

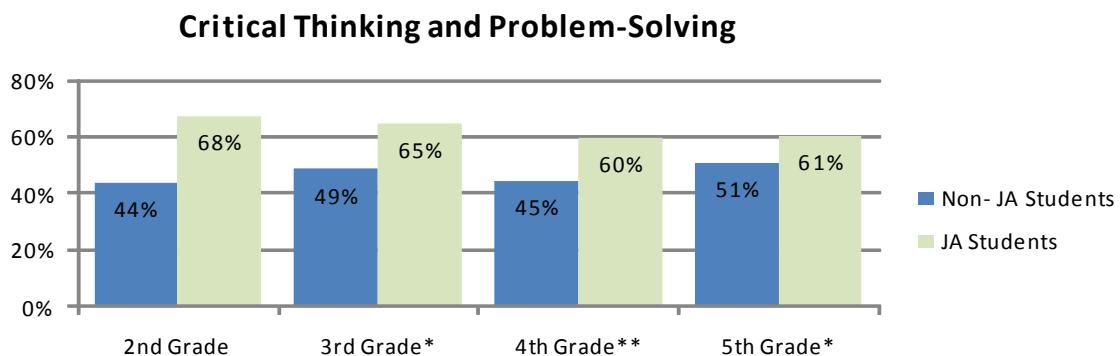
JA Program Impact

Junior Achievement is committed to ongoing evaluation and quality assurance of all Junior Achievement programs. In the past 10 years (1997-2008), 80% of JA's current programs have undergone a comprehensive, nationwide evaluation by a third-party evaluation firm. Findings prove that JA, at all levels, is preparing students to develop successful financial management habits, empowering them to explore the potential of becoming an entrepreneur, and providing them the skills necessary to succeed in a global workforce.

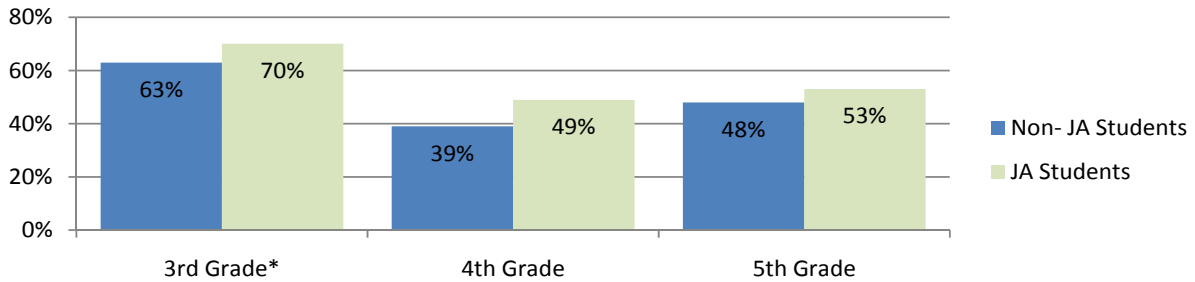
Elementary School

Key Findings:

- Elementary school students who participate in JA possess more basic economic, personal finance, and business knowledge than non-JA students.
- Teachers (95%) and volunteers (92%) report that students who participate in JA have a better understanding of how the real world operates.
- The chart below shows that elementary school students who participate in JA programs demonstrate significantly higher critical thinking and problem-solving skills than their counterparts.



- Longitudinal studies show that students participating in the elementary program over consecutive years acquire significantly more economics and business knowledge and can apply it more effectively than those participating in Junior Achievement for the first time.
- The chart below shows that students participating in JA acquire more objective knowledge than students not participating in JA.

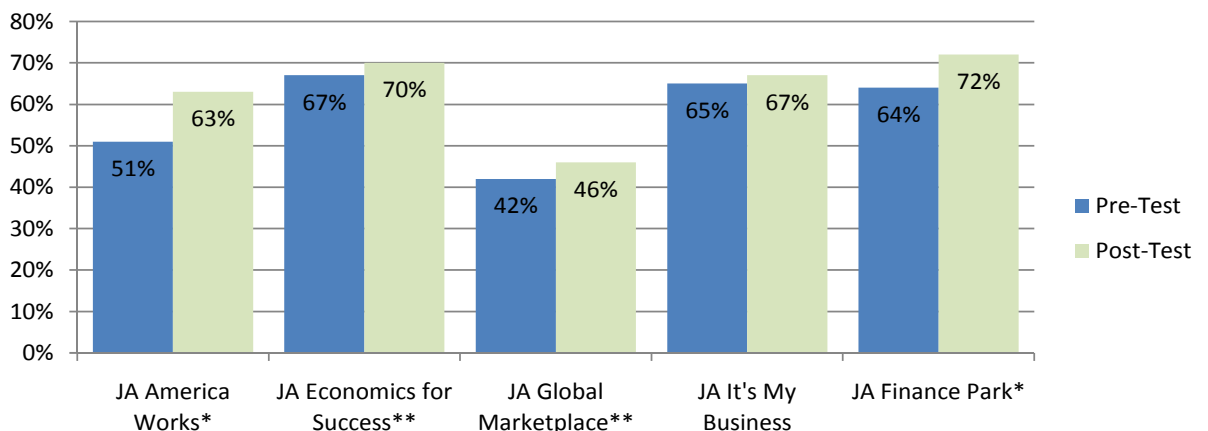


* Indicates significance at the $p < .002$ level. ** Indicates significance at the $p < .004$ level. **Note:** Findings above are from a comprehensive evaluation across the state of Michigan. (Worldwide Institute for Research and Evaluation) and a Longitudinal study (1993-1999) conducted by the Worldwide Institute for Research and Evaluation.

Middle School

Key Findings:

- Longitudinal study findings show that middle school students who participate in JA are more confident than students in general regarding their ability to graduate from high school (88% versus 82%).
- JA middle school students are more likely than students in general to believe that they will continue further education after high school (78% versus 61%).
- The majority of middle school students (71%) participating in JA programs report that JA helped them recognize the importance of education and motivated them to work harder to achieve educational and work goals.
- Middle school students understand more about personal finance, business, and economic concepts after participating in JA programs. The chart below represents the knowledge gain for JA participating students from pre- to post-testing.



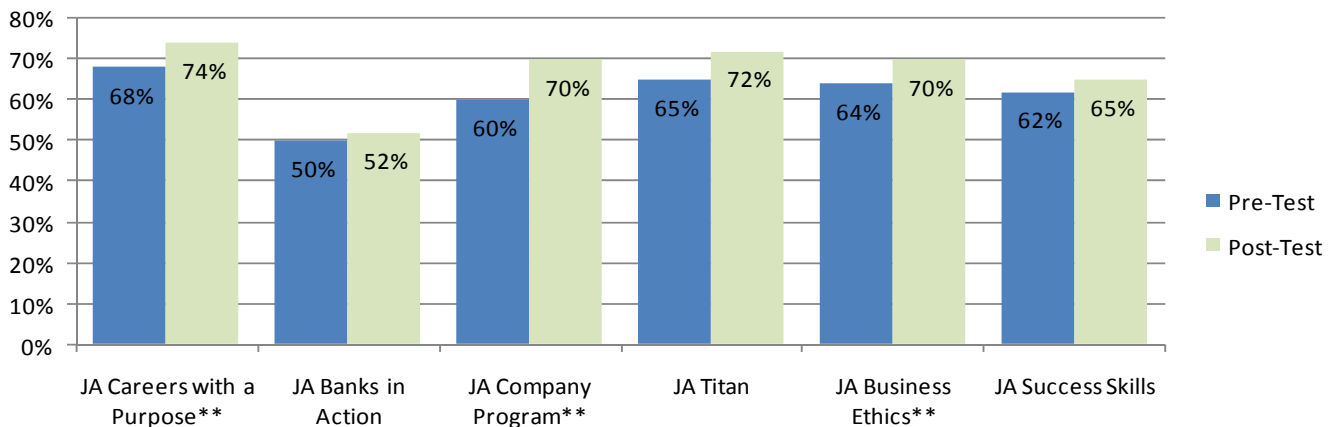
* Indicates significance at the $p < .001$ level. ** Indicates significance at the $p < .05$ level.

Findings: Longitudinal study (2001-2003) Worldwide Institute for Research and Evaluation. Pre/post test scores are taken from recent program evaluations (2006-2008).

High School

Key Findings:

- High school students who participate in JA (relative to those who do not participate in JA) are more likely to believe that they will graduate from high school, pursue postsecondary education, graduate from college, and attend a high level of school after college.
- The majority of high school students participating in JA programs agree that JA encouraged them to consider the future in making decisions and improved their decision-making skills.
- High school students understand more about career planning, business, and economic concepts after participating in JA programs.
- The chart below represents the knowledge gain for JA high school students from pre- to post-program participation.



** Indicates significance at the $p < .001$ level. Finding: Longitudinal study (2001-2003) Worldwide Institute for Research and Evaluation. Pre/post test scores are taken from recent program evaluations (2006-2008).

Post High School

Key Findings:

- JA students are more likely than students in general to matriculate to college immediately after high school (77% versus 69%).
- JA students are significantly more confident about their ability to complete college than students in general (98% versus 60%).
- The majority of students (79%) agree that JA positively influenced their attitudes toward continuing their education.
- Most students report that JA made the transition to college easier, encouraged them to work hard, and provided them information that was relevant to their future success.

Note: Findings are from a longitudinal study conducted from 2001-2003 by the Worldwide Institute for Research and Evaluation.

“What I learned and experienced affected me greatly, got me ready and prepared me for not only college, but also for the general world and experiences young people face.” (Student, Illinois)