes was recommended, especially if using Junior Journals.

# Conclusions

The purpose of this summative assessment was to demonstrate the impact of one of JA's elementary school programs: *JA Our Families*®. Post program implementation, program teachers and volunteers from seven JA Areas completed online surveys which provided information regarding classroom and implementation characteristics, perceived impact, stakeholder satisfaction, and curriculum quality and relevance. Perspectives of control teachers were also collected via online survey. Two teachers and one volunteer were also interviewed to obtain additional feedback on the program and its impacts.

The majority of classes that participated in *JA Our Families*® were comprised of 1<sup>st</sup> graders participating in JA in a Day format that had experienced teachers with previous JA experience and were taught by one volunteer with previous JA experience. Nearly all program teachers indicated that their volunteers were somewhat or very effective. Furthermore, program teachers and volunteers were both engaged in the implementation process and were prepared to implement the program. Teachers and volunteers reported differences in the level of engagement of teachers; teachers self-reported they were more engaged than what volunteers reported. In addition, most program teachers agreed or strongly agreed that the curriculum was age-appropriate, reflected their state's educational standards, and aligned well with their regular course curriculum. As a measurement of satisfaction, nearly all program teachers and volunteers reported they would participate in JA again.

Overall, the *JA Our Families*® program appears to have been effective at changing students' knowledge, attitudes, and behaviors. Nearly all program teachers and volunteers indicated that *JA Our Families*® had a positive impact on students and provided strong evidence that the curriculum was engaging and relevant to students. The majority of control teachers indicated that their students were average or below average in their increased comprehension of the concepts targeted by *JA Our Families*®. Furthermore, all control teachers indicated that their students were average or below average in their increased development of skills focused on in *JA Our Families*®. In contrast, the majority of program teachers and volunteers reported that the curriculum thoroughly addressed the learning objectives and agreed or strongly agreed that students developed or improved these same skills. The skills that both program teachers and volunteers indicated as the skills that they observed students most improved because of their participation in the JA program were interpersonal communication skills and problem-solving. In addition, program teachers and volunteers reported that students demonstrated knowledge gains, changes in attitudes and behaviors.

Stakeholder recommendations centered on ensuring the delivery format was appropriate for first graders (e.g., JA in a Day may be too intense for young children) and that more activities and less discussion would improve student engagement and learning. Not only is the need for this program evident, so is its impact. Although data was not collected directly from students, it is evident that *JA Our Families*®, in its current form, appears to assist young children in learning and exploring key entrepreneurial concepts.

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