

KPMG Foundation Sponsored Curriculum Evaluation **JA Finance Park**[®]

Final Report | January 2016



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KPMG and JA USA Areas

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Acknowledgements

This report was made possible by the gracious participation of the following JA USA areas:

JA of Delaware

JA of Greater New Orleans

JA of New York

JA of Greater St. Louis

JA of Greater Washington

JA of Kentuckiana

JA of Northern Indiana

JA of South Texas

JA of Utah

JA of Wisconsin

Junior Achievement USA thanks the KPMG Foundation for their support in the redevelopment of the JA Finance Park curriculum and for the creation of this evaluation. Their commitment to the hundreds of thousands of young people who benefit from JA Finance Park is greatly appreciated.

These findings were taken directly from a technical report developed by RMC Research Corporation during the fall semester of 2015. Additional analyses were conducted by the JA USA Education Department and reported herein based on the raw data collected by RMC Research Corporation to supplement findings related to the changes in attitudes of the students participating in the *JA Finance Park* program.

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Executive Summary

Junior Achievement (JA) is the world's largest non-profit organization dedicated to educating young people about business, economics, and personal finance. Through 112 JA USA offices, dedicated volunteers are recruited to provide in-school and after-school programs to students in Grades K-12 that focus on seven key content areas: business, citizenship, economics, entrepreneurship, ethics/character, financial literacy, and work readiness. *JA Finance Park*, the JA capstone program for middle school students, introduces middle and high school students to key concepts in personal finance and budgeting, building a foundation for solid financial decisions throughout their lives. This report describes findings from a national impact evaluation of *JA Finance Park* conducted in 2015.

Key Findings

- **Students who participated in *JA Finance Park* acquired financial literacy knowledge.** Program students demonstrated a gain in knowledge about financial literacy as evidenced by the statistically significant difference between the total scores on their pre- and post-tests for the seven “knowledge” items that were retained on both tests.
- **Students who participated in *JA Finance Park* demonstrated more financial literacy knowledge than comparison students.** Program students demonstrated higher scores on the post-test than did comparison students who were similar in all other ways with the exception that they did not participate in a financial literacy program during the semester under investigation.
- **The average Effect Size for financial literacy knowledge gain was “moderate-to-large,” indicating a meaningful gain in knowledge by participating students.** When comparing the Program group with the Comparison group on post-test scores, the Program group scored consistently higher than the Comparison group.
- **Teachers perceived strong impacts on students.** Most teachers indicated that participating in *JA Finance Park* impacted a variety of student skills and dispositions to a moderate or great extent.
- **Students affirmed the value of *JA Finance Park*.** Most students agreed or strongly agreed with statements about the value of participating in *JA Finance Park*. Students were most positive about the connections the JA volunteers made with real life during the simulation.
- **Students who participated in *JA Finance Park* demonstrated positive attitude changes across all dimensions of interest.** Program students showed positive changes in attitudes across all dimensions of interest in this study.
- **Students, teachers, volunteers, and JA staff all affirmed the value of *JA Finance Park*.** *JA Finance Park* was often seen as a “wake up” call for students to the financial realities of adulthood, and students relished the opportunity to learn more about what their lives will be like once they are on their own.

Introduction

Junior Achievement (JA) is the world's largest non-profit organization dedicated to educating young people about business, economics, and personal finance. Through 112 JA USA offices, dedicated volunteers are recruited to provide in-school and after-school programs to students in Grades K-12 that focus on seven key content areas: business, citizenship, economics, entrepreneurship, ethics/character, financial literacy, and work readiness. In 2014-2015, over 218,000 volunteers served more than 4.6 million students in more than 201,000 classrooms in the USA (Junior Achievement USA, 2015). JA USA has developed and implemented an impressive array of programs dedicated to educating students about work readiness, entrepreneurship, and financial literacy through experiential learning programs. Age-appropriate curricula are designed to teach children how they can impact the world around them as individuals, workers, and consumers, which begin at the elementary school level and continue throughout middle and high school.

JA Finance Park[®], the JA capstone program for secondary students, introduces middle and high school students to key concepts in personal finance and budgeting, building a foundation for solid financial decisions throughout their lives. *JA Finance Park* combines 12 classroom-based lessons with a hands-on budgeting simulation and 21 optional hands-on extension activities. In the budgeting simulation, students receive a simulated life profile, with a family situation, job and salary, and debt level. Students then learn about a comprehensive set of budgeting areas, set budget targets for each area, make spending choices, and discover how to spend within their means.

JA Finance Park lessons cover the following topics:

- Career exploration;
- Income and taxes;
- Saving and investing;
- Managing risk;
- Credit and debt; and
- Budgeting.

This report describes findings from a national impact evaluation of *JA Finance Park* conducted in 2015 by RMC Research Corporation. The next section provides a description of the methodology used to conduct this evaluation. Findings of the implementation portion of the study are presented next, followed by the research findings on program impact. Recommendations are presented following the impact findings. The Appendix contains copies of the instruments used for data collection and technical details on the findings.



Methodology

Evaluation Questions

Evaluation questions were designed to: (1) provide evidence of program impact on students' gain in knowledge, skills, and changes in dispositions regarding financial literacy; (2) generate feedback including information about program strengths and challenges; (3) and provide information on program relevance and participant satisfaction. The evaluation was guided by the following questions:

- 1. What are the impacts of *JA Finance Park* on participating students?**
 - a. What is the impact of participation in *JA Finance Park* on students' knowledge of financial literacy and other knowledge components embedded in the curriculum?
 - b. What is the impact of participation in *JA Finance Park* on students' acquisition of skills related to the curriculum?
 - c. What is the impact of participation in *JA Finance Park* on students' dispositions and behaviors, including future orientation, self-efficacy, academic aspirations, and personal finances?
 - d. To what extent do the effects of *JA Finance Park* persist over time?

- 2. How do teachers perceive and participate in *JA Finance Park* and what do they report as its impacts on themselves and students?**
 - a. What roles do teachers play in the implementation of the *JA Finance Park* program?
 - b. How do teachers interact with volunteers as they implement the program?
 - c. What do teachers perceive to be the strengths of the *JA Finance Park* program?
 - d. What implementation challenges do teachers perceive?
 - e. How do teachers believe the *JA Finance Park* program can be improved?
 - f. What do teachers perceive as the impacts *JA Finance Park* participation has on students?
 - g. What impacts has participation in *JA Finance Park* had on teachers?
 - h. To what extent do *JA Finance Park* lessons support existing learning goals?
 - i. To what extent do teachers integrate *JA Finance Park* content and concepts with other curricular activities?

- 3. How do volunteers perceive and participate in *JA Finance Park* and what do they report as its impacts on themselves, teachers, and students?**
 - a. What roles do volunteers play in the implementation of the *JA Finance Park* program?
 - b. How do volunteers interact with teachers?
 - c. What do volunteers perceive to be the strengths of the *JA Finance Park* program?
 - d. What implementation challenges do volunteers perceive?
 - e. How do volunteers believe the *JA Finance Park* program can be improved?
 - f. What do volunteers perceive as the impacts *JA Finance Park* participation has on students?
 - g. What do volunteers perceive as the impacts *JA Finance Park* participation has on teachers?
 - h. What impacts has participation in *JA Finance Park* had on volunteers?

- 4. To what extent does implementation of *JA Finance Park* vary?**
- To what extent do teachers and volunteers implement the 12 core lessons with fidelity? What modifications do teachers and volunteers make to the curriculum for their local context?
 - To what extent does the implementation of the *JA Finance Park* simulation vary across sites?
 - To what extent do teachers implement *JA Finance Park* extension activities? How many activities do they implement? When and in what way are they implemented?
 - To what extent do teachers integrate *JA Finance Park* content or concepts with other elements of the curriculum?
- 5. How do the effects of *JA Finance Park* vary with program implementation and context?**
- To what extent do the effects of *JA Finance Park* vary with program implementation?
 - To what extent do the effects of *JA Finance Park* vary with the level of teacher involvement?

Data Sources

Data for this study came from four sources:

1. Pre- and post-program student surveys;
2. A teacher survey;
3. A volunteer survey; and
4. Site visits to four JA areas.

The student surveys included measures of:

- Financial literacy knowledge;
- Financial literacy dispositions (the importance placed on financial literacy);
- Financial behaviors;
- Financial self-efficacy;
- Financial locus of control (internal and external);
- Academic aspirations; and
- Interest in financial courses and careers.

The teacher and volunteer surveys measured: satisfaction with the program, perception of the impact of the program on their students, perception of the value of the program, and perception of students' engagement during the program.

Site visits included observations of classroom lessons and the *JA Finance Park* simulation, structured interviews with teachers and JA staff, and structured focus groups with students and volunteers moderated by an RMC Research staff member. JA staff interviews elicited information about the unique implementation of the simulation in the particular JA area; challenges to simulation implementation; recruitment of teachers and volunteers; volunteer training; perceived impacts; and suggestions for improvement. Teacher interviews elicited information on teachers' level of satisfaction with *JA Finance Park*, their role in implementation of the program and how it was implemented in their class; their perception of the utility of the program; any connections made between *JA Finance Park* activities and

the academic curriculum; perceptions of impacts on students; their perception of program quality, relevance, and alignment with standards; factors that serve to facilitate or impede progress; and suggestions for improvement. Volunteer focus groups elicited information on volunteers' level of satisfaction with *JA Finance Park*; their role in implementation of the program and how it was implemented; their preparedness to implement the program and ease of program implementation; perception of impacts on students; perception of program quality, relevance, and alignment with standards; factors that serve to facilitate or impede progress; and suggestions for improvement. Student focus groups elicited information about their engagement, interest in and relevance of the material, perceived quality of implementation, how they feel the program is changing their attitudes and intentions, and satisfaction with the program.

Sample

This study included 10 JA area offices located across the United States. Each area office recruited teachers for program and comparison groups for this study. Teachers in the program group were recruited from schools that were already planning to participate in *JA Finance Park* during the spring semester of 2015; teachers in the comparison group were recruited from schools that were not planning to participate in *JA Finance Park*.

Students

Pre-tests were received for 2,028 students, 75% of whom were matched with post-tests (Exhibit 1). Most students were in seventh or eighth grade (Exhibit 2). About 39% of program students indicated that this was their first experience with a JA program, while 41% of program students indicated that they had participated in a JA program once before (Exhibit 3). Similarly, 40% of comparison students had also participated in JA programs previously. Since previous exposure to JA programs may have influenced students, the number of previous JA experiences was included in several analyses. Over half of the students had some form of income, as well as a bank account, but few students had any investments (Exhibit 4).

EXHIBIT 1. JA FINANCE PARK EVALUATION SAMPLE DESCRIPTION

JA Area*	Program			Comparison			Total		
	Pre-test	Post-test	%	Pre-test	Post-test	%	Pre-test	Post-test	%
Area 1	459	350	76%	224	180	80%	683	530	78%
Area 2	55	52	95%	66	60	91%	121	112	93%
Area 3	137	117	85%	105	37	35%	242	154	64%
Area 4	106	94	89%	50	46	92%	156	140	90%
Area 5	93	74	80%	51	1	2%	144	75	52%
Area 6	56	47	84%	96	77	80%	152	124	82%
Area 7	197	176	89%	127	108	85%	324	284	88%
Area 8	21	16	76%	50	45	90%	71	61	86%
Area 9	55	0	0%	26	0	0%	81	0	0%
Area 10	12	12	100%	42	33	79%	54	45	83%
Total	1,191	938	79%	837	587	70%	2,028	1,525	75%

* Areas were ensured of anonymity as part of their participation in national-level studies and research

EXHIBIT 2. STUDENTS' GRADE LEVELS

Grade	Program			Comparison			Total		
	Pre-test N	Post-test N	%	Pre-test N	Post-test N	%	Pre-test N	Post-test N	%
6				105	37	35%	105	37	35
7	697	531	76%	287	221	77%	984	752	76
8	417	344	82%	269	183	68%	686	527	77
9	56	47	84%	131	111	85%	187	158	84
10				14	11	79%	14	11	79
11	6	3	50%	14	10	71%	20	13	65
12	15	13	87%	17	14	82%	32	27	84
Total	1,191	938	79%	837	587	70%	2,028	1,525	75

EXHIBIT 3. STUDENTS' PREVIOUS EXPERIENCE WITH JUNIOR ACHIEVEMENT

Number of Previous JA	Program		Comparison		Total	
	N	%	N	%	N	%
0	464	39%	491	60%	955	48%
1	478	41%	156	19%	634	32%
2	98	8%	92	11%	190	10%
3	53	4%	25	3%	78	4%
4	52	4%	16	2%	68	3%
5 or more	35	3%	34	4%	69	3%
Total	1,180		814		1,994	

EXHIBIT 4. STUDENTS' FINANCIAL EXPERIENCES

	Program			Comparison			Total		
	No	Yes	%	No	Yes	%	No	Yes	%
Job	794	363	31%	60	233	28%	1,397	596	30%
Allowance	671	480	42%	50	334	40%	1,171	814	41%
Job or Allowance	491	659	57%	37	461	55%	863	1,120	56%
Bank Account	531	625	54%	44	389	47%	975	1,014	51%
Investments	974	169	15%	73	95	12%	1,705	264	13%

Note. Data are from the students' pre-tests.

Teachers

Almost all of the participating teachers completed the online survey (19 of 20, 95% response rate). At least one teacher responded from each JA area in this study except for Area 3 and Area 9. Due to the small number of teachers from each area, the number of surveys for each JA area are not presented to protect the confidentiality of the teachers involved. Most teachers had participated in JA programming at least once before this year (Exhibit 5).

EXHIBIT 5. TEACHERS' PREVIOUS EXPERIENCE WITH JUNIOR ACHIEVEMENT (N = 19)

Number of Previous JA	N	Percentage
0	7	37%
1	4	21%
2	2	11%
3	0	0%
4	1	5%
5 or more	5	26%

Volunteers

Only 25 of 128 volunteers who assisted with simulation visits for classes participating in *JA Finance Park* for this study completed the online survey (20% response rate). At least one response was received from volunteers in Area 1, Area 3, Area 4, Area 5, Area 6, Area 8 and Area 10. Most of the responding volunteers were employees of a corporate sponsor (60%), followed by family members of students participating in the simulation (24%, Exhibit 6). Most volunteers had limited previous experience with JA programs (Exhibit 7). This was the first JA experience for 44% of the responding volunteers, and 64% of volunteers had participated in JA fewer than two times previously.

EXHIBIT 6. VOLUNTEER STATUS (N = 25)

Volunteer Status	N	%
Corporate sponsor employee	15	60%
Parent/family member	6	24%
School staff member	2	8%
Other community member	2	8%

EXHIBIT 7. VOLUNTEERS' PREVIOUS EXPERIENCE WITH JUNIOR ACHIEVEMENT (N = 25)

Number of Previous JA	N	%
0	11	44%
1	5	20%
2	4	16%
3	2	8%
4	0	0%
5 or more	3	12%

Site Visits

Site visits were conducted in four JA areas participating in the study. The four areas were selected in conjunction with JA USA staff to reflect different regions of the country and JA USA priorities. Observations of classroom lessons were conducted in one or two classrooms in each area. Two participating teachers were interviewed in each area (the same teachers that were observed, if applicable). Student focus groups were conducted with 6 to 8 students of each of the interviewed teachers. Observations of the *JA Finance Park* simulation were conducted in three of the four JA areas. Volunteer focus groups were conducted with 6 to 12 volunteers after the simulation observations. The JA staff member in charge of implementing the *JA Finance Park* simulation was interviewed in the three areas with simulation observations.

Analysis Methods

This evaluation makes use of a pre-post comparison-group design. Tests of significance were conducted where appropriate, effect sizes were calculated (for comparison between program and comparison groups), and descriptive statistics were calculated on response rates, and unique indices were developed to better describe the changes that were observed in participating students.

Instrumentation

Student survey measures had acceptable reliability. Based on exploratory factor analysis results, six items from the financial literacy knowledge scale were replaced between pre and post-test. Only the items that were used on both the pre-test and post-test were included in the analysis for the Financial Literacy Knowledge scale. At post-test, the 13-item revised scale had improved reliability over the original financial literacy knowledge scale. Cronbach's alpha, a measure of internal reliability of the scale, was greater than 0.7 for the revised financial literacy knowledge scale and the other student measures (Exhibit 8).

EXHIBIT 8. STUDENT MEASURE RELIABILITY (N = 1,604)

Scale	Cronbach's Alpha
Revised Financial Literacy	0.78
Financial Literacy Dispositions	0.85
Financial Behaviors	0.80
Financial Self-Efficacy	0.76
Internal Financial Locus of Control	0.70
External Financial Locus of Control	0.73
Future Orientation	0.82
Academic Aspirations	0.72
Interest in Finance	0.85

Note. Reliability based on post-test data.

Student measures exhibited strong discriminant validity. Correlations for most student measures ranged from 0.03 to 0.36 (Exhibit 9), suggesting strong discriminant validity for these measures. Correlations of future orientation scores with financial behaviors, financial self-efficacy, and internal

financial LOC were higher, ranging from 0.43 to 0.51, which may suggest weaker discriminant validity for the future orientation scale. Alternatively, this may simply reflect the tendency for students with greater future orientation to also have greater confidence in their financial outlook. Correlations between pre and post-test measures for a given scale ranged from 0.37 to 0.49.

EXHIBIT 9. STUDENT MEASURE CORRELATIONS

Scale	1	2	3	4	5	6	7	8	9	10
1. FinLit	0.40	0.17	0.03	0.14	0.09	0.16	-0.37	0.10	0.21	-0.18
2. FinLit Dispositions	0.16	0.37	0.29	0.13	0.24	0.16	-0.18	0.26	0.18	0.16
3. Financial Behaviors	0.08	0.33	0.46	0.41	0.51	0.25	-0.04	0.51	0.23	0.27
4. Saving Tendency	0.08	0.16	0.36	0.47	0.31	0.16	-0.19	0.27	0.14	0.07
5. Financial Self-Efficacy	0.08	0.30	0.52	0.30	0.43	0.34	-0.12	0.44	0.32	0.18
6. Financial LOC: Internal	0.14	0.25	0.29	0.12	0.31	0.42	-0.21	0.38	0.27	0.09
7. Financial LOC: External	-0.21	-0.10	-0.03	-0.16	-0.04	-0.11	0.43	-0.15	-0.23	0.12
8. Future Orientation	0.09	0.29	0.48	0.26	0.45	0.43	-0.10	0.43	0.37	0.24
9. Academic Aspirations	0.16	0.22	0.23	0.14	0.32	0.26	-0.12	0.40	0.49	0.15
10. Interest in Finance	-0.06	0.17	0.24	0.10	0.22	0.15	0.16	0.28	0.18	0.45

Note. Correlations below the diagonal are for pre-test measures. Correlations above the diagonal are for post-test measures. Correlations on the diagonal are between pre and post-test measures.

Baseline Equivalence of Program and Comparison Groups

Program and comparison groups did not differ substantially at pre-test. Mean scores on the pre-test financial literacy knowledge measure did not differ for program and comparison groups ($p = 0.66$). It is important to demonstrate that the two groups are the same at the beginning of the study to warrant use of statistical tests that compare group performance at the conclusion of the study. *Differences found between two similar groups following an intervention—i.e., a JA program—can be attributed to the only known activity that differentiates the two groups, in this instance, the JA program in which the program group participated.* No substantial differences between program and comparison groups were found for financial literacy dispositions ($p = 0.55$), financial behaviors ($p = 0.56$), tendency to save ($p = 0.16$), financial self-efficacy ($p = 0.47$), internal financial LOC ($p = 0.97$), future orientation ($p = 0.23$), academic aspirations ($p = 0.78$), or interest in finance ($p = 0.22$).

Attrition was not substantially related to pre-test measures. Post-test data were received and matched to pre-test data for 79% of students in program classes and 70% of students in comparison classes (Exhibit 1). Students with and without post-test data did not differ substantially on any of the pre-test measures, in either the program or comparison groups, except for future orientation ($p = 0.009$). No differences in most pre-test measures for those students with and without post-test data suggests that missing post-test data did not negatively affect the baseline equivalence of the final analytic sample for those measures.

Findings: Implementation

Curriculum Implementation

Implementation of the *JA Finance Park* curriculum varied widely from classroom to classroom. The following vignettes offer some insights into the differences in implementation found at each site in terms of pacing, degree of engagement, the amount of self-direction provided to the students, degree of adaptation of the curriculum, contextualization of information, and use of materials.

Vignette 1. Lesson on Budgeting

The class takes place in a computer lab with each of the 21 students working on his/her own computer. The class starts with a reminder about the simulation that will take place the next day, and then the teacher introduces the topic of budgeting. The teacher introduces the topic: "We have been talking about budgeting and today we are going to talk about our own budgets. The book provided jobs and hourly rates but I decided to provide my own so we have a variety of jobs and rates. Log onto your computers. Stay with me and don't jump ahead." The teacher distributes pieces of paper with job titles and hourly rates on them to each student. "Some of you will be making six, five, or four figures a year. It depends upon what job you end up getting. Today you will do your own budgets according to the position you got. For instance, (student name), what are you?" The student responds, "I'm a food worker." Another student says, "I'm a visual merchandiser." Another student remarks, "I'm an adult education teacher." The teacher asks, "Does anyone have a six figure job?" A student responds, "I do. I'm a dean of undergraduate students."

The teacher then provides instructions for students and realizes that they need books. Books are distributed; students write their job titles on the appropriate worksheet and then follow the teachers' instructions about entering hours per week, average hourly pay, total salary, and total income. Some students struggle, so the teacher shows an example on the overhead projector. The mathematics is reviewed again and then the teacher discusses federal income tax. Students work on calculators. Some finish quickly while others work very slowly. Those who are finished whisper to their friends until the others are finished. The teacher then discusses FICA and federal taxes. Students groan and start working very slowly. The teacher says, "That's the bottom line. That's your net monthly income, what your income is after you take out everything else you owe. You are going to feel what it is like to have to pay the government." Students laugh and make multiple remarks: "Oh please don't," "You are killing us," and "Oh man."

The teacher continues to discuss state tax and then informs them that there are no city taxes for them to pay. Students complete the mathematics associated with income and look at each other's worksheets. They make remarks such as, "Oh man, they took everything," "I only have \$400," and "People at McDonald's are making more than me bro, I swear."

After a few minutes, the teacher checks in with the students and discusses savings. "Okay, go to the next box. Look at the first line, savings. It recommends 2% to 10%. Each item listed, write the percentage of your income it should be. When you look at each item, like your house, think about how important that item is for you. Are you okay living in a mediocre house or do you want a top of the line house? If you are sitting with a group and want to split a house, you can, then your house will be bigger."

Don't forget you have to pay utilities, food at home, food dining out, transportation, gas, maintenance, clothing, entertainment, and medical costs. It depends on you. Oh, and some of you are going to be broke." The teacher continues, "Okay, I'm going to make this real on you all. Insurance is 6%. Clothing . . . if you have one of those real professional jobs, then you need to look professional." Students are laughing and saying they want to go out all the time and live it up and then also laughing because they know they will have no money. The teacher wanders the room, checking on students to ensure their costs add up to 100%. The bell rings and the teacher says they will finish tomorrow.

Vignette 2. Lesson on Leasing vs. Buying

This seventh-grade classroom has posters around the room with JA career cluster information, Game of Life decorations, and one that exhorts "Work hard, get smart!" As the bell rings, students enter the room, take a worksheet, and begin work. Students were working on an activity where they had picked a car they could own and were busy describing the car and why they wanted that particular model. The teacher asks students to talk about their car and hands out candy to participating students. Then she says, "Today, we are going to talk about buying versus leasing a car and we will follow this with a discussion of buying versus renting a home if there is time." The teacher asks students what they think "leasing" and "buying" mean, following with the sentiment, "I like those key words."

The teacher then explains the difference between leasing and buying a car and then shows a series of slides using the Department of Motor Vehicles website. "Those are some rough words," opines the teacher. She then directs students to page 65 of the JA booklet and begins to discuss advantages and disadvantages of buying versus leasing. Students select the preferable statements from each pair of sentences and fill in the corresponding segment of the "buy" or "lease" car graphics for the next 5 minutes. Some students are more interested in coloring the cars than in reading and selecting statements, but all of them eventually finish. Most students choose to buy a car and then move to an activity where they examine five car options.

The teacher explains the car information sheets and students work with friends for 10 minutes on analyzing three cars that fit their profiles. Some students finish the activity in the time allowed, but some do not even finish the information for one car so they are asked to return to their seats and are given 15 minutes to complete the assignment alone. Students who are finished are asked to complete the assignment on buying or leasing a home. Students then are asked to clean up and put all materials back. As an exit ticket, they are asked to summarize their car choice given their life profile. As they leave the room, the teacher says, "Overall, I'm very happy with how you've worked today."

Vignette 3. Lesson on Budgeting

Students in this classroom are very diverse, with about 16 of 27 being English language learning students and five being students who qualify for special education. The teacher starts by reminding students what they discussed yesterday. "What did we talk about?" asks the teacher. "Income," respond the students. "What does that mean?" asks the teacher. "It's how much you make," remark the students. The teacher then asks about several other vocabulary/concept words including year-to-date, annual, and gross income. The teacher then projects a copy of his pay stub to show the class, reviewing gross pay and deductions. Students pay attention, though most of the time, only one student answers the questions posed by the teacher. "So

when you get a job and they say they pay you \$150 a week, will you get a check for that amount at the end of the week? No! Why? Deductions!” the teacher concludes. Students ask if there are states that have no state taxes. The teacher responds and then discusses the idea of direct deposit. Then he asks the students to turn to page 19, “Be an entrepreneur.” He asks for a definition and then reviews the bullet points at the start of the chapter, asking different students to read each bullet. The teacher then remarks, “You can’t just say you like money and want to start a business. You will fail. You need to have some background and knowledge.” The teacher then goes to the next page and reads the sentences about starting a lawn care business. He tells the students to “remember to think about these numbers and about all the things you need. There are things that are variable. What does variable mean?” Students guess the definition but none states the correct one. The teacher then interjects with the definition and asks them to think about what can change (e.g., amount of gas, oil, and maintenance). He then directs the students to the next page of the workbook and tells them they can work in pairs or alone and do the worksheet activity. Students are given 20 minutes to complete the project. The teacher gathers the students and says, “You have to analyze numbers when you start a business, even a business as simple as cutting grass. You have to analyze your profits and think about your costs. What were the costs?” Students answer questions and then are asked to review the next page on social security and Medicare.

“What is social security? What do you need to know? Well, you will pay into it all your life. Second, when you get to be 67 years old, you will be able to file for social security. It is not going to be enough for you to survive on. What does that mean? You need to save up some of your own money.” Students are not engaged and do not answer the questions being posed. The teacher goes on to explain Medicare and sales tax, then asks students to work with a partner and answer questions, for which they will receive a grade. The end-of-section test is handed out. “You may finish this today or Monday.”

Variation in Implementation

The *JA Finance Park* curriculum was embedded in a variety of different courses. In some areas, *JA Finance Park* was embedded in the economics unit of a social studies class or as part of a world studies course. Others connected *JA Finance Park* to government classes or simply as separate units of instruction during a social studies or elective block.

The timing and duration of the implementation of the *JA Finance Park* curriculum varied widely. One group conducted the sessions after state-required testing was completed, implementing the program during entire class periods over a two-week period of time, culminating in the simulation during the third week. At a different site, teachers took nine weeks to deliver *JA Finance Park* along with a supplemental curriculum on personal finance. The class was offered daily during 48-minute periods for four weeks. A third site provided a “big picture” before spring break and then provided *JA Finance Park* sessions each Friday over the course of nine weeks. A fourth site conducted *JA Finance Park* for 45 minutes per day over six and one-half weeks, spreading some of the lessons over two days. Another site also provided *JA Finance Park* as a six-week mini-course.

You have to connect this with your own teaching style and make a personal connection with the kids.

– Teacher

Most teachers taught the *JA Finance Park* core lessons as is or with small modifications. Half of the teachers taught all of the core lessons. The lesson most often skipped was the post-simulation

debrief (Exhibit 10). Each of the core lessons was taught with major modifications by about 10 to 20% of teachers. Several of the teachers observed and interviewed during site visits customized the delivery of the curriculum, while others followed curricular instructions very closely. At one site, the teacher re-sequenced the materials to match the sequence from before the curriculum revision, which she felt made more sense. Another teacher changed the pacing and prioritized the content, using what the teacher had learned about effective instructional delivery to modify the lesson plans and find more opportunities for student discourse. This teacher also adapted the materials to ensure that the materials were aligned with state content standards that address personal finance. In some cases, teachers reported simplifying the material that was “over students’ heads.”

EXHIBIT 10. TEACHER IMPLEMENTATION OF JA FINANCE PARK CORE LESSONS (N = 19)

	Percentages			
	Did Not Teach	Taught As Is	Taught With Small Modifications	Taught With Major Modifications
Income 1: Plan Your Future	5%	47%	42%	5%
Income 2: Careers	11%	47%	26%	16%
Income 3: Taxes and My Income	0%	53%	47%	0%
Saving and Investing	6%	33%	50%	11%
Managing Risk	11%	28%	44%	17%
Debit and Credit 1: Banking Partners	0%	50%	39%	11%
Debit and Credit 2: Personal	0%	44%	39%	17%
Debit and Credit 3: Savvy Shopping	18%	35%	35%	12%
Debit and Credit 4: Managing Credit	0%	56%	44%	0%
Budget+ 1: Think Before You Spend	12%	35%	41%	12%
Budget+ 2: What Is a Budget?	11%	28%	50%	11%
Budget+ 3: Using a Budget	17%	22%	50%	11%
Post-Simulation Debrief	24%	24%	41%	12%

Most teachers used a combination of whole-class discussion-based sessions and workbook activities typically accomplished by pairs of students. One class observed in a site visit also primarily used a discussion-based approach with pairs or individual assignments. The teacher in this class chunked information into smaller lessons that contain step-by-step procedures. This teacher said that she finds that many students need this type of approach, but that doing so sometimes slows the accelerated students down too much. (She would like to know better ways to provide differentiated instruction within the lessons.) Another class observed in a site visit primarily used lecture with follow-up activities that include discussion and hands-on activities.

Almost all extension activities were implemented to some extent (Exhibit 11). In the site visits, some teachers infused the extension materials into the lessons, while others kept them as supplementary activities. The most commonly implemented extension activities covered imminently practical aspects of personal finance, including: Checks and Checking Accounts, Sample Budgets, Personal Budget, and Sales Receipt Analysis. The least implemented extension activities covered technical topics of personal finance that were more distant for middle school students, including: How to Complete a 1040-EZ Income Tax Return, Social Security and Medicare, and Understanding College Costs and the FAFSA.

**EXHIBIT 11. TEACHER IMPLEMENTATION OF JA FINANCE PARK
EXTENSION ACTIVITIES (N = 19)**

Extension Activity	Percentages
Income Unit	
0: None	37%
1: Kuder Navigator Career Assessment	32%
2: Career Choice Research	37%
3: Being an Entrepreneur	16%
4: Starting a Lawn Care Business	21%
5: STEM Careers	16%
6: Social Security and Medicare	11%
7: Sales Receipt Analysis	47%
8: How to Complete a 1040-EZ Income Tax	0%
Saving, Investing, Risk Management Unit	
0: None	37%
1: Understanding College Costs and the FAFSA	16%
2: Understanding Stock Quotes	42%
3: Roth IRAs: Teens and Retirement Savings	21%
4: Compound Interest and the Rule of 72	21%
5: Junior Achievement \$ave, USA "Risk and Insurance" Online Lesson	26%
Debit and Credit Unit	
0: None	32%
1: Checks and Checking Accounts	58%
2: Installment Debt	26%
3: Rent or Home Ownership	32%
4: Leasing vs. Buying a Car	21%
5: Identity Theft	32%
Budget+ Unit	
0: None	32%
1: Sample Budgets	53%
2: Personal Budget	47%
3: Paying for Postsecondary Education	21%

Some teachers supplemented the curriculum with materials of their own. Many teachers incorporated materials not provided by JA, such as newspapers, magazines, online resources, and videos (Exhibit 12).

For example, one site supplemented the *JA Finance Park* program with videos from *JA BizTown*[®]. Moreover, 37% of teachers indicated that they created their own activities based on the themes in *JA Finance Park*. One teacher developed a theme for the implementation of *JA Finance Park* based on the *Game of Life*, having students create their own fictitious profile, which provided the context for hands-on activities throughout the curriculum (such as choosing an appropriate car). The activities that teachers described drew on real-world examples, including obtaining a car or providing additional exposure to careers.

I created activities that built upon the topics covered in the JA Finance Park curriculum using real-world examples.

– Teacher

EXHIBIT 12. TEACHER USE OF SUPPLEMENTARY MATERIALS (N = 19)

	Percentages				
	Never	Rarely	Sometimes	Often	Almost Every Lesson
Use of supplements	5%	21%	47%	11%	16%

Student Experience of the Curriculum

Teachers reported that students appeared to be engaged. Most teachers (78%) agreed or strongly agreed that their students found the *JA Finance Park* lessons engaging (Exhibit 13, below). Teachers interviewed in site visits reported multiple aspects of the program that helped students to become engaged and learn the material, including:

- Use of multi-media;
- Relevance of activities and discussion questions to students’ lives;
- Real-world applications;
- Repetition;
- Materials, especially the workbook; and
- Support from the local JA office.

Students found hands-on and real-world topics most interesting. In focus groups, students were asked to articulate the most interesting topics addressed in the curriculum and to identify those they found to be boring. Students often found hands-on and real-world topics of most interest. Many mathematics-related activities were perceived as boring (Exhibit 13). In about half the sites, students reported that nothing was boring.



13. TOPICS STUDENTS FOUND INTERESTING OR BORING

Topics Reported as Interesting	Topics Reported as Boring
<ul style="list-style-type: none"> • Knowing what to expect in the future • Purchases (cars and houses) • Learning about different types of jobs and getting information about how to pick a career to pursue • “Having teams and fighting over the answers” • Computer lab • Budgeting • Taxes (one site) • Real-world problems • Hands-on activities • Stocks • “Everything” 	<ul style="list-style-type: none"> • Taxes (several sites) • Insurance • “Doing the math” • Billing • Credit • Check register • Watching the videos • Student workbook (rather have just the hands-on activities) • “Nothing”

Note. Responses come from student focus groups during site visits.

Students had different views on which topics were easy or difficult to understand. In the site visit student focus groups, students were also asked to identify topics that were easy and hard to understand. No strong consensus emerged from the students’ responses (Exhibit 14).

EXHIBIT 14. TOPICS STUDENTS FOUND EASY OR DIFFICULT TO UNDERSTAND

Topics Reported as Easy to Understand	Topics Reported as Difficult to Understand
<ul style="list-style-type: none"> • Check balancing (one group) • Receipts • Saving • Budgeting • Stocks (one group) • Taxes • Pay stubs • Insurance (one group) • Picking a job 	<ul style="list-style-type: none"> • Keeping track of expenditures • Stocks (two groups) • Investments • Some of the vocabulary (e.g., gross income) • Billing • Credit • Check register (one group) • Matching interests with jobs (“It’s hard to know what you want to be when you grow up”) • Insurance (one group)

Note. Responses come from student focus groups during site visits.

Students had several suggestions for specific improvements to the JA Finance Park curriculum:

- Add more hands-on activities;
- More technology applications;
- More review of the material;
- More scenarios;
- More updated pricing; and
- More jobs pertinent to the geographical area in which the students live (e.g., agricultural jobs).

Teacher Experience of the Curriculum

Most teachers liked the materials provided for JA Finance Park.

Teachers found the curriculum guide to be clear and easy to follow (Exhibit 15). Most thought the activities were engaging and well-designed. Several believed that the recent revision of the curriculum was an improvement over past editions, reporting that they thought the explanations were better and used more student-friendly language.

[The curriculum guide] was very easy to follow, very clear. The program is well-organized, straight forward.

– Teacher

EXHIBIT 15. TEACHER PERCEPTIONS OF THE JA FINANCE PARK CURRICULUM (N = 19)

Item	Percentages			
	Strongly Disagree	Disagree	Agree	Strongly Agree
The JA Finance Park Teacher Guide was <u>easy to follow</u> .	11%	11%	63%	16%
The JA Finance Park curricular materials were <u>developmentally appropriate</u> for my students.	0%	21%	63%	16%
The JA Finance Park curricular materials were at the right <u>level of difficulty</u> for my students.	0%	16%	68%	16%
The JA Finance Park curricular materials included the right <u>level of detail</u> for my students.	0%	32%	53%	16%
My students found the JA Finance Park lessons <u>engaging</u> .	11%	11%	61%	17%

Teachers felt prepared and understood their role in the implementation. The majority of teachers interviewed indicated that they understood what was expected of them as a teacher, were prepared to teach the program, and had good communication with the JA area staff in preparation of delivering the program.

EXHIBIT 16. TEACHER PERCEPTIONS OF THEIR PREPARATION TO TEACH JA FINANCE PARK

Item	Percentages			
	Strongly Disagree	Disagree	Agree	Strongly Agree
I understood what was expected of me as a JA Finance Park teacher.	0%	5%	53%	42%
I felt prepared to teach the JA Finance Park curriculum.	0%	28%	44%	28%
I received sufficient communication with my JA area representative to implement the program.	0%	16%	53%	32%

Time was a challenge for curriculum implementation. Nearly all of the teachers interviewed during site visits indicated that time was a major challenge. Teachers typically wished they had more time for each lesson.

Simulation Implementation

Although the implementation of the *JA Finance Park* simulation is more standardized than the implementation of the curriculum, JA areas varied in terms of the environment offered for the simulations, the number of staff and volunteers available to help and support students, and the types of materials available to student participants. Students had similar reactions to many of the simulation activities, though, suggesting that the differences in implementation of the simulation may not matter in the short term. Vignettes 4 and 5 illustrate some of the differences across simulation environments.

Vignette 4. Simulation at site-Based Park

Eighth-grade students go to a JA building near the middle school. There are many volunteers – one or two per station/table. Students enter the lobby and go to the auditorium for orientation. The teacher has prepared student groups in advance and calls out students' names for each group. The groups go to storefronts and watch an introductory PowerPoint displayed on a kiosk in the storefront. Each student answers lifestyle questions and then receives a scenario. Students share their scenarios and engage in a discussion about savings. A PA announcement comes on that provides information about the savings section of the workbook and a code is given to students to proceed. Students conduct research – each research phase is 20 minutes. For two segments, students engage in the research and for one segment, students eat lunch which they have brought with them. (Three staggered lunch periods take place.) Students then move through stations at their own pace.

Each storefront is decorated by sponsoring businesses and has a white-on-green question mark sign with a volunteer who can be accessed if students need assistance. The bin in each storefront has name tags, calculators, debit cards, sample budget pie charts with and without children, cloth for cleaning tablets, and pencils. During the budgeting time, students work diligently, though some groups continue budgeting during the purchasing phase. Students did not always see the additional purchasing options (such as buying a car versus using public transportation). Students remarked, "Kids are expensive!" and "Man, this sucks! A volunteer asked, "Are you going to get a degree?" A student responded, "I am going to get a degree. High school diplomas suck!"

Another student noted that he had money left over: "I had \$1,000 leftover so I just put it in philanthropy." Students continue working on their budgeting and shopping, then circulate independently for the payment phase. At the checkout, a staff member wipes the tablet and asks, "What did you find most surprising today?" Students provide a variety of responses (e.g., "\$2,000 sounds like a lot, but it's really not;" "I was surprised about the costs of things . . . especially child care and insurance," and then go to the career center. The center has touch screens about various careers, though most students do not use them. The career center also has blackboards with special pens and reflection questions. Students answer reflection questions, with one remarking, "It's so stressful. You have to pay for everything!" Students then return to storefronts for closing conversations.

Vignette 5. Simulation at Mobile Park

The simulation takes place in a repurposed location dedicated to JA. Black curtains line the room that contains folding tables and chairs. A volunteer is seated at each table and there are stations set up around the back and sides of the room. Groups of seven students sit around the table, assigned to sit next to the people with whom they entered the room. This day is a bit unusual since there are more students and fewer volunteers than is typical for this site. Students view an introductory video that provides them with information about salaries according to geography, industry, and education. Students then enter demographic information into a laptop and answer questions about financial expectations. They receive scenarios and choose an avatar to represent themselves. They then choose a savings plan. By table, students go to stations for each expense category where they learn the material. Volunteers are there to help guide the students and answer questions. Some students are deeply engaged while others click through the material. Students complete their budgets and then making shopping choices for each category. The computers are then collected and students are provided with a pizza lunch. After lunch, students go to stations to pay for their choices. At some stations, students swipe debit cards. "I love hearing

“that’s all I can afford,” whispers one volunteer. “That’s how you get rich, by staying within your budget.” Some students have to adjust their budgets to accommodate their choices while others finish and are given a crossword puzzle with JA Finance Park vocabulary words. The group finishes the tasks and then leaves. “This was a good group,” says one volunteer. “They often don’t get this far – many never see the crossword.”

Recruitment of School and Volunteers

JA staff often relied on existing relationship to recruit schools for participation in *JA Finance Park*.

Because most of the JA staff had been in place for at least several years, they had already established relationships with districts and schools and recruited the schools through either district staff or the principals. Sometimes the staff recruited an entire district and served all students in a given grade, particularly in states that had required financial literacy standards. Nearly all the staff reported that *JA Finance Park* is easy to “sell” since it is low-cost and highly effective.

JA staff recruited volunteers in a variety of ways. Many volunteers were parents of the students who were participating in the program and were recruited by the teachers. The rest tended to be employees of local businesses, often associated with finance or community relations. In one area, JA staff recruited college-aged volunteers through a local university.

Volunteer Training

Volunteer training typically (but not always) occurs immediately before the simulation, with a length of about one hour. However, some areas provide just 30 minutes of training prior to the simulation. Volunteers are given materials and a template, which typically includes the recommendations for how to conduct their roles provided by JA USA. JA staff agreed with volunteers that more training would be helpful. A lot of volunteers learn the information “on the fly” and have some degree of difficulty implementing the program. JA staff reported that volunteers are generally much more effective on repeat visits than on their first time volunteering. However, many volunteers participate only once. Some of the JA staff mentioned that they provide materials in advance but they do not believe the volunteers read the material they send.

Volunteer Perception of the Simulation

Some volunteers indicated that they did not feel sufficiently prepared to participate in the *JA Finance Park* simulation (20%) and that they did not receive sufficient communication from their JA representative (12%). Some volunteers would have liked more time to review program material and to have seen the screens the students would be viewing, either with their own tablet or by using one of the kiosk computers. All volunteers felt that the simulation ran smoothly (Exhibit 17). Some volunteers did not know how to troubleshoot technology issues that came up and would have liked either more assistance or training to help with technology. A few were unsure of the roles expected of them.

EXHIBIT 17. VOLUNTEER PERCEPTIONS OF THE JA FINANCE PARK SIMULATION (N = 25)

Item	Percentages			
	Strongly Disagree	Disagree	Agree	Strongly Agree
The JA Finance Park simulation ran smoothly.	0%	0%	80%	20%
I felt that the students were engaged during the JA Finance Park simulation.	0%	8%	72%	20%
I understood what was expected of me as a JA Finance Park volunteer.	0%	4%	64%	32%
I felt prepared to participate in the JA Finance Park simulation.	0%	20%	52%	28%
I received sufficient communication from my JA area representative to implement the program.	0%	12%	52%	36%

Student experience of the Simulation

JA staff reported that the tablet-based version of the *JA Finance Park* simulation is much easier to work with than the previous paper-based version. With the tablets, students are freed from tedious mathematical calculations to focus on the concepts behind budgeting. However, some sites have experienced challenges with the technology. Volunteers reported that some students had difficulty navigating the simulation app's interface, for example, not seeing some content that was presented in multiple tabs that had to be selected in turn.

The simulation really made it real for the kids. They understand how money works and what it costs to have a life.

– Volunteer

Volunteers indicated that students appeared to be engaged. Almost all volunteers (92%) indicated that the *JA Finance Park* simulation was engaging for students (Exhibit 17). In focus groups, volunteers reported that students seemed most engaged when they were shopping.

Teachers had positive views about the *JA Finance Park* simulation. Teachers indicated that the simulation ran smoothly and was worth the investment of time and resources (Exhibit 18). Teachers also felt that the JA volunteers enhanced the simulation experience for their students.

EXHIBIT 18. TEACHER PERCEPTIONS OF THE JA FINANCE PARK SIMULATION (N = 19)

Item	Percentages			
	Strongly Disagree	Disagree	Agree	Strongly Agree
The JA Finance Park simulation ran smoothly.	0%	11%	28%	61%
The JA Finance Park simulation was engaging.	6%	0%	61%	33%
The JA Finance Park simulation was worth the investment of time and resources.	6%	6%	56%	33%
The JA volunteers enhanced the simulation experience for my students.	6%	6%	44%	44%

Simulation Length and Pace

Teachers felt the length and pace of the simulation were about right. Most teachers (65%) indicated that the length of the simulation was “about right,” although a few teachers (28%) felt that the simulation was a little too long (Exhibit 19). Similarly, most teachers (72%) indicated that the pace of the simulation was “about right”; a few teachers (22%) felt that the pace could have been increased slightly.

**EXHIBIT 19. TEACHER VIEWS ON JA FINANCE PARK
SIMULATION LENGTH AND PACE (N = 19)**

	Percentages				
	Far Too Short	A Little Too Short	About Right	A Little Too Long	Far Too Long
Simulation Length	6%	0%	65%	29%	0%
	Far Too Slow	A Little Too Slow	About Right	A Little Too Fast	Far Too Fast
Simulation Pace	0%	22%	72%	0%	6%

Volunteers felt the length and pace of the simulation were appropriate. Most volunteers (84%) indicated that the length of the *JA Finance Park* simulation was “about right” (Exhibit 20). Similarly, most volunteers (68%) indicated that the pace of the simulation was “about right,” although some volunteers (28%) felt that the pace was a little too fast.

The kids really understood some of the learning better after they shopped and then found that they didn't have enough money for everything that they had.

– Volunteer

**EXHIBIT 20. VOLUNTEER VIEWS ON JA FINANCE PARK
SIMULATION LENGTH AND PACE (N = 25)**

	Percentages				
	Far Too Short	A Little Too Short	About Right	A Little Too Long	Far Too Long
Simulation Length	0%	8%	84%	8%	0%
	Far Too Slow	A Little Too Slow	About Right	A Little Too Fast	Far Too Fast
Simulation Pace	0%	4%	68%	28%	0%

Most students (63%) reported that the simulation length was “just right.” (Exhibit 21).

**EXHIBIT 21. STUDENT VIEWS ON JA FINANCE PARK
SIMULATION LENGTH (N = 602)**

Simulation Length	%
Too short	18%
Just right	63%
Too long	19%

Students did not proceed through the simulation at the same pace. Although most JA areas kept students working in the same phase of the simulation, some students completed each phase before others. Volunteers with quick groups often attempted to engage students in discussion questions while they wait for other groups to finish. However, if some students in a group were faster than others, volunteers were sometimes preoccupied with assisting the slower students. As a result, students who completed their tasks quickly were sometimes left unoccupied until the end of the phase, which occasionally led to apparent boredom and restlessness.



Findings: Program Impact on Students

Program Impact on Students

Students who participated in *JA Finance Park* acquired financial literacy knowledge. Program students demonstrated a gain in knowledge about financial literacy as evidenced by the statistically significant difference between the total scores on their pre- and post-tests for the seven items that were retained on both tests ($t(1,117)=19.34, p<.05$). Exhibit 22 provides the results of paired t-tests for the seven common items. (Statistical significance provides a measure of the *strength* of the evidence that two sets of scores are actually different from one another in the predicted direction.)

EXHIBIT 22. Paired t-tests for Program Group

ITEM	t-value	SEM	p-value*
Item 14	3.84	.017	$p<.05$
Item 15	5.44	.021	$p<.05$
Item 16	10.21	.026	$p<.05$
Item 18	.80	.024	NS
Item 22	24.21	.024	$p<.05$
Item 23	9.61	.025	$p<.05$
Item 25	2.75	.021	$p<.05$

* The p -value is an indicator that represents the likelihood that observed results occurred by chance. p -values less than .05 are associated with statistically significant findings.
Note. t-tests calculated for Areas with pre- and post-test data only.

Students who participated in *JA Finance Park* demonstrated more financial literacy knowledge than comparison students. Program students demonstrated higher scores on the post-test ($F=60.01, p<.05$) than did comparison students who were similar in all other ways with the exception that they did not participate in a financial literacy program during the semester under investigation. Exhibit 23 provides the results of independent t-tests (Program vs. Comparison) for the seven common items administered on both the pre- and post-tests.

**EXHIBIT 23. Independent t-tests on Individual Items
(Program Group vs. Comparison Group)**

ITEM	t-value	SEDiff	p-value
Item 14	5.48	.023	$p<.05$
Item 15	1.40	.022	NS
Item 16	7.44	.028	$p<.05$
Item 18	1.12	.028	NS
Item 22	4.15	.027	$p<.05$
Item 23	5.67	.028	$p<.05$
Item 25	3.24	.025	$p<.05$

Note. t-tests calculated on post-test scores only.

The average Effect Size for financial literacy knowledge gain was “moderate-to-large,” indicating a meaningful gain in knowledge by participating students. When comparing the Program group with the Comparison group on post-test scores, the Program group scored consistently higher than the Comparison

group. A measure of the *amount* of difference between the two groups can be characterized by estimating Effect Size. (Compare with “statistical significance.”) While individual Areas demonstrated different levels of effect size, the average effect size across all areas for which both pre- and post-tests were collected was .75, and can be interpreted as a “moderate-to-large” impact. See Exhibit 24.

EXHIBIT 24. Effect Sizes for Areas

AREA	Effect
Area 3	1.63
Area 7	0.92
Area 10	0.82
Area 8	0.51
Area 4	0.36
Area 1	0.23
AVERAGE ES	0.75

Note. Effect size calculated for Areas with pre- and post-test data only.

Students who participated in JA Finance Park demonstrated positive attitude changes across all dimensions of interest. Program students showed positive changes in attitudes across all dimensions of interest in this study. Exhibit 25 shows the average percentage of students who changed their attitudes in a positive direction *by dimension* after participating in the program.

EXHIBIT 25. Average Percentage of Students Demonstrating a Positive Change in Attitudes By Dimension

DIMENSION	Average Percentage of Students Changing Attitude
Financial Literacy Disposition	26%
Financial Behaviors	26%
Financial Self-efficacy	28%
Financial Locus of Control (Internal)	25%
Financial Locus of Control (External)	26%
Academic Aspirations	18%
Interest in Financial Topics/Careers	23%

Students who participated in JA Finance Park demonstrated positive attitude changes across all items that comprised the dimensions of interest. It is instructive to view the individual items that comprise each dimension to determine how students responded to each items before and after participating in the program. Exhibit 26 shows the percentage of students *by item* who favorably changed their attitudes after participating in the program.

**EXHIBIT 26. Percentage of Students Demonstrating a Positive Change in Attitudes
By Dimension/Item**

DIMENSION: Financial Literacy Disposition	Percentage Students
7a. Know how to manage your money well	17%
7b. Plan for big purchases in the future	21%
7c. Make and follow a budget	32%
7d. Pay attention to how much you spend	20%
7e. Understanding different options for saving money	34%
7f. Understand credit and debt	29%
7g. Understand how taxes work	26%
7h. Understand how insurance works	30%
Average %age Students	26%

DIMENSION: Financial Behaviors	Percentage Students
8a. I regularly set aside some money according to a specific savings plan.	25%
8b. I am working toward a big purchasing goal.	23%
8c. I tend to hold on to my money for a while before I spend it.	22%
8d. I think about my goals before I spend money.	26%
8e. I have a budget that I follow.	30%
8f. I keep track of how much I spend.	24%
8g. I typically do some research or shop around to get the best price ...	29%
Average %age Students	26%

DIMENSION: Financial Self-efficacy	Percentage Students
9a. I am confident I will be able to manage my money when I'm out on my own.	24%
9b. I don't worry about having enough money.	30%
9c. I can make progress toward my big purchasing goals if I put in enough effort.	22%
9d. When faced with a money problem I can find a solution.	28%
9e. I can make a budget and follow it without difficulty.	33%
9f. I can save up money consistently even when unexpected expenses arise.	31%
Average %age Students	28%

DIMENSION: Financial Locus of Control (Internal)	Percentage Students
10a. Whether I become wealthy or poor is determined by my actions.	21%
10c. In the long run people who take very good care of their finances stay wealthy.	25%
10e. Whether or not I get to become wealthy depends mostly on my choices.	21%
10g. If I become poor it will be my own fault.	33%
Average %age Students	25%

DIMENSION: Financial Locus of Control (External)		Percentage Students
10d.	It doesn't matter whether I save money ...	25%
10f.	Becoming rich has a lot to do with luck.	26%
10h.	Whether I become rich or poor is out of my control.	28%
Average %age Students		26%

DIMENSION: Academic Aspirations		Percentage Students
12a.	I am likely to graduate from high school.	13%
12b.	I am likely to continue my education beyond high school.	14%
12c.	I am likely to graduate from a 2-year college or university.	25%
12d.	I am likely to graduate from a 4-year college or university.	18%
Average %age Students		18%

DIMENSION: Interest in Financial Topics/Careers		Percentage Students
12e.	I am interested in learning more about finance.	24%
12f.	I plan on taking more courses related to finance.	25%
12g.	I would like to explore a career in finance.	21%
Average %age Students		23%

Students perceived learning gains from their participation in *JA Finance Park*. About half of students indicated that participation in *JA Finance Park* taught them “a lot” (Exhibit 27). Students indicated that they learned slightly more in the *JA Finance Park* simulation than from the classroom lessons. In focus groups, nearly all of the students were able to articulate what they learned in many of the areas addressed in the curriculum. For example, students noted they learned how to save money, what type of insurance they will need in the future, how to look up average earnings for careers, and values regarding the need to save money to afford purchases they would like.

Finance Park opens your mind to the world of money. It shows you how much planning is needed.

– Student

Students also mentioned the fact that they were far more aware of the expenses they were likely to incur as they reached adulthood and that they had not realized the actual cost of living beyond high school. Many discussed the idea that they need to become better consumers and would think more carefully about the careers they would pursue.

EXHIBIT 27. STUDENT PERCEPTIONS OF *JA FINANCE PARK* LEARNING (N = 606)

STATEMENT	Percentages			
	Nothing	A Little	Some	A Lot
The <i>JA Finance Park</i> classroom lessons taught me ...	4%	14%	38%	44%
The <i>JA Finance Park</i> simulation taught me ...	6%	12%	30%	53%

Teachers perceived strong impacts on students. Most teachers indicated that participating in *JA Finance Park* impacted a variety of student skills and dispositions to a moderate or great extent (Exhibit 28).

EXHIBIT 28. TEACHER PERCEPTIONS OF JA FINANCE PARK IMPACT (N = 19)

ITEM	Percentages			
	No Impact	A Little Impact	Moderate Impact	Great Impact
Financial literacy	6%	11%	44%	39%
Understanding of credit and debt	0%	21%	42%	37%
Budgeting skills	0%	16%	37%	47%
Interest in education	5%	21%	47%	26%
Thinking about the future	0%	26%	26%	47%
Planning/goal-setting	5%	26%	47%	21%

Teachers perceived the greatest impact on students’ budgeting skills, and the least impact on students’ planning/goal-setting, followed by students’ interest in education. When describing the main benefits of *JA Finance Park* for their students, teachers most often mentioned exposure to real life content that students had never been exposed to before and the “wake up call” regarding real- world financial constraints. Teachers liked the fact that participation prompted their students to think about their careers and purchase choices and helps them to realize the importance of a college education in allowing them to achieve the income needed to purchase desired items.

I believe that my students were introduced to many financial concepts that they had never really worked with before. Many of my students admitted that their parents had never discussed these concepts with them. By making them more aware, they are now more aware consumers and know the importance of planning for their future to be financially independent and live the way they want to.

– Teacher

Variation in student outcomes across sites is likely due to variation in implementation of the curriculum. As described above, there is substantial variation how teachers implement the *JA Finance Park* curriculum. JA area staff members report that the preparation of students for the *JA Finance Park* simulation varies considerably from class to class. It is likely that the differences in outcomes between sites likely reflect variation in teacher practices. Determining which teacher practices are most associated with student outcomes is an area for further study.

Students began realizing that they needed to start saving. They were more [aware] of the importance of being college educated is on how much money they will make.

– Teacher

Value for Participants

Students affirmed the value of *JA Finance Park*. Most students agreed or strongly agreed with statements about the value of participating in *JA Finance Park* (Exhibit 29). Students were most positive about the connections the JA volunteers made with real life during the simulation. Most students (75%) would recommend JA to a friend. In focus groups, many students expressed very positive reactions to their participation in *JA Finance Park*. Many felt that their participation would benefit them in the future and prepare them for “real-world” events such as jobs, buying a house, and the goals that they can set for themselves. They believed the simulation was fun, and they liked the notion of learning about personal finance. They particularly enjoyed the hands-on activities and the use of technology. In two of the four sites, students had no negative comments about their experiences. They thought that their participation prepared them well for challenges they were likely to encounter later in their lives and that their time was well-spent. They also thought *JA Finance Park* was “fun,” “interesting,” and “helpful.”

Everyone should [participate in JA Finance Park] because it's really important. It's a good experience and helps us to understand . . . and it's fun.

– Student

EXHIBIT 29. STUDENT SATISFACTION WITH *JA FINANCE PARK* (N = 604)

ITEM	Percentages			
	Strongly Disagree	Disagree	Agree	Strongly Agree
The JA Finance Park classroom lessons were fun.	8%	24%	53%	15%
The JA Finance Park simulation was fun.	6%	13%	55%	26%
The JA volunteer helped me connect the simulation with real life.	4%	10%	56%	31%
I would recommend JA to a friend.	8%	17%	52%	22%
Overall, I'm glad I participated in JA Finance Park.	6%	10%	53%	31%

Teachers affirmed the program’s value. The majority of participating teachers agreed or strongly agreed with statements about the value of *JA Finance Park* (Exhibit 30). All but one teacher indicated that they would teach *JA Finance Park* again.

EXHIBIT 30. TEACHER SATISFACTION WITH *JA FINANCE PARK* (N = 19)

ITEM	Percentages			
	Strongly Disagree	Disagree	Agree	Strongly Agree
The JA Finance Park program ran smoothly for my class.	0%	11%	63%	26%
I would teach JA Finance Park again.	5%	0%	53%	42%
I would recommend JA Finance Park to other teachers.	5%	5%	47%	42%
Overall, I had a good experience with JA Finance Park.	5%	5%	47%	42%

Volunteers affirmed the program’s value. The majority of participating volunteers agreed or strongly agreed with statements about the value of *JA Finance Park* (Exhibit 31). Many volunteers expressed a wish they could have participated in *JA Finance Park* as a student. Some volunteers also indicated that

they learned about personal finance along with the students or that they wished a similar program could be made available for their adult friends and colleagues.

EXHIBIT 31. VOLUNTEER SATISFACTION WITH JA FINANCE PARK (N = 25)

ITEM	Percentages			
	Strongly Disagree	Disagree	Agree	Strongly Agree
I felt that the simulation helped students connect budgeting with their real lives.	0%	8%	56%	36%
I would volunteer for JA Finance Park again.	0%	4%	44%	52%
I would recommend JA Finance Park to others.	0%	0%	48%	52%
Overall, I had a good experience with JA Finance Park.	0%	0%	52%	48%

Volunteers benefitted from their participation. Volunteer comments about the benefit of participating in *JA Finance Park* most often mentioned the joy of seeing a student “get it,” understanding the hard realities of managing personal finances. Some pointed to the meaningful conversations that engaged the students, especially when discussing life choices.

I believe it's a great program for students. I loved to hear the kids discuss budgeting and how it's not as easy as they thought.
 – Volunteer



[The greatest benefit of participating was] knowing I'm providing insight to the youth about the “real world” and they leave with a better understanding of what adult life will be like. I enjoy seeing the kids' reactions to their life situation of the day and how it relates to their real-life situations.
 – Volunteer

Recommendations

The findings of this study suggest the following recommendations for improving *JA Finance Park* and the future evaluation of JA programs.

Curriculum Improvement

- 1. Consider adding teacher professional development opportunities to enhance implementation quality.** Teacher professional development opportunities could cover how to make best use of hands-on activities, demonstrating the importance and utility of key elements of the *JA Finance Park* curriculum, improving or demonstrating alignment between the *JA Finance Park* curriculum and teachers' local curricular demands, and providing additional supports in integrating the *JA Finance Park* curriculum with the local curriculum. Given that teachers are self-directed in their implementation of the *JA Finance Park* curriculum, improving the fidelity of implementation of the curriculum may be at the same time the biggest challenge and the greatest opportunity for improving the consistency of the impact of *JA Finance Park* on students.
- 2. Consider integrating additional real-life, locally relevant, and age-appropriate examples.** Several teachers noted that the examples in the curriculum are not always applicable to regional conditions, such as prices in local markets or local careers (especially in rural areas). Providing a large variety of real-life examples would afford teachers the ability to select the examples that will be most meaningful for their students.
- 3. Consider establishing a teacher material exchange website.** Many teachers are developing creative and engaging activities for their students based on themes in *JA Finance Park*, while other teachers struggle to make the curriculum relevant and exciting for their students. Creating a website on which teachers could share their ideas and materials may generate additional innovation and assist teachers who have limited time/resources to develop their own materials.
- 4. Consider how *JA Finance Park* may better address students with high external financial locus of control.** Although there was no significant direct evidence that LOC moderated the effects of *JA Finance Park*, it is possible that students who believe that their future financial outcomes are largely out of their control receive greater benefits from the material presented in *JA Finance Park* if the program additionally included explicit messages that build internal financial LOC and financial self-efficacy, that is, that help students come to believe that they can make a difference in their financial futures.
- 5. Consider implementing teacher recommendations regarding curricular materials.** Teachers requested electronic copies of workbook pages for incorporation in PowerPoint slides or Smart Board flipcharts. Some teachers also suggested that the materials be revised to be less wordy.

Simulation Improvement

6. **Consider how to improve volunteer training.** Volunteers indicated that they would feel more confident with additional training, including a complete walk-through of the simulation, additional guidance on discussion questions, and suggestions for reengaging disengaged or unruly students.
7. **Review the sufficiency of the time allotted for the simulation.** The sufficiency of the time allotted for the *JA Finance Park* simulation should be reviewed by analyzing which phases of the simulation are not able to be completed in the allotted amount of time, whether the simulation time should be extended, and the feasibility of doing so.
8. **Consider how to streamline the simulation’s research phase.** Moving from station to station in groups does not seem to be effective due to traffic jams, and students do not always read all of the material provided before clicking through. Streamlining the research phase may help reduce time pressures during the simulation. Volunteers suggested reducing the number of budget categories and replacing much of the text-heavy research-phase content with a more visual presentation of information.
9. **Consider providing enrichment activities to students who finish early.** While it is beneficial to keep students together in the same phase in order to monitor and promote progress through the simulation and reduce the burden on volunteers, faster students inevitably have underutilized wait time. One strategy is to develop an app that students could use on their tablets in between simulation phases. Developing a “serious game” that is fun and yet encourages students to engage meaningfully with financial literacy content would provide a meaningful activity for faster students in order to reduce boredom and maximize time on task.
10. **Consider improvements to the simulation app interface.** Volunteers reported that some students had difficulty navigating the simulation app’s interface. In particular, students did not always see some content that was presented in multiple tabs or pages that had to be selected in turn.
11. **Consider improvements to the accessibility of simulation data for JA staff.** Some JA staff indicated they had difficulty extracting data collected during the simulation in a usable form. In particular, JA staff requested a streamlined process for providing individualized student reports electronically to students, teachers, and parents at the end of the simulation.

Follow-on Studies

12. **Investigate which aspects of implementation are associated with knowledge gains versus disposition gains.** Although this study found that student financial literacy knowledge and dispositions both increased, on average, after participation in *JA Finance Park*, increases in knowledge and dispositions did not always occur together. Understanding how variation in implementation affects financial literacy knowledge versus dispositions may guide future improvements to the curriculum.

13. **Consider differentiating immediate versus long-term outcomes in the study design.** This study found no differences in student outcomes other than financial literacy knowledge and dispositions, including financial behaviors, financial self-efficacy, future orientation, and academic aspirations. However, since some of the material presented in *JA Finance Park* is not immediately applicable to middle school students, some of the program's effects may develop over time and not be immediately observable. Differentiating immediate and long-term outcomes would help contextualize evaluation results and inform the design of evaluation studies that track students over time.
14. **Consider tracking student outcomes over time.** Outcomes, such as budgeting behaviors, may not develop for several years as students continue to consider their educational and career options and experience increased incomes. A study that follows students over several years could provide valuable insight into the long-term effects of *JA Finance Park*.
15. **Consider ways to increase the volunteer survey response rate.** The volunteer survey response rate for this study was 20% based on e-mail invitations. Providing the survey onsite to volunteers after the simulation before they leave has the potential to dramatically improve the response rate over e-mail invitations after the fact.



Appendix

Student Pre-Test

Student Post-Test

Teacher Post-Survey

Volunteer Post-Survey

Note: *The formatting for the pre-/post-tests and post-surveys has been modified to fit into this report. The content is accurate, however.*



JA Finance Park®

1. What grade are you in? _____

2. NOT including this session, how many times have you participated in JA in the past?
Please check only one box.
 - This is my first time
 - 1
 - 2
 - 3
 - 4
 - 5 or more times

3. Do you currently have a job (e.g., babysitting, lawn care, working at a grocery store, etc.)? Yes No

4. Do you currently receive an allowance? Yes No

5. Do you have a bank account (savings or checking)? Yes No

6. Do you have any stocks, bonds, or mutual funds? Yes No

7. How important to you is it to ... ?
Please check one box for each statement.

	Not at all important	A little important	Somewhat important	Very important	Not Sure
a. Know how to manage your money well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Plan for big purchases in the future (like buying electronics or a car or paying for college)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Make and follow a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Pay attention to how much you spend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understanding different options for saving money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Understand credit and debt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Understand how taxes work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Understand how insurance works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How much do you agree or disagree with each of the following statements?

Please check one box for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I regularly set aside some money according to a specific savings plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am working toward a big purchasing goal (like buying electronics or a car or paying for college).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I tend to hold on to my money for a while before I spend it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I think about my goals before I spend money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I have a budget that I follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I keep track of how much I spend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I typically do some research or shop around to get the best price before making a big purchase.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I tend to spend money as soon as I get it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How much do you agree or disagree with each of the following statements?

Please check one box for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I am confident I will be able to manage my money when I'm out on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I don't worry about having enough money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I can make progress toward my big purchasing goals (like buying a car or electronics or paying for college) if I put in enough effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. When faced with a money problem, I can find a solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I can make a budget and follow it without difficulty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I can save up money consistently, even when unexpected expenses arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. How much do you agree or disagree with each of the following statements?

Please check one box for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Whether I become wealthy or poor is determined by my actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Regarding money, there isn't much you can do for yourself when you are poor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. In the long run, people who take very good care of their finances stay wealthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. It doesn't matter whether I save money since so many things turn out to be a matter of good or bad fortune.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Whether or not I get to become wealthy depends mostly on my choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Becoming rich has a lot to do with luck.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. If I become poor, it will be my own fault.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Whether I become rich or poor is out of my control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. How much do you agree or disagree with each of the following statements?

Please check one box for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I think about how things might be in the future, and try to influence those things with my day to day behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I make choices based on what I will get out of them now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I am willing to work harder now if it means I will be better off in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I don't think too much about the future, since the future is uncertain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I make choices based on how they will affect me in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I prefer to take the easy way now even if it means I'm not as well off in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- g. I am taking action now to achieve something I want in the future.
- h. I think mostly about the here and now, rather than worrying about the future.
-

12. How much do you agree or disagree with each of the following statements?

Please check one box for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I am likely to graduate from high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am likely to continue my education beyond high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I am likely to graduate from a 2-year college or university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am likely to graduate from a 4-year college or university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am interested in learning more about finance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I plan on taking more courses related to finance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I would like to explore a career in finance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please circle the letter next to the **best** answer for each of the following questions. If you don't know the answer to a question, make your best guess. You will **not** receive a grade for this.

13. Your abilities include:

- a. The things you do well
- b. Your mental competence
- c. The skill you need to do something
- d. All of the above

14. Career planning is done:

- a. After high school
- b. In college
- c. Throughout a lifetime
- d. Once in a lifetime

15. What are the three main types of taxes?

- a. Income, sales, and property
- b. Unemployment, sales, and property
- c. Federal income, unemployment, and state
- d. Sales, property, and unemployment

16. The total amount of earnings made over a one-year period after all deductions have been taken is:

- a. Gross annual income
- b. Gross monthly income
- c. Net annual income
- d. Net monthly income

17. When it comes to personal savings, what does the acronym PYF stand for?

- a. Prepare Your Future
- b. Prepare Your Finance
- c. Pay Yourself First
- d. Prepay Your Finances

18. A saver who wants her savings insured by the FDIC (Federal Deposit Insurance Corporation) wants to use which savings option?

- a. Stocks
- b. Bonds
- c. Mutual funds
- d. Savings account

19. Protection against risk is the primary reason people purchase which type of policy?

- a. Auto insurance
- b. Health insurance
- c. Home insurance
- d. All of the above

20. An example of a financial institution is:

- a. A department store
- b. A bank
- c. A school
- d. An ATM machine

21. Which of the following statements is NOT correct?

- a. A debit card allows for an immediate electronic transfer of money from a cardholder's savings or checking account.
- b. A debit card is essentially a paper check but doesn't require the processing time a check does.
- c. A debit card is handy in an emergency when you don't have the money to spend.
- d. A debit card is a pay-now payment type with no grace period for payment.

22. Lenders use credit agencies to determine:

- a. An applicant's credit score
- b. An applicant's credit history
- c. Whether an applicant has any outstanding debts or defaults
- d. All of the above

23. The amount of earnings made over one month, after deductions, is known as:

- a. Total annual income
- b. Net monthly income
- c. Gross monthly income
- d. Gross annual income

24. A record of income and expenditures for a given period of time is called:

- a. Credit
- b. An investment
- c. A budget
- d. Interest

25. When budgeting, the first categories to consider are those that meet your:

- a. Wants
- b. Needs
- c. Discretionary funds
- d. Important expenses

Thank you for completing this survey!



JA Finance Park®

1. What grade are you in? _____

2. NOT including this session, how many times have you participated in JA in the past?
Please check only one box.
 - This is my first time
 - 1
 - 2
 - 3
 - 4
 - 5 or more times

3. Do you currently have a job (e.g., babysitting, lawn care, working at a grocery store, etc.)? Yes No
4. Do you currently receive an allowance? Yes No
5. Do you have a bank account (savings or checking)? Yes No
6. Do you have any stocks, bonds, or mutual funds? Yes No

7. How important to you is it to ... ?

Please check one box for each statement.

	Not at all important	A little important	Somewhat important	Very important	Not Sure
a. Know how to manage your money well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Plan for big purchases in the future (like buying electronics or a car or paying for college)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Make and follow a budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Pay attention to how much you spend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understanding different options for saving money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Understand credit and debt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Understand how taxes work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Understand how insurance works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How much do you agree or disagree with each of the following statements?

Please check one box for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I regularly set aside some money according to a specific savings plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am working toward a big purchasing goal (like buying electronics or a car or paying for college).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I tend to hold on to my money for a while before I spend it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I think about my goals before I spend money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I have a budget that I follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I keep track of how much I spend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I typically do some research or shop around to get the best price before making a big purchase.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I tend to spend money as soon as I get it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How much do you agree or disagree with each of the following statements?

Please check one box for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I am confident I will be able to manage my money when I'm out on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I don't worry about having enough money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I can make progress toward my big purchasing goals (like buying a car or electronics or paying for college) if I put in enough effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. When faced with a money problem, I can find a solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I can make a budget and follow it without difficulty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I can save up money consistently, even when unexpected expenses arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. How much do you agree or disagree with each of the following statements?

Please check one box for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Whether I become wealthy or poor is determined by my actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I can't help whether I become rich or poor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. In the long run, people who take very good care of their finances stay wealthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. It doesn't matter whether I save money since so many things turn out to be a matter of good or bad fortune.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Whether or not I get to become wealthy depends mostly on my choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Becoming rich has a lot to do with luck.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. If I become poor, it will be my own fault.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Whether I become rich or poor is out of my control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. How much do you agree or disagree with each of the following statements?

Please check one box for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I think about how things might be in the future, and try to influence those things with my day to day behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am willing to work harder now if it means I will be better off in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I make choices based on how they will affect me in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am taking action now to achieve something I want in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. How much do you agree or disagree with each of the following statements?

Please check one box for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I am likely to graduate from high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am likely to continue my education beyond high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I am likely to graduate from a 2-year college or university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am likely to graduate from a 4-year college or university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am interested in learning more about finance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I plan on taking more courses related to finance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I would like to explore a career in finance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please circle the letter next to the **best** answer for each of the following questions. If you don't know the answer to a question, make your best guess. You will **not** receive a grade for this.

13. What is always automatically subtracted from everyone's gross income?

- a. Mortgage payment
- b. Interest
- c. Cell phone payment
- d. Taxes

14. Career planning is done:

- a. After high school
- b. In college
- c. Throughout a lifetime
- d. Once in a lifetime

15. What are the three main types of taxes?

- a. Income, sales, and property
- b. Unemployment, sales, and property
- c. Federal income, unemployment, and state
- d. Sales, property, and unemployment

16. The total amount of earnings made over a one-year period after all deductions have been taken is:

- a. Gross annual income
- b. Gross monthly income
- c. Net annual income
- d. Net monthly income

17. Jasmin wants to create a budget to make sure she has enough money to purchase a new cell phone. When Jasmin receives her paycheck, what should she do?

- a. Pay interest first
- b. Save money to pay herself first
- c. Go shopping first
- d. Buy insurance first

- 18. A saver who wants her savings insured by the FDIC (Federal Deposit Insurance Corporation) wants to use which savings option?**
- a. Stocks
 - b. Bonds
 - c. Mutual funds
 - d. Savings account
- 19. Which of the following is true about debit cards?**
- a. A debit card is just another name for a credit card.
 - b. Using a debit card is the same as getting a loan.
 - c. Using a debit card takes money directly from your bank account.
 - d. You can use your debit card even if there is not enough money in your account.
- 20. Jamal decides to pay only the minimum payment for his credit card. What will happen next?**
- a. Jamal cannot continue using the credit card until he pays the entire bill.
 - b. Jamal will pay more in interest over the long run.
 - c. Jamal can buy as much as he wants because he paid on time.
 - d. The bank will automatically take the balance from Jamal's checking account.
- 21. Li has just bought an expensive laptop. She wants to get insurance to protect her investment. Which is true about insurance?**
- a. Li will get her premium back at the end of the year if she does not have an accident.
 - b. Li can only get insurance for a car or medical expenses, not a laptop.
 - c. Li has to purchase insurance through her employer.
 - d. The insurance company will reimburse Li if the laptop is damaged or stolen.
- 22. Lenders use credit agencies to determine:**
- a. An applicant's credit score
 - b. An applicant's credit history
 - c. Whether an applicant has any outstanding debts or defaults
 - d. All of the above

23. The amount of earnings made over one month, after deductions, is known as:

- a. Total annual income
- b. Net monthly income
- c. Gross monthly income
- d. Gross annual income

24. While Elijah was at the mall, he noticed a display for new cell phone covers. He saw a cover that he liked better than the one he already had, so he decided to save up to buy it in the next three months. What is this an example of?

- a. A need
- b. A budget
- c. A long-term goal
- d. A short-term goal

25. When budgeting, the first categories to consider are those that meet your:

- a. Wants
- b. Needs
- c. Discretionary funds
- d. Important expenses

26. How much do you agree or disagree with each of the following statements?

Please check one box for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The JA Finance Park <u>classroom lessons</u> were fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The JA Finance Park <u>simulation</u> was fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The JA volunteer helped me connect the simulation with real life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I would recommend JA Finance Park to a friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Overall, I'm glad I participated in JA Finance Park.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. I thought the JA Finance Park simulation was ...

- Too long Too short Just right

28. The JA Finance Park classroom lessons taught me ...

- Nothing A little Some A lot

29. The JA Finance Park simulation taught me ...

- Nothing A little Some A lot

30. What did you like most about JA Finance Park? Please explain.

31. How could JA Finance Park be improved? Please explain.

Thank you for completing this survey!



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1. Including this year, how many years have you been teaching?
2. Before this year, how many times have you taught a JA program?
This is my first time, 1, 2, 3, 4, 5 or more
3. Briefly describe the schedule you followed for JA Finance Park (e.g., “I taught for half an hour every day for 4 weeks.” “I taught for an hour and a half twice a week for 6 weeks.” Etc.).
4. Which JA Finance Park lessons did you teach, and to what extent did you modify the lessons?

	Taught as is	Taught with small modifications	Taught with major modifications	Did not teach
a. Income 1: Plan Your Future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Income 2: Careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Income 3: Taxes and My Income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Saving and Investing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Managing Risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Debit and Credit 1: Banking Partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Debit and Credit 2: Personal Spending	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Debit and Credit 3: Savvy Shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Debit and Credit 4: Managing Credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Budget+ 1: Think Before You Spend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Budget+ 2: What Is a Budget?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Budget+ 3: Using a Budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Post-Simulation Debrief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Which extension activities do your students complete for unit 1 “Income”? (Select all that apply.)

- None
- 1: Kuder Navigator Career Assessment
- 2: Career Choice Research
- 3: Being an Entrepreneur
- 4: Starting a Lawn Care Business
- 5: STEM Careers

- 6: Social Security and Medicare
- 7: Sales Receipt Analysis
- 8: How to Complete a 1040-EZ Income Tax Form

6. Which extension activities do your students complete for unit 2 “Saving, Investing, Risk Management”? (Select all that apply.)

- None
- 1: Understanding College Costs and the FAFSA
- 2: Understanding Stock Quotes
- 3: Roth IRAs: Teens and Retirement Savings
- 4: Compound Interest and the Rule of 72
- 5: Junior Achievement *Save, USA* “Risk and Insurance” Online Lesson

7. Which extension activities do your students complete for unit 3 “Debit and Credit”? (Select all that apply.)

- None
- 1: Checks and Checking Accounts
- 2: Installment Debt
- 3: Rent or Home Ownership
- 4: Leasing vs. Buying a Car
- 5: Identity Theft

8. Which extension activities do your students complete for unit 4 “Budget+”? (Select all that apply.)

- None
- 1: Sample Budgets
- 2: Personal Budget
- 3: Paying for Postsecondary Education

9. How often did you use any supplementary materials not provided by JA (e.g., newspapers, magazines, online resources, videos, etc.) for teaching JA Finance Park?

Never, Rarely, Sometimes, Often, Almost every lesson

10. Did you create your own activities based on themes in JA Finance Park?

Yes, No

11. If yes, please describe the activities you created.

12. To what extent did you combine multiple lessons from the JA Finance Park teacher guide into a smaller number of sessions, instead of teaching each lesson in a separate session?

I taught each lesson as a separate session and did not combine any lessons.

I taught most of the lessons as separate sessions and combined a few lessons for some sessions.

I combined many lessons into a smaller number of sessions.

13. What is your opinion about the length of the JA Finance Park simulation?

Far too short, A little too short, About right, A little too long, Far too long

14. What is your opinion about the pace of the JA Finance Park simulation?

Far too slow, A little too slow, About right, A little too fast, Far too fast

15. How strongly do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The JA Finance Park Teacher Guide was <u>easy to follow</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The JA Finance Park curricular materials were <u>developmentally appropriate</u> for my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The JA Finance Park curricular materials were at the right <u>level of difficulty</u> for my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The JA Finance Park curricular materials included the right <u>level of detail</u> for my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My students found the JA Finance Park lessons <u>engaging</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The JA Finance Park simulation ran <u>smoothly</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The JA Finance Park simulation was <u>engaging</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The JA Finance Park simulation was <u>worth the investment</u> of time and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. If you disagree or strongly disagree with any of the statements above, please explain.

17. How did your students benefit most from participating in JA Finance Park? Please explain.

18. From your perspective, to what extent did JA Finance Park impact your students'

	No impact	A little impact	Moderate impact	Great impact
a. Financial literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Understanding of credit and debt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Budgeting skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Interest in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Thinking about the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Planning/goal-setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. How strongly do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I understood what was expected of me as a JA Finance Park teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I felt prepared to teach the JA Finance Park curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The JA Finance Park program ran smoothly for my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I received sufficient communication with my JA area representative to implement the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The JA volunteers enhanced the simulation experience for my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I would teach JA Finance Park again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I would recommend JA Finance Park to other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Overall, I had a good experience with JA Finance Park.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. If you disagree or strongly disagree with any of the statements above, please explain.

21. How could the JA Finance Park curricular materials be improved?

22. How could the JA Finance Park simulation be improved?

23. If you have any other comments about your experience with JA Finance Park, please include them here.



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1. **Before this time, how many times have you participated in a JA program?**
This is my first time, 1, 2, 3, 4, 5 or more
2. **How would you describe yourself?** (Select all that apply.)
 Corporate sponsor employee
 Teacher in the students' school
 Other staff member in the students' school
 Parent of a student participating in the simulation
 Other member of the community
 Other, please specify: _____
3. **What is your opinion about the length of the JA Finance Park simulation?**
Far too short, A little too short, About right, A little too long, Far too long
4. **What is your opinion about the pace of the JA Finance Park simulation?**
Far too slow, A little too slow, About right, A little too fast, Far too fast
5. **How strongly do you agree or disagree with the following statements?**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The JA Finance Park simulation ran smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I felt that the students were engaged during the JA Finance Park simulation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I felt that the simulation helped students connect budgeting with their real lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I understood what was expected of me as a JA Finance Park volunteer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I felt prepared to participate in the JA Finance Park simulation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I received sufficient communication from my JA area representative to implement the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I would volunteer for JA Finance Park again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I would recommend JA Finance Park to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Overall, I had a good experience with JA Finance Park.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 6. If you disagree or strongly disagree with any of the statements above, please explain.**

- 7. From your perspective, what was the greatest benefit of participating in JA Finance Park? Please explain.**

- 8. How could the JA Finance Park simulation be improved?**

- 9. If you have any other comments about your experience with JA Finance Park, please include them here.**