



I N V E S T | I N V O L V E | I N S P I R E

Junior Achievement of Southern California



Presented By: Erik Orbach . Director of Development . (323)785.3542 . eorbach@jasocal.org





I N V E S T | I N V O L V E | I N S P I R E

Core Purpose

To Inspire and Prepare Young People to
Succeed in a Global Economy





I N V E S T | I N V O L V E | I N S P I R E

CORE PURPOSE

*To inspire and prepare young people
to succeed in a global economy.*

Pillars
of
Student
Success

Entrepreneurship

Work Readiness

Financial Literacy

CORE VALUES

- Belief in the boundless potential of young people.
- Commitment to the principles of market-based economics and entrepreneurship.
- Passion for what we do and honesty, integrity, and excellence in how we do it.
- Respect for the talents, creativity, perspectives, and backgrounds of all individuals.
- Belief in the power of partnership and collaboration.
- Conviction in the educational and motivational impact of relevant, hands-on learning.

vement®



I N V E S T | I N V O L V E | I N S P I R E

A Little JA SoCal History

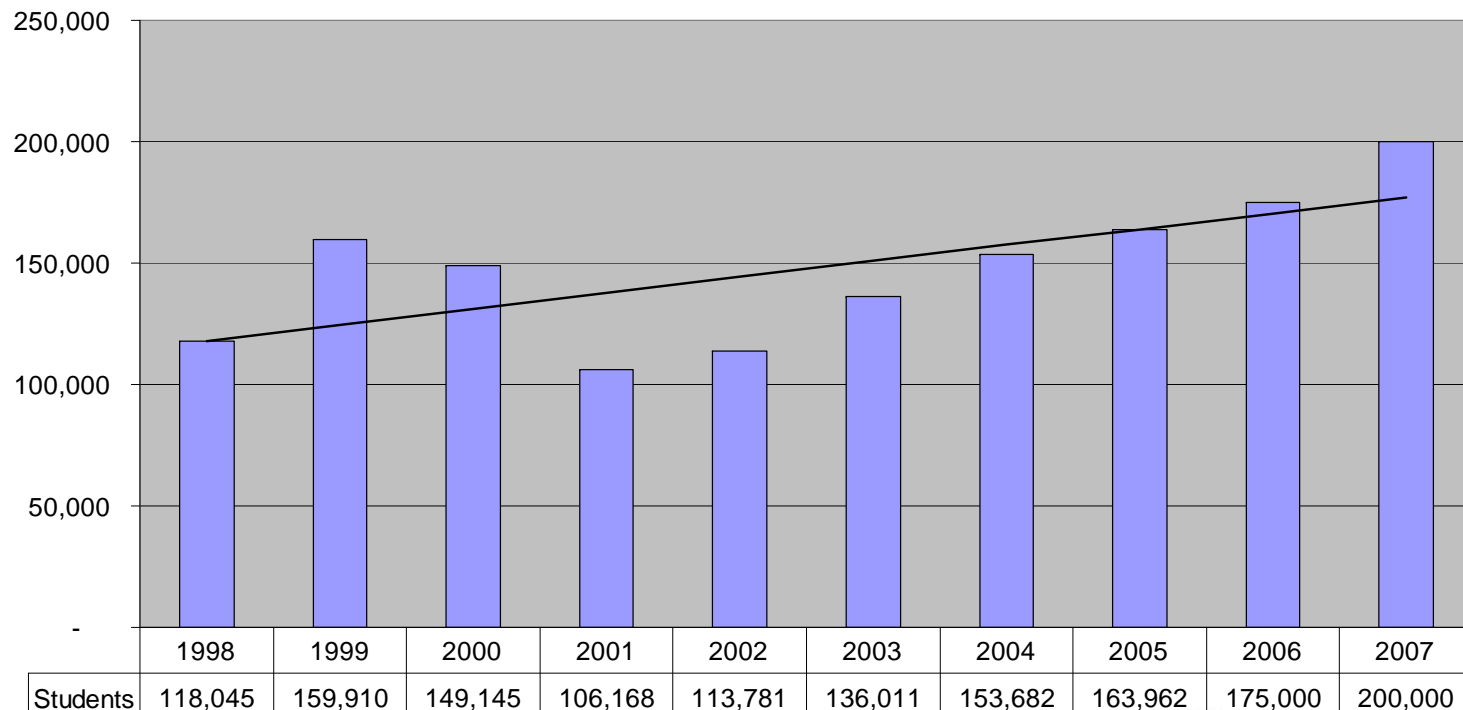
- Founded in Los Angeles in 1954
- Serves over 200,000 students in twelve Southern California Counties
- Programs offerings range from K-12th grade, all of which focus on our three pillars:
 - Financial Literacy
 - Workforce Readiness
 - Entrepreneurship





I N V E S T | I N V O L V E | I N S P I R E

Student Numbers





I N V E S T | I N V O L V E | I N S P I R E

Student Impact

Over 200,000 Students Served in 2008

- 68% are from Low-to-Moderate Income Households
- 86% are Ethnic Minorities (African American, Hispanic, Native American, and Pacific Islander)





I N V E S T | I N V O L V E | I N S P I R E

JA Program Evaluation

- Focusing on important core outcomes
 - **Student Learning**
 - For example: Business, Economics, Financial Literacy, and Entrepreneurship concepts.
 - **Student Skills**
 - For example: Effective writing and/or math skills evidenced in an applied context.
 - **Student Beliefs**
 - For example: The belief that “personal effort matters more than luck.”
 - **Student Behaviors**
 - For example: Staying in school, graduating from high school, enrolling in college, performing well in a workplace environment, contributing to the community.





I N V E S T

I N V O L V E

I N S P I R E

JA's Commitment to Evaluation

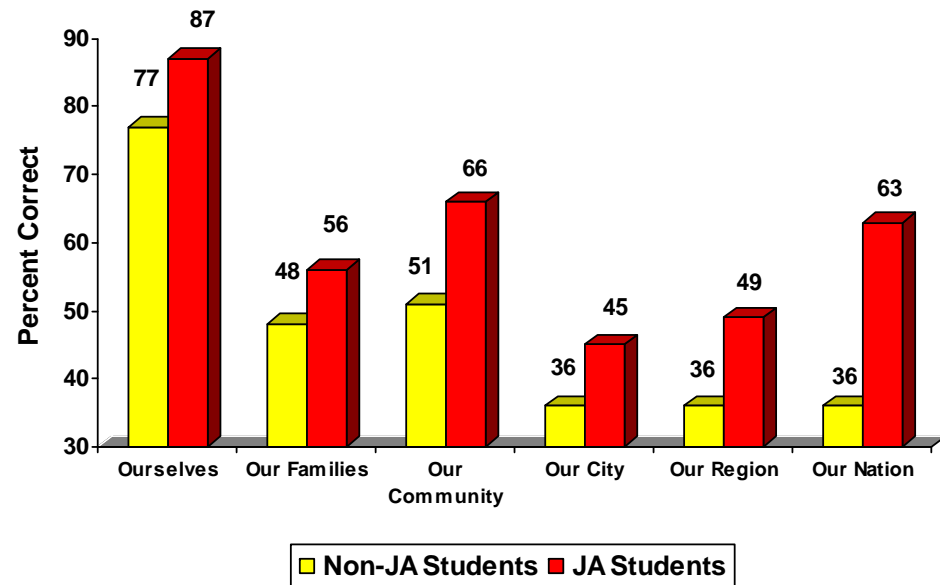
- One of few non-profit organizations to regularly and consistently evaluate its programs.
- More than 12 years of continuous external program evaluations (40 studies since 1992-93).
- Local, program-specific, and longitudinal studies.
- Outcome studies that assess student learning, attitudinal, and behavioral changes.
- Examine student, teacher, and volunteer data.
- Responsive to the needs of diverse stakeholders.



I N V E S T | I N V O L V E | I N S P I R E

Cumulative Effects of JA Programs

- Participation in JA for multiple years during elementary grades increased:
 - Student learning and skill development.
 - Problem-solving and decision-making.





I N V E S T | I N V O L V E | I N S P I R E

Results: Middle Grades Students

- **59% say JA helps them better understand or excel in other subjects, such as Math and English.**
- **JA students are less likely than their peers**
 - to be absent from school within a four-week period (26% vs. 55%)
 - Be tardy to class within a four-week period (23% vs. 37%)
 - Cut or have an unapproved absence within a four-week period (2% vs. 10%)



I N V E S T | I N V O L V E | I N S P I R E

Tracking JA High School Kids

- **JA students are:**
 - more likely than non-JA students to attend college immediately after high school.
 - more likely than non-JA students to declare a major during their first year of college.



I N V E S T | I N V O L V E | I N S P I R E

Effects – One Year After High School

College Graduation rates:

- with two JA experiences, 93 percent;
- with three-plus JA experiences, 100 percent.

Belief that they can control their destiny:

- at least one JA experience, 83 percent
- without JA experience, only 56 percent





I N V E S T | I N V O L V E | I N S P I R E

Discussion of Next Steps

