

**Junior Achievement of the Upper Midwest
Exchange City and Finance Park**

If you build it, will they come?

Final Report

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Introduction

Based on the success of the existing Exchange City experiential facility, Junior Achievement of Upper Midwest, Inc. (JAUM) is exploring its expansion by bringing another capstone activity to the region called JA Finance Park as well as opening a second Exchange City. Exchange City is a 10,000 square foot facility which houses 14 businesses where upper elementary and lower middle grades students participate in a five-hour simulation of the real working world. During the 2004-2005 school year in the JAUM region, over 10,000 students from 118 schools participated in this capstone experience.

Taking middle grades students into the world of business, JA Finance Park lets participants see, touch, and experience free enterprise on their own terms. Students create personal budgets and are introduced to the banking, clothing, education, entertainment, food, healthcare, home improvement, housing, investing, and transportation industries. The JA Finance Park simulation is not currently available in the JAUM market.

Through a request for proposals, Public *Works*, Inc. (PW), a 501c(3) corporation headquartered in Pasadena, California conducted a feasibility study to expand the existing Exchange City program to a second location and bring JA Finance Park to the JAUM market. PW is a nonprofit consulting firm that conducts evaluation, needs assessment and strategic planning in three broad areas: public education and school reform, school-to-career and workforce development, and intervention programs and supports.

Public *Works*, Inc. (PW) employed a variety of strategies aimed at examining key stakeholder perspectives on level of interest, financial commitment and content/grade level connection to Exchange City and JA Finance Park. Research questions were related to “if you build it, will they come?” and “where the best location for facilities are in terms of commitment from the education community and funding.” Areas under study included:

1. Program Capacity in the Area Market
2. Level and Strength of Commitment from the Education Community
3. Funding Strategies to Support Program Operation
4. Potential for Growth
5. Best Location for a New Facility

The evaluation focused on research questions in the above areas specifically on the education support for Exchange City and JA Finance Park. The strategies needed to support a capital campaign to build the facility will be addressed in a second phase of the project not conducted by Public *Works*, Inc.

Why a Hands-on Experience?

Hands-on economic literacy education promoted by Junior Achievement grows out of a tradition in education first advocated by John Dewey at the turn of the 20th century that is as relevant today to debates about public education reform. As an education reformer, Dewey was concerned with promoting an educational system that would further democratic ideals through a broadly educated citizenry. Second, Dewey believed that

hands-on learning engaged students in “reflection upon actual practical activity—the shared practices of the community that are the roots of human learning”—in turn, providing those citizens with an economically viable future (Castellano and Stringfield, 2001).

Dewey broadly advocated “education through occupations,” which today would fall under the general umbrella of such contextual education reforms as work-based learning, experiential education and service learning. Today, proponents of the importance of this type of learning link evidence from cognitive science suggesting that students learn best when instruction and course concepts are presented using hands-on learning in a real life context. The need for the approach advocated by Junior Achievement is further supported by statistics demonstrating the growing gap in earnings between less and more educated workers and occupational data confirming the notion that workplaces will require increasingly skilled workers who have both academic skills and employability skills such as problem solving, teamwork, and communication.

Specific studies with respect to the impact of experiential learning are not readily available as students are typically exposed to a wide range of educational programs, strategies and options. However, there is a growing body of research examining the impact of various strategies to integrate work- (or reality) based concepts. For example, career academies (in which students are grouped together and receive an integrated academic and career education curriculum) have been studied by a number of researchers who have documented positive impacts on school attendance and enrollment in postsecondary education (Kemple, 2000). Isolating the impact of specific programs, such as Exchange City and Junior Achievement’s Finance Park, offered to students outside the regular academic program will require additional rigorous study. In fact, Congress recently authorized the Excellence in Economic Education (EEE) Act as part of the No Child Left Behind Act. EEE appropriated \$1.5 million to the National Council on Economic Education (NCEE), which will use the funds to support Economic and Financial Literacy Research and Research on the Effects of Economic and Financial Literacy to organizations and agencies around the country.

Readily available in the research data is how limited student exposure and experience and therefore understanding is in key skill and knowledge areas needed to survive in life and the workplace. The groundbreaking report *What Work Requires of Schools: A SCANS Report for America 2000* (Secretary’s Commission on Achieving the Necessary Skills, 1992) and subsequent research reports the lack of teaching and student learning in technical literacy, personal finance and other economic skills. Students are graduating without the necessary skills to thrive in the free enterprise system and without the ability to handle personal economic responsibility.

The JA Exchange City Solution

Exchange City is a nationally recognized, innovative learning curriculum, patterned after a successful program that was started in Kansas City by the Learning Exchange in 1980. In 1996, Junior Achievement and the Learning Exchange formed a partnership that enabled the program to spread across the country to 19 locations. On October 16, 2001, JAUM opened Exchange City. Located in Maplewood, Minnesota, JAUM offers Exchange City each day to upper elementary and lower middle school students who experience the

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responsibilities and opportunities of citizenship and entrepreneurship in a free enterprise system.

Exchange City helps young people discover, investigate and become productive citizens in a life-size replica of a real city. The students operate the bank, post office, radio station, snack shop, newspaper office, city hall and retail shops all outfitted with modern office equipment and business supplies. Students are given a chance to experience economic education in new, exciting, and imaginative ways; teachers are given a new approach to teaching basic skills and economics; and parents are given an opportunity to actively participate in their children's learning.

During the Exchange City experience, students learn first-hand what it takes to create a business, supervise employees and hold elected office as well as personally manage money. The experience teaches responsibility, leadership, interpersonal effectiveness, decision-making and team building. Most importantly, students learn what it means to be successful citizens, consumers and workers in our free enterprise system. The four components of Exchange City include:

- Teacher and parent volunteer training
- Two-six week classroom instruction for upper elementary and lower middle school students
- A day at Exchange City
- Two week follow-up curriculum

The JA Finance Park Solution

JA Finance Park is a capstone financial literacy program for middle grade students currently in eight locations in the United States. The JA Finance Park program provides a hands-on, follow-up experience to the economics concepts introduced in the elementary grades through Exchange City. In addition to carry-over concepts, students are introduced to concepts concerning personal financial decisions and career exploration.

The culmination of the program is a visit to the Finance Park site. There, students compute their actual net monthly income to create a realistic budget. The simulation space is divided into separate areas dealing with various aspects of personal financial responsibility. At each area, students gather information as consumers, determine what expenditure options they can afford, and pay their bills.

These on-site activities allow students to apply the personal finance and economics concepts and skills learned in the classroom. More importantly, the experience leaves students with a deeper understanding of personal economic issues from which they can draw the rest of their lives.

Feasibility Study Methodology

Public *Works*, Inc. (PW) employed a variety of strategies in conducting the feasibility study aimed at examining key stakeholder perspectives on level of interest, financial commitment and content/grade level connection to Exchange City and JA Finance Park. Questions included:

- 1. Program Capacity in the Area Market:** If you build it, will they come? Who is the target audience (e.g. Districts, schools, specific funding streams)? Who would be interested based on different models of delivery? Based on the success of Exchange City, what is the capacity of the market to support an additional Exchange City and to add JA Finance Park primarily targeting upper elementary and/or middle schools?
- 2. Level and Strength of Commitment from the Education Community:** How committed is the education community to the concept to dedicate curriculum time and effort? How committed is the education community to pay for the experience? Is the commitment level better at different times of the year (for example after annual testing)?
- 3. Funding Strategies Need to Support Future Program Operation:** How much would schools be willing to pay? How would transportation costs factor into the financial commitment? Which federal, state and local funding streams would best support involvement?
- 4. Potential for Growth:** How will the demand grow based on the market? How will the market for Exchange City and JA Finance Park affect each other? Are there other markets than only middle school students for Exchange City and/or JA Finance Park?
- 5. Best Location for a New Facility:** Based on the information gathered, where is the best location for a new facility in terms of commitment from the education community, adequate funding streams to participate, ability to transport students, and number of students?

Collect Information from Current Supporters and Potential Supports

Based on the success of the existing Exchange City experiential facility, JAUM has experience with the education market, and has gained lessons learned that are helpful in developing a plan for expansion of Exchange City and/or adding JA Finance Park. Exchange City already serves over 10,000 students from 118 schools annually. Public *Works*, Inc. interviewed stakeholders involved in the current success of Exchange City—management, workers, educators, and students—to gain an understanding of the strengths of the market and the actual JA Upper Midwest Enterprise.

Public *Works*, Inc. conducted interviews and focus groups to gain new information including:

- Exchange City Staff and JAUM management staff
- Observation of the program and volunteer training
- Two focus groups of Exchange City teachers
- Telephone interviews

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As agreed in the scope of work, Public *Works*, Inc. developed **written and on-line surveys**. JAUM administered the surveys and was responsible for the response rates. Three stakeholder surveys were administered through the mail and on-line including:

- Survey A: The first survey was administered to teachers/principals who have participated in Exchange City. Of the 578 surveys administered, 160 were returned. Response rate = 28%
- Survey B: The second survey was administered to elementary principals throughout the region not necessarily familiar with Exchange City but are potential customers. Included in the administration were all elementary principals in the regional area served by JAUM in Minnesota, North Dakota, and western Wisconsin. Of the 1,181 surveys administered, 96 were returned. Response rate = 9%
- Survey C: The third survey was administered to middle school principals throughout the region not necessarily familiar with Exchange City with a focus on potentially participating in JA Finance Park. Included in the administration were all middle school principals in the regional area served by JAUM in Minnesota, North Dakota, and western Wisconsin. Of the 455 surveys administered, 29 were returned. Response rate = 7%

The complete results of all three surveys are in Appendix C. In addition, JAUM staff have been given all open-ended responses for program improvement purposes.

The **telephone interviews** were with Middle and Elementary school principals in different regions located within the JAUM service area. There were four types of telephone interviews: local elementary principals who have not participated in Exchange City; elementary principals outside of the metro area; middle school principals near elementary schools that have participated in Exchange City; and middle school principals outside of the current Exchange City area. Principals for both Middle and Elementary Schools were contacted via phone for the purpose of gaining valuable information regarding the possibility and plausibility of participating in the JAUM capstone programs (see Appendix D).

The administration of the phone interviews was conducted in May and June before the end of the school year. Making contact with Principals is a difficult task due to their extremely busy schedule. Principals/teachers familiar with Exchange City were willing to participate in more lengthy interviews compared to those that were not familiar. Interviews lasted from 10 minutes to 45 minutes with many not wanting to participate in the interviews at all. Of the 62 possible school-based interviews, 16 interviews were complete (26%), 26 declined to be interviewed (42%), and 20 did not return phone call after three messages (32%). If the declined interviews are removed, the response rate was 45%. In addition, multiple “other” interviews were conducted with the state office of education in Minnesota, Wisconsin and North Dakota, national and state JA staff, and other District level personnel.

Analysis of Funding and Geography

In order to set the stage for determining stakeholder interest in expanding JA Exchange City and JA Finance Park, Public *Works*, Inc. examined a set of factors unique to the service region that were anticipated to influence stakeholder perspectives. These factors included

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the existence of similar programs, available funds at the school and district levels, school transportation, interest, and population data (see markets served in Appendix E).

Public Works, Inc. conducted a review of all state and federal categorical funding streams to determine the feasibility of utilizing these sources to support the Exchange City and JA Finance Park experience. Categorical funding is standard in that it is initiated at the federal level. However, other major funding streams vary by state and locality in terms of public and private funding (see summary chart in Appendix F).

Based on the information gathered throughout the study, potential best locations for a new facility for Exchange City and/or JA Finance Park were explored. Research gathered on the program capacity in the market area including curriculum connections, funding strategies, transportation/accessibility, volunteer recruitment, and strength in commitment will inform decisions for best locations.

Outline for Report

Introduction

Needs Assessment Methodology

Overall Findings

- Program Capacity in the Area Market: Target Market & Models of Delivery
- Level of Commitment from Education Community
- Funding Strategies
- Potential Growth of Exchange City
- Location

Summary and Next Steps

Appendices:

Appendix A: Program Overview

Appendix B: Curriculum Standards

Appendix C: Survey Results

Appendix D: Interview Protocols

Appendix E: Maps

Appendix F: Summary of Funding Streams

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Overall Feasibility Study Findings

Public Works, Inc. (PW) employed a variety of strategies aimed at examining key stakeholder perspectives on level of interest, financial commitment and content/grade level connection to Exchange City and JA Finance Park. Research questions were related to “if you build it, will they come?” and “where the best location for facilities are in terms of commitment from the education community and funding.” Areas under study included:

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Program Capacity in the Area Market

- *If you build it, will they come?*
- *Who is the target audience (e.g. Districts, schools, specific funding streams)?*
- *Is the commitment level better at different times of the year (for example after annual testing)?*

Based on interviews, JAUM’s vision for their capstone program is to have two thriving programs—Exchange City and JA Finance Park. Students representing all socio-economic and ethnic groups from school districts and public schools would come to two Exchange City locations and one JA Finance Park location. Teachers and students would be motivated by the experience and continue to explore the free enterprise system and personal economic literacy. This section examines the possibility of achieving the vision.

Exchange City

Based on interviews with the national office, the JAUM Exchange City is the most utilized facility in the nation. Every year the number of schools and the number of students served increases. In 2001-2002, the program served a little over 4,000 students whereas in 2005-2006 over 10,000 students participated. However, in our analysis of the calendars kept by the Exchange City staff, out of the number of possible days available for scheduling (208), 131 days were scheduled serving an average of 83 students each day. This level of service is an increase from last year, but many days are not scheduled and the facility is not serving its maximum capacity each day of 120 students.

Summer and fall months are lighter than spring months based on number of days scheduled and number of students attending. In 2005-2006, November was the first busy month with 12 out of a possible 19 days scheduled with an average of 97 students

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served per day. February, March, April and May were scheduled almost every available day (see Table 1).

Table 1: # of days and students utilizing the Exchange City facility in 2005-2006.

Months 2005-2006	# of possible days	# of scheduled days	# Served	Average served
July	16	5	295	59
August	19	5	372	74
September	5	0	0	0
October	19	2	230	115
November	19	12	1166	97
December*	16	12	1071	89
January*	16	12	960	80
February	18	18	1477	82
March	21	20	1694	85
April	19	16	1238	77
May	21	20	1667	83
June	19	9	726	80
Total:	208	131	10,896	83

*Removed one week for holidays

All holidays have been removed as well as six snow days reserved for cancelled fieldtrips due to snow days.

Two dates in October have been removed for the MEA Conference.

Four weeks have been reserved (the last week of August and three weeks of September) for curriculum development and planning for JAUM staff.

Timing

The telephone interviews and written surveys targeted two different groups of principals/teachers: elementary schools that have participated in Exchange City (*"familiar"*) and elementary schools who have not (*"unfamiliar"*). Based on the telephone interviews, familiar teachers and principals feel that the best time to participate in JA Exchange City during the year would be November – December and May – June. Respondents reported that the beginning of the year has many logistics to sort out in September, and in the summer the family plans for students are the priority (family vacations, summer school, etc). The unfamiliar respondents reported the most appropriate time for students to participate in Exchange City was March-April. During the year, topics in the Exchange City curriculum are covered during spring.

With multiple responses possible, the survey respondents indicated that all months are appropriate for scheduling except summer and September-October. The unfamiliar respondents agreed with the familiar respondents. However, both groups indicated that topics introduced in Exchange City curriculum are also covered in September-October.

Table 2: Survey responses related to appropriate time during the year to participate in Exchange City (Familiar =160 and Unfamiliar = 96)

<i>Based on your curriculum what time of the year would be most appropriate for students to participate in Exchange City?</i>						
	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	Summer
Familiar	10%	25%	25%	35%	28%	3%
Unfamiliar	8%	16%	27%	42%	24%	4%
<i>What point during the year are the topics introduced in the Exchange City curriculum covered?</i>						
	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	Summer
Familiar	37%	30%	37%	27%	12%	5%
Unfamiliar	26%	50%	50%	44%	13%	0%

*Respondents could choose multiple calendar ranges; therefore the total is over 100%.

When asked what time during the year students were unable to participate in Exchange City, respondents reported testing dates and summer time. However, based on the analysis of the calendar, Exchange City was almost completely scheduled during testing months. Given multiple states with different testing timeframes during March-May, testing does not appear to affect the capacity of Exchange City.

Based on the analysis of all of the data, within the current market and model of delivery, Exchange City could be filled to capacity all months of the school year except potentially June, July, August and September. These months require a different target and marketing plan.

Target audience

Primarily, Exchange City serves fifth grade students (4,398) and sixth grade students (5,146) with approximately 100 students at the 4th grade level and the remaining at the middle/high school levels (7th-696, 8th-295, 9th-255). Based on focus groups with teachers who have participated in Exchange City at multiple grade levels, the teachers concur with the survey results that 5th and 6th grade are the “right” target adding that “4th grade students are a little too young and the curriculum does not quite match.”

The unfamiliar survey respondents agreed with the grade level target. When asked “given your standards and curriculum, what grade level would be most appropriate to participate in Exchange City,” respondents answered: 5th (45%) and 6th (48%) followed by 7th (29%), 8th (18%), 4th and under (15%), and 9th and under (6%).

These grade level targets for Exchange City are important when considering JA Finance Park. Exchange City would target the elementary schools within the JAUM region primarily 5th and 6th grades and JA Finance Park middle schools with 7th and 8th grade targets.

To be discussed in more detail later in the report, transportation has a limited affect in reaching capacity and serving the described grade targets. Students are coming to Exchange City from a wide area within JAUM (see Map in Appendix E). Familiar respondents are willing to travel 15 minutes to two hours to Exchange City. Unfamiliar respondents report a willingness to travel 15 to 200 miles.

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Clearly, JAUM built Exchange City, and the schools and students are coming. The facility is reaching capacity; however, there are limitations to be discussed in the finance section of the report. Under the current model, the target audience should be 5th and 6th graders within a 200-mile radius during the months of October through the first half of June.

JA Finance Park

Whereas Exchange City was designed primarily as an elementary school model, JA Finance Park is a middle school model. JAUM has no experience with JA Finance Park. The feasibility study is the first step in understanding the readiness of the middle school market within the JAUM regions to participate in this capstone experience.

Unlike Exchange City where the model is dependent on minimum numbers to conduct the simulation because of the teaming aspect, JA Finance Park is an individualized model. Participants of JA Finance Park are working through the day as an individual citizen or consumer whereas in Exchange City students are running a business together as a team. Therefore, the simulation can be conducted with as few or as many students as the facility can hold. The only consideration on minimum and maximum number of students is in the size of the facility and in the cost model adopted.

Based on the survey results, over half of the respondents had participated in Junior Achievement programs in the past year (mostly at the 7th and 8th grade level) and only 39% were familiar with Exchange City.

Timing

With multiple responses possible, the survey respondents indicated that the most appropriate time of the year to participate in JA Finance Park is September-February. However, respondents reported the topics being introduced from September-April. Principals interviewed on the telephone concurred that the most appropriate time during the year to introduce JA Finance Park would be between September and February.

Table 3: Survey responses related to appropriate time during the year to participate in JA Finance Park (Middle = 29)

<i>Based on your curriculum what time of the year would be most appropriate for students to participate in JA Finance Park?</i>						
	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	Summer
Middle	24%	24%	28%	16%	12%	12%
<i>What point during the year are the topics introduced in JA Finance Park curriculum covered?</i>						
	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-June	Summer
Middle	26%	37%	42%	42%	5%	0%

*Respondents chose multiple calendar ranges; therefore the total is over 100%

When asked in an open-ended question if there was any time during the year that students could not participate in JA Finance Park, there was no clear pattern except Spring dates with respondents wanting to avoid testing. Whether or not this is a perceived barrier or reality is unclear. Based on the Exchange City calendar, it is not a barrier. Teachers schedule their trips around testing within a testing timeframe that sometimes varies from district to district.

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Target Audience

The middle school survey respondents agreed with the grade level target of 7th and 8th grades. When asked, “given your standards and curriculum, what grade level would be most appropriate to participate in JA Finance Park,” respondents answered: 8th (35%) and 7th (30%) followed by 6th (15%), 9th (15%), 10th and higher (5%), and 5th and under (0%).

Teachers who had participated in Exchange City (familiar) were asked for their opinions in building and operating a JA Finance Park in the JAUM market. Teachers were asked if they “wish there was another capstone experience after Exchange City for your students in a subsequent year.” Fifty-six percent of familiar respondents wanted another capstone experience, 36% percent answered, “I do not know”, and only 8% answered “no.” When this same group of teachers were asked “do you think that middle school classes in your district would be willing to participate in an additional capstone experience on personal finance called JA Finance Park, 87% of respondents reported “yes.” This suggests support for the program with persons familiar with Exchange City as an additional capstone, with the need to provide more information on JA Finance Park (i.e. how they are different, how the concepts build to the next level).

Based on the focus groups conducted with teachers who have participated in Exchange City multiple times with their students, there is strong support for a second capstone program like JA Finance Park. Participants were vocal about the need to build on the unique and exceptional experience the students receive participating in the Exchange City curriculum and simulation. Comments in the focus group included:

- *We want a next step for our students*
- *We can sell JA Finance Park to our middle schools. Why would you put it anywhere but right here?*
- *Exchange City is hard to describe and so will JA Finance Park be. You need it to be in an area where they are already familiar with Exchange City.*
- *Parents who had students go to Exchange City will want JA Finance Park.*

The program capacity findings for JA Finance Park point toward a 7th and 8th grade target in the current market of Exchange City with heavier use September through February, but with limitations around testing time. Principals and teachers are the target audience in that they decide what students should experience and find the funding to participate.

Commitment of Education Community

- *How committed is the education community to the concept to dedicate curriculum time and effort?*
- *Who would be interested based on different models of delivery?*
- *How committed is the education community to pay for the experience?*

The Exchange City

Teachers who have participated in Exchange City are very committed to the program. Almost all teachers who participate once return year after year. “The program has become a true capstone at our grade level that is expected every year. It is now a tradition.” Only five schools did not return from 2004-2005 to 2005-2006, all for financial reasons.

When asked how the teachers would rate the Exchange City learning experience for the teachers and the student, 80% of teachers gave the experience a 9 or 10. In addition, the JAUM staff collects post-simulation evaluations from participating teachers. The satisfaction level is mostly “excellent” or 5 on all items, with 97% rating the overall experience a 4 or 5.

Table 4: Teacher Post-Simulation Evaluations 2005-2006 (N=41)

	1=Poor			5=Excellent	
	1	2	3	4	5
JA staff's availability to teachers	0%	0%	5%	34%	61%
JA's staff knowledge of Exchange City	0%	0%	0%	12%	88%
JA Staff's interactions with students	0%	0%	7%	37%	56%
Parental involvement with the program	0%	2%	10%	27%	61%
The concepts & content support district standards and benchmarks	0%	2%	15%	32%	51%
The experiential learning approach was used in Exchange City	0%	0%	2%	10%	88%
Overall Experience	0%	0%	2%	24%	73%

Exchange City is a difficult program to describe because it is multi-faceted and hands-on. The program combines curriculum, professional development, volunteer training, and simulation all in one. Therefore, commitment of the education community can only be described as “once you come, you are committed.”

Curriculum

The curriculum requires 20 hours of pre-lessons to prepare for the simulation, the five-hour simulation experience at the facility, and 10 hours of post-lessons. In the focus groups of

teachers who have participated in Exchange City, most complete the 20 hours of pre-lessons (and some much more), but shortened the 10-hour post-lessons to 2-5 hours. The written survey of familiar teachers concurred with the focus groups.

Table 5: Time spent on Exchange City (Familiar=160)

<i>How much time do you spend on the curriculum before coming to Exchange City?</i>						
	1 hr or less	2-5 hrs	6-10 hrs	10-15 hrs	15-30 hrs	More than 30 hrs
Familiar	1%	2%	12%	25%	40%	19%
<i>How much time do you spend on the follow-up lessons after coming to Exchange City?</i>						
	1 hr or less	2-5 hrs	6-10 hrs	10-15 hrs	15-30 hrs	More than 30 hrs
Familiar	37%	52%	8%	1%	0%	2%

Teachers familiar with Exchange City believe that the classes/content areas most applicable to the program include mathematics (79%), social studies (71%), and English (54%). Eighty-four percent of teachers report collaborating with other teachers at their school to deliver the Exchange City curriculum. Familiar respondents do not view the full day “field trip” as a barrier to participation.

Teachers unfamiliar with Exchange City believe that the classes/content areas most applicable to the program include social studies (57%), mathematics (51%), and English (23%). Fifty-nine percent of respondents would be willing to collaborate to deliver the curriculum across classes (36% reported “maybe”). However, only 24% of teachers would be willing to teach the 20 hours of pre-lessons with 65% reporting “don’t know.” Only 22% of unfamiliar teachers reported being willing to teach the 10 hours of post-lessons with 65% reporting don’t know. In the open ends for comments, many teachers believed this commitment to be a lot of time and that they would need to see the curriculum to evaluate. Most fill-in answers committed to 5-10 hours. Unfamiliar respondents do not view the full day “field trip” as a barrier to participation.

With No Child Left Behind (NCLB), there has been an attempt to create more rigorous state-mandated curriculum with strict pacing plans to cover curriculum. Based on the study, many teachers feel pressured to teach in a more direct, textbook method with less project-based learning for fear of not covering the required content on state mandated tests. Exchange City provides an opportunity for educators and children to grow personally as well as academically through this real world based curriculum and one-day field trip to Exchange City. The curriculum is aligned to state standards, but provides an opportunity to teach “depth” over the pressure to cover standards in current federal and state mandates.

Teachers who have participated in Exchange City see the value in teaching the depth offered through the program, and “fit it in” to their regular pacing plan. Teachers who have not experienced Exchange City struggle with the idea of “taking time out of their rigorous curriculum” to teach the concepts. Again, once the teacher participates, they are committed in terms of the curriculum requirements and benefits to students.

The results from the telephone interviews show that many principals have heard of Exchange City and the wonderful benefits and rewards for students. However, the principals who have not had teachers participate were fixated on two barriers: cost and curriculum constraints. After NCLB, schools are trying to stay on track with their own

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District's pacing plan in order to achieve higher scores for accountability measures. The main focus for many local schools is to prepare their students for state-mandated tests, so that the school is making academic progress and can be accountable for their students' success. Principals unfamiliar with the program reported that the Exchange City program simply would not satisfy the District's curriculum standards. Therefore it would be difficult for teachers to have available time to teach students JA curriculum because it would simply not be a priority. It is very difficult to integrate JA curriculum when it is perceived as not compatible with the District's curriculum, which holds more weight for accountability. JA curriculum is a supplemental educational opportunity and because of such, it is difficult to commit.

The teachers seemed to be more willing to take on the task of teaching the curriculum and participating in the experience than principals. Principals are pressured by accountability requirements. Although the teachers share in this pressure, they are also pressured to have optimal learning experience for students. As stated before, once a teacher has participated, they are committed to finding the resources, traveling to the program, and fitting it into their curriculum. Building the commitment to the current Exchange City and a new location is through teachers, primarily those familiar with the program.

Volunteers

For those teachers and administrators who have experienced Exchange City, there is great support for the pre-lessons, post-lessons and actual experience of Exchange City including the recruitment, training and use of volunteers.

Volunteers from each school are trained before their students arrive at Exchange City. Fourteen to sixteen volunteers are needed to assist with the five hour Exchange City day in the 14 assigned shops. Volunteers are needed to:

- a. Be a role model, assistant, coach, facilitator and trouble shooter
- b. Help ensure the safety and security of the students at Exchange City
- c. Guide the students throughout their day

JAUM staff report rarely not having enough volunteers to conduct the days activities. The schools provide adequate numbers of volunteers prior to the event to be trained and they then show up on the day of the event to assist. The only exception is that sometimes in urban schools it is difficult to get the required number of volunteers. Requiring volunteers is also a strategy to increase parent involvement and include business community volunteers in the work of JAUM.

Models of Delivery

Given that the teachers participating in the program are satisfied with the program and return every year, there is very little to suggest that model of delivery for the program needs to be changed. There are two exceptions. The first exception is the post-lessons. Currently most teachers are not completing the post-lessons, and instead completing 2-5 hours. This not optimal but may not require any action. Second, most teachers in the program utilize the "Bare Bones" curriculum guide created by JAUM. Without it, many teachers would be overwhelmed with the curriculum materials. The more the training materials and curriculum can be simple and directive with "cheat sheets" and tips to implementing the

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better. JAUM staff has done a good job of adapting the national model to the needs of their education market.

As JA Worldwide moves forward, they are terminating the agreement with the Learning Exchange and creating their own Exchange City type program called: JA Community Works. Therefore, the overall program and materials will be transitioned from Exchange City to JA Community Works with no allowable use of the name Exchange City after July 1, 2007. How this program change effects the current materials is unknown. Conceivably all materials will be re-written so there will be a need for JAUM staff to modify the curriculum and create ease-of-use documents like the “Bare Bones.”

In adding a second Exchange City site, the challenge is not in delivering the model as designed. It is in describing and selling the model to teachers unfamiliar with the program in terms of the alignment to curriculum, ease of use, and benefits to volunteers and students.

JA Finance Park

JA Finance Park is similar in structure to Exchange City in that it has pre-lessons, the simulation, and post-lessons. There is slightly less time commitment related to curriculum, and less volunteers needed in the day of the experience (4-5 volunteers).

Curriculum

Principals feel that grade levels that would be most appropriate for JA Finance Park are 7th and 8th grade with the content target of social studies (56%), mathematics (48%) and electives (44%). Unlike elementary, middle schools have key electives that may be ideal to market the program including family and consumer sciences, economics, and business. Many middle schools are structured where teachers teach single subjects like mathematics or family and consumer sciences unlike elementary schools where many teachers teach self-contained classes. Forty-five percent of the teachers would be willing to collaborate to deliver the curriculum (48% reported maybe). However, there may be a need to tailor curriculum to a more single subject approach: one for math classes attending JA Finance Park and another for social studies classes attending JA Finance Park.

There was a high percent of respondents who reported, “don’t know” when asked if they would be willing to commit to the pre- and post-lessons. Sixty-seven percent reported that they did not know if they could commit to the 19 hours of pre-lessons before students arrive at JA Finance Park (30% reported “yes”). Fifty-six percent reported that they did not know if they could commit to the 6 hours of post-lessons after students attended JA Finance Park (37% reported “yes”). Most need more information on how it would fit into their curriculum and standards, and want to review the curriculum before committing. No respondents reported the full-day field trip experience as a barrier.

Based on the telephone interviews, the overall difference between those who would or would not adopt the JA capstone program comes down to a willingness to work with the state regulated curriculum to integrate the JA curriculum and rally together parents and teachers to raise money to sponsor each student. Like the elementary level, middle schools are feeling the pressure of teaching to the test, pacing plans, and state mandates to fit

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anything “extra” into their curriculum. An example of these testaments from an unfamiliar respondent, a middle school principal:

“Our financial situation is a big barrier for the school right now, as we also have a very rigorous curriculum to keep up with. The JA Finance Park sounds like a neat program, however I don’t see it as a possibility right now. Time isn’t available for this curriculum, as we have many things to do during the year. We just don’t have the time for a different approach to teaching these practical life skills, unless it’s going along the same curriculum standards. Our Middle school programs are very busy and limited with time, so I do not believe this will be possible. Based on standards, both local and state, I can’t say for sure this program’s curriculum would match up with our own.”

Most principals seemed to be genuinely interested in the idea of adopting the program, however, the actual work needed in order to make it a reality is an arduous endeavor. Principals must hold a strong foundation with their teachers in order to orchestrate a successful Junior Achievement capstone program. However, when asked in the written survey, 75% reported that they think that middle schools in the district and surrounding districts would be willing to participate in the capstone experience of JA Finance Park despite the barriers raised.

Models of Delivery

Based on the telephone interviews, the majority of middle school principals had high regard for the JA program, giving laudations for their efforts in increasing the quality of teaching life skills to children and young adults (grades 5th – 8th). The construction and ideology behind the actual JA site incites much excitement for teachers and students to act out roles that are exclusive to adults. While there were only a few principals willing to learn more about the JA Finance Park program for middle school, it seemed the logistics were the major barrier for implementation in terms of cost and curriculum.

There is nothing to suggest in the findings that the actual model of delivery needs to be changed in order to provide the JA Finance Park experience. There are perceptions and realities of middle schools that would need to be incorporated in selling or marketing the curriculum model to potential customers of JA Finance Park including: alignment to state standards, guidance on the program’s fit in rigorous pacing guides, easy to use teacher’s guide and student’s guide, and guidance on how to implement across multiple teachers given the interdisciplinary nature of the program.

When asked, the current Exchange City teacher participants would like to see more product development that is started from Exchange City built into JA Finance Park. However, JA Finance Park is an entirely different model than Exchange City, therefore it is difficult to see where that feedback would be incorporated into the JA Finance Park model.

The comments of those surveyed and interviewed related to JA Finance Park mirror those interviewed and surveyed who were unfamiliar with Exchange City. Again, the lesson is that the commitment to capstone experiential programs comes from actual participation and understanding. The challenge is to entice the teachers to try the program in order to commit to the program.

Funding the Experience

- *How much would schools be willing to pay?*
- *How would transportation costs factor into the financial commitment?*
- *Which federal, state and local funding streams would best support involvement?*

Exchange City

With the program now in operation for five years, JAUM staff is able to reasonably determine how much it costs to run the Exchange City program. Without baseline data or the luxury of five years of information, JAUM had set the price of the program at \$30 per student with the school contributing \$15 per student (excluding transportation) and JAUM contributing the additional \$15 per student through 2005-2006. The model has not changed for five years. The table below describes from the 2005-2006 contract with schools what JAUM will do versus what the school will do when participating in the program (the XX is completed individually for each school).

Table 6: The contract between JAUM and the school

Junior Achievement will:

- Provide \$15 scholarship towards the \$30 per student participation
- Provide student workbooks for materials for XX students
- Provide curriculum guides and instructional materials for XX teachers
- Provide new teacher and returning teacher training at Exchange City
- Provide volunteer training at Exchange City
- Consult with teachers by telephone and, as available, in person
- Provide facility staffing and student supplies for the laboratory experience

The school will:

- Arrange funding for the remaining \$15 of the per student cost of participation
- Require teacher attendance at their scheduled training
- Recruit the 14 needed adult volunteers for the day that your school attends.
- Assure that the volunteers attend the volunteer training
- Provide transportation to and from Exchange City, ensuring that students are present for the full five hour experience
- Prepare students for their simulation experience
- Bring payment in full for student fees unless other arrangements have been made in advance
- Be responsible for any damage or loss while at the Exchange City facility.

Over time, JAUM has learned that the price of the program at \$30 per student does not cover the cost of the program serving over 10,000 students per year (2005-2006). The cost of the program is relatively fixed whether the program serves 8,000, 10,000 or 15,000 annually. The maximum number of students that can be served with 208 possible service days at 120 students per day is 24,960. However, this is an unrealistic figure given schools not participating in the summer time and the fluctuation of per day service averages. Therefore, Public Works, Inc. concludes, a more realistic maximum is 180 days at 100 students per day totaling 18,000 students. A required minimum to serve would be based on the cost to run the program.

Recently completed in March 2006, JAUM staff studied the costs to administer Exchange City. Key assumptions were created related to budgeting for the program. These

assumptions are important information in proactively determining a cost model for operations for a second location for Exchange City and a new JA Finance Park. General assumptions include:

- Direct costs need to be tied to Exchange City when possible (i.e. supplies, labor).
- Building costs need to be allocated based on square footage (direct when possible, allocated when in the overall, for example maintenance or property insurance)
- Technology and support allocated based on students served.
- Charge administrative or indirect rates on program expenses.

Table 7: Estimated Costs 2005-2006 prepared by JAUM

Budget 2005-2006	Expenses	%	Cost per 10,000	Cost per 12,000
Exchange City-Direct	\$202,817	48%	20.28	16.90
Buildings	\$74,946	18%	7.49	6.25
JAUM-Allocation	\$66,685	16%	6.67	5.56
Indirect Cost	\$37,250	9%	3.72	3.10
Technology/Support	\$19,205	5%	1.92	1.60
Districts-Direct/Allocated	\$15,063	4%	1.51	1.26
VP Education-Direct	\$8,500	2%	.85	.71
Total:	\$424,466	100%	\$42.45	\$35.37

Exchange City Direct: This includes 2005-2006 budget for EC plus \$33,840 in fees paid by Districts to EC. The EC budget has a contra expense for this item resulting in a net effect of zero.

Buildings: This includes 8,080 square foot (SF) for EC, 221 SF for office space and 44% of the training area’s 7,516 SF—totaling 11,421 SF for Exchange City or 47.9% of the total building square footage.

JAUM Allocation: This includes 10% of the labor and labor-related expenses of the Development Area (funding and scholarships) and the Administrative area’s (President, Finance, support, etc.) budget plus 5% of the District Relations budget. This is based on interviews and students served.

Indirect Allocation: This includes non-labor for functions, costs and services for Junior Achievement that cannot be directly allocated such as the participation fee, volunteer recognition, outside services and board costs. This is allocated based on program costs of EC compared to the total costs of Junior Achievement (17.5%).

Technology/Support: Allocated based on students served (10.13%-based on 108,553 total students and 10,993 EC students).

Districts-Direct and Allocated: This includes 5% of districts labor and 2% of district’s labor related. The balance of the remaining non-labor costs in the districts are included in the indirect allocation.

VP Education-Direct: A direct allocation of costs for the VP of Education and staff training based on an interview.

The JAUM staff estimates that 14,150 students are required to breakeven at \$30 per student (assuming no increase in EC costs). This assumption does not include the need to upgrade/change the materials under the new JA Community Works transition at the end of the year.

In the 2005-2006 school year, in addition to program fees per student paid by the schools, JAUM has raised funds through corporate shop sponsors and snacks/product revenue. The District offices are required to assist with the additional amount per student, but JAUM Districts have been unable to fulfill all of those commitments. Either the price per student from the school level needs to increase or the revenue raised from JAUM needs to increase to sustain the program.

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The JAUM staff has implemented new policies and procedures to assure security of payment and accurate estimates on student numbers each day. Schools are given a “Final Number Count” form eight weeks before their event. The form asks for the “estimated number of students indicated on the application” and the “final confirmed number of students.” This form indicates: “your invoice will be based on the number of students that participate in the program NOT by the number of students that actually attend Exchange City.” The cancellation policy states that there must be written notice eight weeks in advance.

Funding Sources

Based on the “familiar” survey, respondents reported that on average, teachers take 3-4 field trips a year, with an average budget of \$7-15 per student and under \$200 for transportation per class. With respondents not familiar with Exchange City, on average teachers take 1-2 field trips per year at \$3 per student (admission) and under \$200 for transportation per class. Schools spend about \$1,000 to \$10,000 on supplemental curriculum materials, however most have \$5,000 or under as a budget. Since Exchange City is a curriculum package including professional development for teachers and volunteers, and a field trip, multiple types of budget items need to be explored.

Based on interviews and survey results of participants of Exchange City, the primary fundraising mechanism is for schools to ask parents to raise money for each student. In addition to parents providing money for their student, PTA or other parent groups fundraise for both the cost of transportation and the per student fee. Fifty-four percent of familiar respondents reported asking individual parents for money for each student, 38% report other funding from small grants, civic clubs or individual donations, and 31% report from PTA or other parent group fundraising. When asked generally about their sources of funding for field trips, familiar respondents reported 67% parent sources/student fees, 38% integration funding, 29% Other (grants, fundraising, voluntary donations), and 24% general fund.

Table 8: Sources of funding for fieldtrips

Familiar Respondents	Unfamiliar Respondents
67% Parent Sources/Student Fees	67% General Fund
38% Integration Funding	53% Parent Sources/Student Fees
29% Other (donations, fundraising, etc.)	52% Integration Funding
24% General Fund	23% Other (donations, fundraising, etc.)
14% PTA	15% PTA
9% Perkins	9% Perkins
0% Title I	2% Title I

*Respondents chose multiple calendar ranges; therefore the total is over 100%

Integration funding is a local source of funding that is intended to integrate urban children with suburban children for racial and socio-economic diversity. In Exchange City, two schools are paired up to coordinate pre-lessons and team students in the simulation. The schools meet two times prior to the simulation in the JAUM training center to complete their business plans and get prepared for the simulation experience. The suburban school pays the \$15 cost per student for both schools with the integration funds. Currently, there is no additional charge, but it costs more JAUM staff time to coordinate the program with schools utilizing this funding.

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When asked if unfamiliar participants would be willing to pay per student for the Exchange City program, most answered that it depends on cost and fundraising. When the program is described including student guide, teacher guide, and training and asked if they would be willing to pay a per student fee, only 18% reported “yes” with 43% “it depends,” and 28% “don’t know.” The “it depends” responses clarified that “it all depends on cost and fundraising.” Sixty-percent would be willing to pay less than \$5 for the experience, 23% \$5-\$10, and 17% \$10-\$15.

Most respondents (71%) believed that classes at their schools would be willing to participate in Exchange City. Reasons why they would not participate included the cost of the experience (29%) and cost of the transportation (29%). In the interviews, limits through curriculum mandates and alignment to curriculum standards were reported as well.

Transportation

Based on the geography served, schools are able to travel for distances from 15 minutes to 2 hours or 15-120 miles. Both the familiar and non-familiar respondents did not view distance as a barrier to participation, but just as it relates to cost. On average, transportation is \$5-\$7 per student per trip. Eighty-five percent of familiar respondents reported that they always have to pay for transportation (74% of unfamiliar respondents). Forty-seven percent of respondents reported having a budget of \$200 per class for transportation for the year with 31% allocating \$200-\$300. Forty-nine percent of familiar respondents reported asking parents to cover transportation costs, 31% reported other funding such as the general fund and small grants, and 27% PTA or other parent group fundraising. Only through integration funds do they not have to pay.

When describing the program including student guide, teacher guide, and training and asking if unfamiliar respondents would be willing to pay a per student fee, only 18% reported “yes” with 43% “it depends,” and 28% “don’t know.” The “it depends” responses clarified that “it all depends on cost and fundraising.” Thirty-eight percent of unfamiliar respondents said they would be willing to pay the transportation costs associated with Exchange City (25% “don’t know;” 24% “it depends”).

When asked, 29% of familiar respondents included cost of transportation as one of the reasons they thought some teachers do not participate (57% attributed it to cost of the program). For the most part, cost of transportation and distance to travel is not a barrier to participate in and of itself. Instead, it is the student fee cost in conjunction with the transportation costs that require teachers to raise \$20-\$22 per student to participate in Exchange City.

Federal, State and Local Funding Streams

Teachers are mostly raising private funds through parents, candy sales, civic club donations and other small grants to raise the money for student fees and transportation (\$20-\$22 per student). Given this type of fundraising, schools are not willing to pay more. Schools are not utilizing federal or state funding, except in the case of integration funding. Integration funding is being used in cases of cooperation between urban and suburban schools.

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Because JAUM services schools in three states, the funding streams that may be the easiest to track and capitalize on would be federal funding streams. Federal education funding is coordinated through the U.S. Department of Education and distributed through state departments of education. The state applies for the federal funding and often creates its own unique distribution or intentions aligned to the federal purpose.

Under No Child Left Behind (NCLB), many of these federal funding streams must fund activities with a strong connection to academic standards and serving economically or academically disadvantaged students. Many of the funding streams target specific populations such as English Language Learners (ELL), special education, or gifted and talented students. Example funding streams are described in the table below.

Table 9: Example Federal funding streams

<i>Source of Funding</i>	<i>Purpose of the Funding</i>
No Child Left Behind	
Elementary Secondary Education Act: Title I Part A	Federal funding to provide school-wide improvement or intervention to schools with a high percentage of students on free and reduced lunch.
Comprehensive School Reform Title I Part A	Federal funding to implement research models to improve student achievement
Math and Science Partnership Title II Part B	Federal funding for professional development in mathematics and science for elementary through Algebra teacher
ILEP Title III	Federal and state funding to improve the language achievement of English Language Learners
21 st Century Title IV Part B	Federal and state after-school funding for after-school programs. Limited to \$3.xx per day per child (ranges by state)
Flexibility & Accountability Title VI	Federal funding to improve unique needs of rural students
Other Titles/Acts	
Learn and Serve	Federal funding to create service learning projects
Small Learning Communities	Federal funding to restructuring comprehensive high schools into small learning communities for improved academic achievement and personalization
Perkins and Tech Prep	Federal funding to improve the articulation between middle, high school and postsecondary through integrated academic and vocational education
Individuals with Disabilities Education Act (IDEA)	Federal funding targeted to students with disabilities. Different titles and funds within the Act
Gifted and Talented Education (GATE)	Federal funding through IDEA targeting students who are identified as GATE

Accessing federal, state and local funding streams would assist schools in paying for their \$20-\$22 portion of Exchange City. However, schools are currently finding this funding through private sources. Utilizing public funds might allow JAUM to raise the per student cost. This type of funding would not assist JAUM in funding their \$15 commitment, only the schools portion of the cost.

JAUM may wish to target schools that are receiving special federal funding and target a program to these target schools. For example, JAUM could approach the schools receiving Comprehensive School Reform funds and integrate their approach in to their reform strategy of mathematics and social studies.

JA Finance Park

On average, principals noted that their teachers take 1-2 field trips per year (64%) with an average budget of \$4 (24%) or \$5 or over per student (32%). Transportation costs are \$200-\$300 (63%) with some reporting over \$400 (22%). Supplemental curriculum materials has a variable budget, which ranges from \$1,000 – 10,000, but most teachers have \$5,000 or under.

Field trips range from 15 miles to over 120 miles. Most principals noted that transportation is always out of their school’s budget. Sources of funding for field trips include parent sources/student fees (67%), General Fund (56%), Other sources such as grants, community sources, fundraising (41%), Integration funding (19%), PTA (15%), Title 1 (15%), and Perkins (11%).

In regards to the cost of JA Finance Park, principals were uncertain, however considered the idea of paying a student fee. Transportation costs received an “uncertain” response; however Principals would consider it based on more information. Principals agreed that their middle school classes would want to participate in JA Finance Park, however there are existing financial barriers. They also believed that other schools as well as surrounding districts would consider participation if they could also overcome financial barriers.

Table 10: JA Finance Park cost questions (n=29)

Would you be willing to pay a per student fee to participate in JA Finance Park? The fee would include the student guide, teacher guide, training for teachers and volunteers and the all day simulation.	Yes: 11% No: 15% Don’t Know: 30% In Depends: 44%
If yes, how much per student, not including transportation, would you be willing to pay?	Less than \$5: 57% \$5-\$10: 29% \$10-\$15: 14% \$15-\$25: 0% More than \$25: 0%
If “it depends,” what does it depend on?	Majority of responses said it all depends on cost and fundraising.
Would you be willing to pay the transportation costs associated with JA Finance Park participation.	Yes: 26% No: 22% Don’t Know: 26% In Depends: 26%
If “it depends,” what does it depend on?	Majority of responses said it all depends on cost and fundraising.

There was a significantly high response towards the proposed willingness of their colleagues’ participation in a JA Finance Park program for middle school. Eighty seven

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percent of the respondents familiar with Exchange City believe middle school classes in their district would be willing to participate. Those that reported “no” believed the barrier would be cost of the experience and cost of transportation. Seventy percent of unfamiliar middle school principals also believed classes at their school would participate. Of those who said they would not participate, barriers were the cost of the experience (60%) and the cost of transportation (47%).

There is no indication that the cost of the JA Finance Park experience would be any less or more than Exchange City. Also, in the schools currently participating in Exchange City, it is evident that the same private fundraising model would support the program. However, given the nature of middle schools, there may be more opportunities to fund the program if offered in electives through public funding such as Perkins funds targeting family and consumer sciences.

Although there are very few funds targeting specifically middle school, there is a strong emphasis on reforming the high school. There are specialized funds to improve high schools such as small learning communities funding that could be targeted if JAUM decided to include 9th grade or Economics classes as JA Finance Park targets.

Under the JA Finance Park model, there is more room to solicit sponsorships where brands are part of the experience for students (for example, students buy a brand of insurance and go to a particular bank name). However, based on interviews, JAUM staff resists the commercial aspect of Exchange City so it is unclear how sponsorship will change from Exchange City to JA Finance Park.

Potential Growth of Exchange City

- *How will the demand grow based on the market?*
- *How will the market for Exchange City and JA Finance Park affect each other?*
- *Are there other markets than only middle school students for Exchange City and/or JA Finance Park?*

An additional Exchange City and/or JA Finance Park could offer a unique contribution to the region if in the right location, target marketing, and with financial stability. Lessons learned from Exchange City are very useful in examining the expansion on Exchange City and the addition of JA Finance Park.

Exchange City

Based on an analysis of the current Exchange City, there is an opportunity to grow the participation to capacity and develop a break even cost model. The current program should target 5th and 6th grade elementary classes in a 200-mile radius to participate in Exchange City. Based on all data collected, it is difficult to describe the Exchange City curriculum and experience without physically observing the simulation. The current participating teachers who can describe the experience should be utilized in the growth strategy.

Schools are not willing to pay more than the current \$15 per student fee with the additional \$5-\$7 transportation fee. Given the increasing population each year, it is anticipated that the current Exchange City will grow to capacity at the current fee

structure. At its current rate, Exchange City will reach the desired number of students to meet the \$15 school/\$15 JAUM ratio. However, the program needs to reach more students at the current level of JAUM contribution to become cost effective.

When JAUM completed an analysis of other Exchange City programs, they found themselves in the range of what other programs are charging (see Table 11). The balance or ratio between what a school pays versus JA funds varies from city to city. Given the self-reported nature of the data, the methodology for calculating these figures may vary from city to city. For example, the “school pay” may or may not include transportation costs. Appropriate cost/ratio models would be calculated based on serving capacity. In other words, the number of students served provides an appropriate balance between costs and revenue. Based on interviews with JA Worldwide, the JAUM facility is the most utilized facility in the country. Many other locations are struggling to fill their facilities.

Table 11: JAUM research on Exchange City fees at various locations

Location	Schools Pay	JA Funds	Total Approximate Cost
Charlotte, NC	\$20.00/student	\$26.50/student	\$46.50/student
Houston, TX	\$15.00/student	\$15.00/student	\$30.00/student
Maplewood, MN	\$20-\$22.00/student*	\$25.00/student	\$45-\$47.00/student
Nashville, TN	\$15.00/student (public)	\$30.80/student	\$45.80/student
	\$20.00/student (private)	\$25.80/student	\$45.80/student
West Palm Beach, FL	\$36.00/student (public)	\$0-4.00/student	\$36-40.00/student
	\$18.00/student (private)	\$18-22.00 student	\$36-40.00/student
York, PA	\$10.00/student	\$37.00/student	\$47.00/student

*Includes school’s transportation costs

Fees will continue to be paid through private funding and school-based fundraising. Public funding streams are only useful at this point in diversifying the socio-economic levels of the student’s served or as a factor in increasing the school portion of the cost.

Exchange City has strong potential in terms of the existing education community and geography served for the school year. Exchange City must build a summer model based on summer school, summer camps, after-school, workforce development and other programs. The summer months on the calendar are open. One month will be reserved for preparing for the coming school year, but June through September is still too long to not be scheduled with students.

In addition, in order to reach capacity, Exchange City needs a strategy for plugging in additional students or schools on days where a minimum average is not being met. Running the simulation when the facility is under a minimum average does not help Exchange City meet revenue targets. The current Exchange City must strengthen its capacity, revenue and cost model before expanding the program to an additional location.

JA Finance Park

To date, there is more of an opportunity to grow JAUM capstone programs with the addition of JA Finance Park than adding a second Exchange City location. The current Exchange City is serving a wide geography with a 5th and 6th grade target. JA Finance Park can target the same geography, but different grade levels primarily 7th and 8th (and potentially 9th). The potential for growth is in the experiences of schools and teachers who have already experienced Exchange City selling it or describing it to their middle school counterparts.

Exchange City and JA Finance Park have an entirely different market and should build from one capstone experience to the next. Exchange City served some 7th-9th students in school year 2005-2006 (7th-696, 8th-295, 9th-255). This population would be directed to JA Finance Park instead of Exchange City providing a loss in 1,246 students, reducing Exchange City current service to 9,650 students. In the long run, the two programs should not affect each other, but instead build on each other in terms of awareness and understanding of the programs from teachers, parents and students.

JA Finance Park could be developed and built in the current Exchange City location. Potentially, JAUM could build a dual use facility to house both JA Finance Park and overflow of Exchange City. The challenge is to first improve the cost/revenue ratio in the existing Exchange City to be a cost effective model in order to build and grow JA Finance Park at its inception with a strategic cost/revenue model.

Location for a New Facility

- *Based on the information gathered, where is the best location for a new facility in terms of commitment from the education community, adequate funding streams to participate, ability to transport students, and number of students?*

The feasibility study was contracted in order to examine the education support and operation support for Exchange City and JA Finance Park. The strategies needed to support a capital campaign to build JA Finance Park will be addressed in a second phase of the project not conducted by Public Works, Inc. Based on the information gathered, Public Works, Inc. is recommending that the best location for JA Finance Park is in the current market where the existing Exchange City is located. Ideally, for cost and identity, JA Finance Park would be built on the current property of JAUM. Either JA Finance Park would be built on the property as an additional facility or the JAUM offices would move to a different location and a remodel would allow for JA Finance Park. Based on the interviews, the facility requires:

- At least 10,000 square feet
- Central, safe location
- Water/bathrooms
- Store front with obvious signage
- Adequate parking
- Accommodations for handicap adults and students
- Space for bus pull-up

The feasibility study also points toward waiting to build an additional Exchange City location until the current Exchange City is filled to capacity, which will take one to two years. However, it is predicted that the current Exchange City will reach capacity within a breakeven cost model within two years.

When JAUM is ready to select a new location for Exchange City once the cost model is credible, Public Works, Inc. would recommend selecting a location that is urban and large within the JAUM region. The funding streams will be strongest in the urban areas. If they build it, they will come. However, the question is how much funding JAUM wants to invest upfront into operations. Cities to consider are included in the following table.

Table 12: Potential Cities based on School Population

City	# of Schools	Overall School Population	County
<i>Minnesota</i>			
Minneapolis/ St. Paul	242	100,641	Hennepin/ Ramsey
Rochester	34	16,470	Olmsted
Plymouth	41	13,405	Hennepin
Apple Valley	17	12,019	Dakota
Duluth	36	11,272	St. Louis
Eagan	17	10,886	Dakota
Bloomington	37	10,743	Hennepin
Coon Rapids	19	10,487	Anoka
Brooklyn Park	30	10,106	Hennepin
St. Cloud	16	9,832	Sherburne
Woodbury	12	9,118	Washington, Ramsey
<i>Wisconsin</i>			
La Crosse	17	7,498	La Crosse
<i>North Dakota</i>			
Fargo	24	16,638	Casse
Grand Forks	18	7,932	Grand Forks

Another potential plan is to build a JA Finance Park facility at the current Exchange City location as a dual use facility. The dual use concept allows both JA Finance Park simulation and Exchange City simulation to take place in the same facilities on different days. This allows a location for current Exchange City overflow appointments as well as new start-up JA Finance Park appointments for maximum use.

Summary and Next Steps

Based on the success of Exchange City, what is the capacity of the market to support an additional Exchange City and to add JA Finance Park primarily targeting upper elementary and/or middle schools?

Based on the findings from the Feasibility Study, Public Works, Inc. offers a summary of the needs for both Exchange City and JA Finance Park as well as recommendations for next steps. It is hoped that the data and analysis in this report will provide JAUM Board and staff with the necessary input to develop strategic implementation plans and financial targets for a successful capstone program.

Exchange City Summary

Program Capacity in the Area Market

Target: 5th and 6th grade students with an emphasis on mathematics, social studies and English

Timeline: Targeted classes October through June; New market needed for late June through September

Geography: Schools 0-200 miles

Model of Delivery: The model of delivery should remain the same with curriculum development with summer program or after-school programming. It is important to adhere to the pre-curriculum, simulation, and post-curriculum model with JAUM's "Bare Bones" assistance for teachers.

Commitment of Education Community

- If a teacher participates, they are very committed for years to come. It is a hard program to understand without participation or knowing someone who has participated.
- Utilize existing Exchange City participant teachers as ambassadors for the program.
- Curriculum must be aligned with state curriculum standards and clearly show how easily it will fit into the required curriculum.
- Principals and teachers not familiar with Exchange City are very concerned about finances and how to fit the program into curriculum constraints.

Funding Model

- Remain with the \$15 per student model paid by the school (plus \$5-\$7 per student for transportation) and JAUM paying the additional \$25 with a goal of serving over 14,000 students in 2006-2007.
- The private funding model is working to meet the school's per student contribution. The JAUM revenue model needs to be revisited to fulfill the current \$25 per student commitment with changes in policy and practices or additional funds.
- Public funds are only important in terms of expansion and diversity of student population.
- The required name change to JA Community Works will substantially effect the market and materials development.

Feasibility Study

- Transportation is not a factor in service delivery except as it relates to overall cost.

Potential Growth of Exchange City

- Existing Exchange City has lots of potential to reach and exceed capacity.
- Market needed for summer months.

Best Location

- Reach potential in existing location.
- Once existing Exchange City has reached capacity in the next 2-3 years related to a breakeven cost model, there is great potential to grow Exchange City in an additional location with a highly populated second market.

JA Finance Park Summary

Program Capacity in the Area Market

Target: 7th and 8th grade students with an emphasis on mathematics, social studies and electives; potential for 9th grade students and Economics students

Timeline: Targeted classes October through June; New market needed end of June through September

Geography: Schools 0-200 miles from the current Exchange City location

Model of Delivery: The model of delivery should remain the national model with curriculum development with summer program or after-school programming. JAUM should plan to create a “Bare Bones” guide for teachers.

Commitment of Education Community

- If a teacher participates, they are very committed for years to come. Until that point, teachers are very skeptical of time commitments, costs, and curriculum alignment.
- Must utilize Exchange City participants at the elementary level to “sell” teachers in their feeder districts at the middle school level.
- Might need to differentiate the program for mathematics versus social studies teachers.
- Curriculum must be aligned with state curriculum standards and clearly show how easily it will fit into the required curriculum.
- Principals and teachers not familiar with Exchange City or JA Finance Park are very concerned about finances and how to participate in the program given curriculum constraints.

Funding Model

- Utilize the \$15 per student model paid by the school and JAUM paying the additional amount to begin start-up once the facility exists. Utilize any cost model developed and improved for Exchange City for JA Finance Park given similarities of delivery.

Feasibility Study

- The private funding model used by schools in Exchange City will work to fund the school contribution of JA Finance Park within the same market as the existing Exchange City.
- Public funds are only important in terms of targeting diversity of student population, assisting schools in finding the \$15 per student; and potentially serving the high school market.
- Transportation is not a factor in service delivery except as it relates to cost.

Potential Growth of JA Finance Park

- Current market and customer base participating in Exchange City provides opportunity for potential growth to a JA Finance Park.
- Market needed for summer months.

Best Location

- Develop JA Finance Park in existing Exchange City location.
- Explore possibility of second facility to serve as a dual use facility at the current location for both JA Finance Park and overflow of Exchange City once the current facility is filled.

Next Steps:

Exchange City

Develop an appropriate cost/revenue ratio for the existing Exchange City: JAUM staff is in need of targets that provide a structure for what it means to be a cost effective model.

Areas to include in this model include:

- Consensus on what cost/budget assumptions to include.
- Optimal number of students to serve annually with the model providing a maximum annual number of students to serve and a required per day average (based on facility/date constraints) as well as a minimum number of students to serve and a per day average (based on requirements of a breakeven cost model).
- Dedicated planning and preparation time (e.g. months closed) and plans for summer delivery.
- Plan for Diversity funding service delivery and scholarships.
- Clarity on fundraising including central JAUM versus JAUM District roles.

Fundraising Plan for the JAUM portion of the per student fees: For the most part, schools are to provide the \$15 per student fees. JAUM will need to provide the \$25 per student in 2006-2007. JAUM needs to have a consistent, viable fundraising plan to ensure a cost effective model. JAUM needs a plan that includes:

- Target grants and public funding for fundraising purposes.
- Develop marketing sheets to schools on differing funding streams.
- Develop targets for sponsorships, grants and major donors.
- Clarify funding requirements for District's schools to participate. JAUM Districts are to fundraise for the \$25 per student for their schools.

Feasibility Study

Develop Curriculum and Materials: With the name Exchange City phasing out, there will be a strong need for curriculum and marketing materials development including:

- Develop “Bare Bones” for the new JA Community Works program.
- Develop marketing materials related to the new name.
- Develop a summer camp and after-school curriculum.

Select a Location for the second Exchange City: Based on the possibilities related to property and politics, select an economic and feasible property to develop a second Exchange City in two years or explore the dual use with JA Finance Park described below. Once existing Exchange City has reached capacity, there is great potential to grow Exchange City in an additional location with a highly populated second market.

JA Finance Park

Develop a property plan for the existing JAUM location: Explore the potential of building an additional JA Finance Park on to the existing building and property or move the JAUM offices and remodel the existing space for JA Finance Park. Another option may be to create a dual use facility (in addition to the existing Exchange City) to begin JA Finance Park and serve the future overflow of the existing Exchange City.

Review/Adapt existing JA Finance Park curriculum model: With a small group of Exchange City teachers, review and adapt the existing national JA Finance Park curriculum materials for the JAUM region. The curriculum will most likely need a “Bare Bones” module to assist in ease of use.

Develop marketing materials: The concept of JA Finance Park for potential customers who are not familiar with Exchange City is very difficult to understand. More work is needed in helping middle schools understand the concept of capstone activities and the JA Finance Park benefits.

Appendix A

Elementary School Capstone

Exchange City Overview

Junior Achievement (JA) Exchange City serves upper elementary and middle grade students who can experience the responsibilities and opportunities of citizenship and entrepreneurship in a free enterprise system.

JA Exchange City is a nationally recognized, innovative learning curriculum, patterned after a successful program that started in Kansas City in 1980. Through it, students are given a chance to experience economic education in new, exciting, and imaginative ways; teachers are given a new approach to teaching basic skills and economics; and parents are given an opportunity to actively participate in their children's learning.

JA Exchange City helps young people discover, investigate and become productive citizens in a life-size replica of a real city. The students operate the bank, post office, radio station, snack shop, newspaper office, city hall and retail shops all outfitted with modern office equipment and business supplies.

During the JA Exchange City experience, students learn first-hand what it takes to create a business, supervise employees and hold elected office, as well as personally earn and manage money. The experience teaches responsibility, leadership, interpersonal effectiveness, decision-making and team building. Most importantly, students learn what it means to be successful citizens, consumers and workers in our free enterprise system.

In Exchange City you'll find...

A judge presiding over a citizen's disputed traffic ticket.

Employees at the local sports shop determining the prices for new merchandise

City reporters hustling to meet story deadlines for the daily newspaper

Friends on a shopping spree spending their hard-earned paychecks.

Volunteer responsibilities:

Attend a volunteer training

Appendix A

Be a role model, assistant, coach, facilitator, and trouble shooter

Help ensure the safety and security of the students at Exchange City

Guide the students throughout their day

Exchange City Benefits:

First-hand experiences about economics and entrepreneurs;

Interdisciplinary hands-on learning and application of language arts, social studies, math and technology skills in real-life settings;

Learn what it takes to create a business, produce a product, meet payroll, work to meet customer needs and expectations, repay bank loans and serve the public through tax supported services; and increased achievement scores on standardized tests, test of economic concepts.

Volunteer Benefits:

Exciting, fun, meaningful and active five-hour learning opportunity with children.

Opportunity to increase awareness about their own careers, workday experiences and values about personal responsibility, money management, teamwork, citizenship and career planning.

Opportunity to make a difference for the citizens of Exchange City and to help make their experience the best it can be.

Middle School Capstone

Finance Park Overview

Junior Achievement Finance Park proposes to give students an opportunity to explore the free enterprise system and to enhance their personal economic literacy. JA Finance Park is a reality-based, experiential simulation designed for middle school students. They enter the world of business and make primary and secondary financial decisions, construct a personal budget, and consider options such as: transportation, investment, home improvement, banking, housing, entertainment, health care and maintenance, utilities, food, home furnishings, clothing, and education.

JA Finance Park is a financial literacy program for middle grades students. It provides a hands-on, follow-up experience to the economics concepts introduced in the elementary grades by Junior Achievement. In addition to carry-over concepts, students are introduced to concepts concerning personal financial decisions and career exploration.

The culmination of the program is a visit to the Finance Park site. There, students compute their actual net monthly income to create a realistic budget. The simulation space is divided into separate areas dealing with various aspects of personal financial responsibility. At each area, students gather information as consumers, determine what expenditure options they can afford, and pay their bills.

These on-site activities allow students to apply the personal finance and economics concepts and skills learned in the classroom. More importantly, the experience leaves students with a deeper understanding of personal economic issues from which they can draw the rest of their lives.

JA Finance Park is a unique concept that does not necessarily fit a curriculum “model” that schools are used to providing students. Its uniqueness has multiple levels built into the design.

JA Finance Park is an experiential simulation that teaches students skills that they are sorely lacking in schools including making primary and secondary financial decisions, constructing a personal budget, and considering options such as: transportation, investment, home improvement, banking, housing, entertainment, health care and maintenance, utilities, food, home furnishings, clothing, and education. The curriculum is designed for middle school students.

Appendix B

Exchange City Objectives

Exchange City introduces students to the free enterprise system through classroom instruction and active participation in a simulated community. This program consists of objectives that teach students economic concepts as well as prepare them for their visit to *Exchange City* where they have the opportunity to put into action the many concepts they have studied.

The learning objectives listed beside each activity state that skills and knowledge the students will gain.

Wants and Needs

The students discover the difference between wants and needs. They brainstorm items to take on a camping trip as well as determine needs and wants for themselves, their classmates, neighborhoods and cities.

Key Learning Objectives

The students will

- Identify and make decisions about basic needs and wants
- Explore and explain wants and needs as they apply to individuals and groups

Supply and Demand

The students learn about supply and demand by performing their own research on popular products, conducting market research with classmates on their likes and dislikes, and following a case study to track sales of a popular product.

Key Learning Objectives

The students will

- Identify supply and demand in current markets
- Evaluate and track information gathered through market research
- Understand how supply and demand influence the marketplace

Scarcity and Abundance

The students participate in a bidding exercise as they try to buy a finite number of items from their teacher.

Key Learning Objectives

The students will

- Identify the supply and demand of goods and/or services

Resources: Human, Natural, Capital

The students perform a manufacturing activity, research the origins of natural resources common around their home or school, and evaluate a capital resource case study.

Key Learning Objectives

The students will

Appendix B

- Identify how resources are combined and used to create goods and services to meet our needs and wants
- Identify and chart natural resources from their source to home or school
- Explore, determine and defend options for capitalizing a business

Government

Through small group discussions and evaluation, students explore the reasons for laws and the criteria for good laws. Students identify services paid for by taxes. Students will assist the *JA Exchange City* community by writing laws.

Key Learning Objectives

The students will

- Identify and explain different aspects of laws
- Identify services that are provided and paid by taxes
- Develop laws that will govern the day at *Exchange City*

Goods and Services

Students work in teams to define goods and services. They then identify and rank goods and services provided at their school. Finally, students discuss the needs and wants of their classmates and identify possible goods and services that might satisfy some of the needs of the classroom community.

Key Learning Objectives

The students will

- Identify goods and services at school
- Identify, plan and carry out and provide a good or services for the classroom community

Division of Labor

Students work in small groups to design a product that meets certain specifications. Students then answer a series of questions to evaluate how well the group met quality standards, time constraints, and participation expectations. Finally, students explore different products where it would be a good idea to divide the labor for production.

Key Learning Objectives

The students will

- Exercise the division of labor in production
- Discover the advantages to production by division of labor

Producers and Consumers

Students identify ways in which they are consumers and producers. They discuss decisions consumers make and things they look for when making purchasing decisions. Students create a consumer advice column about how to make wise consumer decisions.

Appendix B

Key Learning Objectives

The students will

- Identify wise and unwise consumer decisions
- Write a consumer advice column for other students

Opportunity Costs

Students will define opportunity costs and evaluate some of their own decisions. Students will apply the concept of opportunity costs to a previous activity as well as a list of careers that interest them.

Key Learning Objectives

The students will

- Make opportunity cost choices and explain the choices
- Make career awareness choices and evaluate the opportunity costs associated with those choices

Entrepreneurship

Students will find business partners among their classmates, determine their business, name it and identify talents each partner brings to the business.

Key Learning Objectives

The students will

- Negotiate with others to form alliances for business

Money and Barter

In their business teams, students discuss which goods or services from their business they could/would trade with one of the other businesses. Students explore how exchanging a good or service for money is different from exchanging for another good or service. Students determine exchange rates and participate in actual barter exercises.

Key Learning Objectives

The students will

- Identify bartering opportunities
- Determine an exchange rate for goods and services
- Understand the effect of the exchange rate of monetary value

Banking

The students explore all aspects of checking accounts, checkbooks, check registers, and deposit slips. They practice writing checks, making deposits, and keeping accurate account balances. Students learn about the bank as a business and identify where and how the bank makes money.

Key Learning Objectives

The students will

- Identify the parts of a deposit ticket
- Accurately complete a deposit ticket

Appendix B

- Identify information on a check register and maintain an accurate register
- Identify the parts of a check
- Write a personal check
- Explain how the banks uses money

Earners, Spenders and Savers

Students brainstorm how they can earn money, how they can spend money, and how/why they should save money.

Key Learning Objectives

The students will

- Analyze data and determine savings benefits and strategies

Employment Selection

Students will research and apply for jobs at JA Exchange City. They will create resumes, take a career interest inventory, interview for jobs, and perhaps run for public office.

Key Learning Objectives

The students will

- Complete a resume and job application
- Interview for a job and/or run an election campaign
- Secure a job an elected office

Personal Finance

Students will understand their paychecks regarding gross pay, net pay, taxes, and deposits.

Key Learning Objectives

The students will

- Identify parts of a paycheck and explain the information found on a paycheck

Business Operations

Students meet in their business groups to prepare for their day at Exchange City.

Key Learning Objectives

The students will

- Work in a team to start a business

Business Accounting

Students practice paying business expenses, collecting and counting income, making loan payments and keeping accurate records of all transactions.

Key Learning Objectives

The students will

- Accurately explain and manage business accounts

Appendix B

Saving and Investing

Students examine their personal checkbooks for accuracy in entries and balance. The students assemble in their business teams and evaluate profit the business made. Students learn about in vesting and how to read a stock report. Students track performance of chosen stock.

Key Learning Objectives

The students will

- Analyze check registers, report ending balances for personal and business accounts
- Explore and assess investment terms

Exchange City enhances the students' learning of the following concepts and skills:

Concepts – Banking • Banking • Careers • Charitable Giving • Citizenship • Competition • Conservation • Demand • Division of Labor • Employment • Exchange • Goods • Markets • Marketing • Money • Needs • Opportunity Costs • Producers • Production • Quality • Resources • Saving • Scarcity • Skills • Specialization • Supply • Wants •

Skills – Analysis • Applying Information • Budgeting • Cause and Effect • Critical Thinking • Computation • Data Collection • Decision Making • Following Directions • Graphing • Interpersonal Communication • Negotiation • Observation • Planning • Predicting Outcomes • Problem Solving • Reading • Research • Role Playing • Setting Goals • Spending • Taking Responsibility • Teamwork

All JA programs have technology enhancements and are designed to support the skills and competencies outlined in the SCANS (Secretary's Commission on Achieving Necessary Skills) report. These programs also augment the school-based, work-based, and connecting activities for communities with school-to-work initiatives.

Exchange City is a 2-6 week in classroom curriculum taught by teachers. Junior Achievement provides materials and training. The cost for this program is \$15.00 per student. Volunteers are needed for the on-site simulation (14-16).

Finance Park Objectives

JA Finance Park helps students build a foundation for making intelligent, lifelong, personal financial decisions through hands-on, realistic site-based experiences. In-school, teacher-led activities; pre- and post-on-site experience.

The key learning objectives listed beside each activity state the skills and knowledge students will gain.

Unit One: Financial Institutions

Students recognize the role of financial institutions and the various services they provide. Through case study, graphing, and other activities, students understand the advantages and disadvantages of saving, investing, and using credit.

Key Learning Objectives

Students will be able to:

- identify services provided by financial institutions and understand when/how the services are used.
- explain debit cards and their uses.
- define interest and credit.
- understand the cost of credit.
- explain the advantages and disadvantages of using credit.
- list the risks and benefits involved in saving and investing.
- identify the impact interest rates have on investment value.
- read stock quotes and determine stock value.

Unit Two: Taxes and My Salary

Students discuss the similarities and differences among sales, income, and property taxes. Students study the benefits and limitations of Social Security. Using various scenarios, students determine net monthly income (NMI).

Key Learning Objectives

Students will be able to:

- define the differences among sales, income, and property taxes, and the purpose for each type of tax.
- identify the basic principles of Social Security.
- define NMI and demonstrate how it is calculated.

Unit Three: Budgeting

Students learn the importance of creating and maintaining a personal budget. Students create their own personal budgets and evaluate other budgets through case-study analysis.

Key Learning Objectives

Students will be able to:

- understand who uses a budget and why
- identify the components of a successful budget.
- evaluate the effectiveness of sample budgets.
- develop spending plans and practice making budget decisions.

Unit Four: Preparing for the Visit

Students prepare for their visit to *JA Finance Park* by defining their schedule, conducting pricing research, and assessing investment. They also gain knowledge about budgeting by evaluating hypothetical life situations and prioritizing budget items.

Key Learning Objectives

Students will be able to:

- create a personal budget.
- calculate net monthly income.
- conduct pricing research.
- assesses investments.

Unit Five: The Visit

Students spend one day at *JA Finance Park*, where they apply classroom learning by making important spending decisions and maintaining a balanced budget.

Key Learning Objectives

Students will be able to:

- create a typical family budget using hypothetical life situations.
- use percentages to calculate minimum and maximum spending allowances.
- evaluate stock holdings.

Unit Six: After the Visit

During their visit to *JA Finance Park*, students participate in a reflective assessment of their accomplishments, including feedback from parents.

Key Learning Objectives

Students will be able to:

- demonstrate integration of classroom instruction to the simulation experience.
- perform a credit-card and investment assessment.
- conduct self-reflection regarding their visit.

Unit Seven: Career Goals

Students identify their abilities, interests, work preferences, and values. Based on their newly acquired financial knowledge, students consider the type of lifestyle they would like and what goals they must set to achieve this lifestyle. Students determine the training they will need to achieve these goals.

Key Learning Objectives

Students will be able to:

- differentiate among abilities, interests, work preferences, and values.
- identify their personal characteristics.
- rate their abilities, interests, and work preferences.
- identify their career interests.
- perform career choice research.
- write a letter of application to a prospective employer.

JA Finance Park enhances students' learning of the following concepts and skills:

Concepts—Banking, Budgets, Buying, Careers, Choices, Consumers, Credit, Debt, Exchange, Expenses, Income, Interest rates, Investments, Money, Opportunity costs, Saving, Scarcity, Social security, Taxes

Skills—Analysis, Applying information, Budgeting, Cause and effect, Critical thinking, Computation, Data collection, Decision-making, Filling out forms, Following directions, Graphing, Interpersonal communication, Interpreting data,

Appendix B

Listening, Negotiation, Observation, Planning, Problem-solving, Reading, Research, Role-playing, Spending, Taking responsibility, Teamwork

All JA programs are designed to support the skills and competencies identified by the Partnership for 21st Century Skills. These programs also augment school-based, work-based, and connecting activities for communities with school-to-work initiatives.

**Survey A (N= 160)
Exchange City Teacher/Principal Survey**

You have received this survey because you or your school has participated in Junior Achievement of the Upper Midwest's Exchange City program. Due to the overwhelming interest in participation, we are exploring the possibility of opening an additional Exchange City. We are also considering expanding our capstone curriculum to include a middle school program called JA Finance Park. Your opinion is valuable to our decision. Please return the enclosed survey by **April 14, 2006** or complete it on the Website at www.publicworksinc.org. Your feedback is greatly appreciated!

1. My job this year: Principal **17%** Teacher **83%**
2. My job last year: Principal **16%** Teacher **82%**
3. The zip code of my school's address is: _____

Experience with Junior Achievement (Please circle your answers below.)

4. Has your school participated in Junior Achievement programs in the past?
Yes **93%** No **7%**

If yes, which grade level(s)? (Multiple responses possible)

K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
6%	10%	10%	10%	24%	58%	62%	11%	10%

5. Have you taken a group of students to Exchange City? Yes **89%** No **11%**

If yes, how many times? 1 (**17%**) 2 (**25%**) 3 (**19%**) 4 (**18%**) 5 or more (**21%**)

6. How many classes from your school go to Exchange City each year?

1 (**14%**) 2 (**19%**) 3 (**19%**) 4 (**18%**) 5 or more (**30%**)

7. How much time do you spend on the curriculum before coming to Exchange City?

1 hour or less	2-5 hrs	6-10 hrs	10-15 hrs	15-30 hrs	more than 30 hrs
1%	2%	12%	25%	40%	19%

8. How much time do you spend on the follow-up lessons after coming to Exchange City?

1 hour or less	2-5 hrs	6-10 hrs	10-15 hrs	15-30 hrs	more than 30 hrs
37%	52%	8%	1%	0%	2%

9. What classes are most applicable to the content learned at Exchange City?

Math	Science	English	Social Studies	Electives	All
79%	3%	54%	71%	8%	17%

10. Do teachers at your school collaborate to deliver the Exchange City curriculum across classes/teachers?

Appendix C

Yes **84%** No **16%**

11. Based on your curriculum, what time of the year would be most appropriate for students to participate in Exchange City curriculum?

Sept-Oct	Nov-Dec	Jan-Feb	March-April	May-June	Summer
10%	25%	25%	35%	28%	3%

12. What point during the year are the topics introduced in the Exchange City curriculum covered? (examples: government, citizenship, employment, consumerism)

Sept-Oct	Nov-Dec	Jan-Feb	March-April	May-June	Summer
37%	30%	37%	27%	12%	5%

13. Is there any time during the year that students could not participate in Exchange City?

Responses ranged. There was no clear pattern except more Spring dates listed. Many responses said no during testing dates. Not during summer.

14. What source of funding do you use to pay for the Exchange City experience?

(check all that apply)

- 54%** Parents (ask individual parents for money for each student)
- 17%** Student fundraising (candy sales, etc.)
- 31%** PTA or other parent group fundraising
- 7%** Curriculum funding
- 8%** Integration funding
- 38%** Other funding
- 9%** I do not know

Funds Listed: *Corporate funding, Lions Club, Athletic fee, Student activity fee, Integration EMID, Exchange City scholarships, General budget, Parish donations, parents, voluntary donations.*

15. What source of funding do you use to pay for transportation to Exchange City?

(check all that apply)

- 49%** Parents (ask individual parents for money for each student)
- 18%** Student fundraising (candy sales, etc.)
- 27%** PTA or other parent group fundraising
- 5%** Curriculum funding (Please name the fund: _____)
- 6%** Integration funding (Please name the fund: _____)
- 31%** Other funding (Please name the fund: _____)
- 8%** I do not know

Funds Listed: *same as above*

16. How much time does it take you to travel to Exchange City?

15 min or less	15-30 min	30-45 min	45 min-1 hour	1-2 hours	over 2 hours
9%	25%	22%	14%	15%	15%

Appendix C

17. How much time would you be willing to spend traveling to Exchange City?

15 min or less 15-30 min 30-45 min 45 min-1 hour 1-2 hours over 2 hours
0% **20%** **25%** **27%** **19%** **9%**

18. On a scale of 1-10, 10 being the best, how would you rate the Exchange City learning experience for you and your students?

1	2	3	4	5	6	7	8	9	10
				1%	1%	6%	12%	28%	52%

19. What feedback can you give Junior Achievement to improve the Exchange City experience?

Pre-Lessons:

- *Multiple Responses*

Actual Day at Exchange City:

- *Multiple Responses*

Post-Lessons:

- *Multiple Responses*

20. Do you know teachers who want to participate in the Exchange City program, but do not?

Yes **15%** No **85%**

If yes, why are they not participating? (check all that apply) (n=21)

- 5%** Exchange City dates are unavailable
- 10%** Exchange City dates are limited
- 57%** Cost of the experience
- 29%** Cost of transportation
- 19%** Curriculum is perceived not to align with state standards
- 33%** Other: *not enough time, too far away, lack of knowledge, limited funds*

21. Do you wish there was another capstone experience after Exchange City for your students in subsequent years?

Yes **56%** No **8%** I do not know **36%**

22. Do you think that middle school classes in your district would be willing to participate in an additional capstone experience on personal finance called JA Finance Park?

Yes **87%** No **13%**

Appendix C

30. What information do you think we need to know or consider about expanding our capstone offerings to include a middle school program called JA Finance Park?

- *Multiple Responses*

Thank you for completing this survey!

Appendix C

11. On average, how much does your school spend on supplemental curriculum materials (not core textbooks) in a given school year?

The range given was from \$1,000 to \$10,000, but most have \$5,000 or under.

12. What kind of supplemental materials does your school purchase?

Workbooks, books, video, materials, supplies, magazines, newspaper, software, etc.

Curriculum

13. **Review enclosed Exchange City brochure.** Given your standards and curriculum, what grade level would be most appropriate to participate in the Exchange City program?

4 th grade & under	5 th	6 th	7 th	8 th	9 th and higher
15%	45%	48%	29%	18%	6%

14. What classes are most applicable to the content learned at Exchange City?

Math **51%** Science **8%** English **23%** Social Studies **57%**
Electives **12%** All **34%**

15. What classes at your school would be most appropriate to target?

Most listed 4th and 5th grade with a focus on social studies and math

16. What is the likelihood that teachers at your school could collaborate to deliver the curriculum across classes?

Very likely **23%** Likely **36%** Maybe **36%** Not Likely **6%**

17. The curriculum is currently presented as a teacher's guide and student workbook. Exchange City includes 20 hours of pre-lessons before students arrive at the facility. Would teachers be willing to conduct the pre-lessons?

Yes **24%** No **11%** Don't Know **65%**

If no, how many would they be willing to teach?

Most fill-in was 5-10 hours; many said they have too much to teach and that this is a lot time; some wrote that they needed to see the materials to judge.

18. Exchange City includes 10 hours of post-lessons, after students visit the Exchange City facility. Would teachers be willing to conduct the post-lessons?

Yes **22%** No **12%** Don't Know **65%**

If no, how many would they be willing to teach? *Most said 1-2 hours*

Timing

19. Based on your curriculum, what time of year would be most appropriate for students to participate in Exchange City?

Sept-Oct	Nov-Dec	Jan-Feb	March-April	May-June	Summer
8%	16%	27%	42%	24%	4%

20. At what point during the year, are the topics introduced in the Exchange City curriculum covered? (examples: government, citizenship, employment, consumerism)

Sept-Oct	Nov-Dec	Jan-Feb	March-April	May-June
26%	50%	50%	44%	13%

21. Is there any time during the year that students could not participate in Exchange City?

There was no clear pattern except more Spring dates listed. Many responses said no during testing dates.

22. The Exchange City simulation is a full day experience (five hours). Do you see a full day “field trip” as a barrier? Why or why not?

No fill-in answers see the full day as a barrier.

Cost

23. Based on this information and what you know about Exchange City, would you be willing to pay a per student fee to participate in the program? The fee would include the student guide, teacher guide, training for teachers and volunteers and the all day simulation.

Yes **18%** No **13%** Don't Know **28%** It depends **43%**

If yes, how much per student, not including transportation, would you be willing to pay?

(n=30)

Less than \$5	\$5-10	\$10-\$15	\$15-\$25	More than \$25
60%	23%	17%	0%	0%

If “it depends,” what does it depend on? *All depends on cost and fundraising.*

24. Would you be willing to pay the transportation costs associated with Exchange City participation?

Yes **38%** No **14%** Don't Know **25%** It depends **24%**

If “it depends,” what does it depend on? *All depends on cost and fundraising.*

Appendix C

25. How far would your school be willing to travel to the Exchange City learning lab?

15 miles or less	15-30 miles	30-45 miles	45-60 miles	60-120 miles	over 120 miles
19%	23%	17%	17%	15%	9%

26. Do you think that classes at your school would be willing to participate in the Exchange City capstone experience? Yes **71%** No **29%**

If no, what are the reasons for nonparticipation? (check all that apply) (n=20)

29% Cost of the experience
29% Cost of transportation
4% Curriculum is perceived not to align with state standards
13% I do not know
83% Other: *Availability of transportation, time and money, too much time from mandated curriculum, distance to location*

27. Do you think other schools in your district and surrounding districts would be willing to participate in the Exchange City capstone experience? Yes **91%** No **9%**

If no, what are the reasons for nonparticipation? (check all that apply) (n=8)

63% Cost of the experience
50% Cost of transportation
0% Curriculum is perceived not to align with state standards
63% I do not know
38% Other *Availability of transportation, time and money, too much time from mandated curriculum, distance to location*

28. What is your level of interest in Exchange City?

Very interested **17%** Interested **28%** Somewhat interested **45%** Not at all interested **11%**

29. What additional feedback or opinions do you have related to the Exchange City program?

- *Multiple Responses*

Thank you very much for your participation!

Survey C (n=29)
JA Finance Park Middle School Principal Survey

Junior Achievement of the Upper Midwest is exploring the possibility of opening an additional Exchange City and expanding our capstone curriculum to include a middle school capstone curriculum called JA Finance Park. Your opinion is valuable to our decision. Please return the enclosed survey by **April 21, 2006** or complete it on the Website at www.publicworksinc.org.

1. My job this year: Principal **71%** Teacher **29%**
2. My job last year: Principal **71%** Teacher **29%**
3. The zip code of my school's address is: _____

Involvement with Junior Achievement (Please circle answers below.)

4. Has your school participated in Junior Achievement programs in the past? Yes
No
If yes, which grade level(s)? 6th (**40%**) 7th (**70%**) 8th (**60%**) Don't know **20%**
Other **1%**
5. Have you ever heard of Exchange City? Yes **39%** No **61%**
6. Has your school ever taken a group of students to Exchange City? Yes **8%**
No **92%**

Supplemental Materials & Field Trips

7. On average, how many field trips do teachers in your school take per year?

0 (**4%**) 1-2 (**64%**) 3-4 (**29%**) 5 and over (**4%**)
8. On average, how much is budgeted for each field trip?

Admission per student: \$0 (**24%**) \$1 (**4%**) \$2 (**12%**) \$3 (**4%**) \$4 (**24%**) \$5 or over (**32%**)
Transportation per class: under \$200 (**30%**) \$200-\$300 (**33%**) \$300-\$400 (**15%**) over
\$400 (**22%**)

9. How far are teachers able to travel on field trips?

15 miles or less **4%** 15-30 miles **19%** 30-45 miles **11%**
45-60 miles **15%** 60-120 miles **30%** over 120 miles **22%**

10. What sources of funding are used for field trips at your school? (check all that apply)

56% General Fund **15%** PTA
15% Title 1 **19%** Integration Funding
11% Perkins **67%** Parent Sources/Student fees
41% Other: *grants, fundraising, community*

Do you always have to pay for transportation? Yes **85%** No **15%**

Appendix C

11. On average, how much does your school spend on supplemental curriculum materials (not core textbooks) in a given school year?

The range given was from \$1,000 to \$10,000, but most have \$5,000 or under. Depends on department budgets.

12. What kind of supplemental materials does your school purchase?

Workbooks, books, video, materials, supplies, magazines, newspaper, software, etc.

Curriculum

13. **Review enclosed JA Finance Park brochure.** Given your standards and curriculum, what grade level would be most appropriate for participation in JA Finance Park?

5th grade & under 0% 6th (15%) 7th (30%) 8th (35%) 9th (15%) 10th and higher (5%)

14. What classes are most applicable to the content learned at JA Finance Park?

Math **48%** Science **0%** English **19%** Social Studies **56%** Electives **44%**
All **11%**

15. What electives or classes at your school would be most appropriate to target?

Most listed social studies, family and consumer sciences, economics, business, etc.

16. What is the likelihood that teachers at your school could collaborate to deliver the curriculum across classes?

Very likely **19%** Likely **26%** Maybe **48%** Not Likely **7%**

17. The curriculum is currently presented as a teacher's guide and student workbook. JA Finance Park includes 19 hours of pre-lessons before students arrive at JA Finance Park. Would teachers be willing to conduct the pre-lessons?

Yes **30%** No **4%** Don't Know **67%**

18. JA Finance Park includes 6 hours of post-lessons, after the student visits JA Finance Park. Would teachers be willing to conduct the post-lessons?

Yes **37%** No **7%** Don't Know **56%**

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Timing

19. Based on your curriculum, what time of year would be most appropriate for students to participate in JA Finance Park?

Sept-Oct 24%	Nov-Dec 24%	Jan-Feb 28%	March-April 16%	May-June 12%	Summer 12%
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20. At what point during the year, are the topics introduced in the JA Finance Park curriculum covered? (examples: taxing and interest, financial institutions, career development)

Sept-Oct 26%	Nov-Dec 37%	Jan-Feb 42%	March-April 42%	May-June 5%
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21. Is there any time during the year that students could not participate in JA Finance Park?

There was no clear pattern except more Spring dates listed. Many responses said no during testing dates.

22. The JA Finance Park simulation is a full day experience (at least four hours). Do you see a full day “field trip” as a barrier? Why or why not?

No fill-in answers see the full day as a barrier.

Cost

23. Based on this information and what you know about JA Finance Park, would you be willing to pay a per student fee to participate in JA Finance Park? The fee would include the student guide, teacher guide, training for teachers and volunteers and the all day simulation.

Yes **11%** No **15%** Don't Know **30%** It depends **44%**

If yes, how much per student, not including transportation, would you be willing to pay?

Less than \$5 57%	\$5-10 29%	\$10-\$15 14%	\$15-\$25 0%	More than \$25 0%
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If “it depends,” what does it depend on? *All depends on cost and fundraising.*

24. Would you be willing to pay the transportation costs associated with JA Finance Park participation?

Yes **26%** No **22%** Don't Know **26%** It depends **26%**

If “it depends,” what does it depend on? *Fundraising, money*

Appendix C

25. How far would your school be willing to travel to JA Finance Park?

15 miles or less **23%** 15-30 miles **15%** 30-45 miles **15%**
45-60 miles **15%** 60-120 miles **15%** over 120 miles **15%**

27. Do you think that middle school classes at your school would be willing to participate in the capstone experience on personal finance called JA Finance Park? Yes **70%**
No **30%**

If no, what are the reasons for nonparticipation? (check all that apply)

60% Cost of the experience
47% Cost of transportation
20% Curriculum is perceived not to align with state standards
7% I do not know
20% Other: *time to teach it and funds*

28. Do you think that middle schools in your district and surrounding districts would be willing to participate in the capstone experience on personal finance called JA Finance Park?

Yes **75%** No **25%**

If no, what are the reasons for nonparticipation? (check all that apply) (n=10)

50% Cost of the experience
40% Cost of transportation
10% Curriculum is perceived not to align with state standards
40% I do not know
10% Other

29. What is your level of interest in JA Finance Park?

Very interested **15%** Interested **27%** Somewhat interested **46%** Not at all interested **12%**

30. What additional feedback or opinions do you have related to the implementation of JA Finance Park?

- *Multiple Responses*

Thank you very much for your participation!

Elementary Junior Achievement Exchange City Interview Questions
(Elementary Schools out of the area possibly not familiar with Exchange City)

For the past few years, Junior Achievement of Upper Midwest has offered a capstone curriculum with culminating activity called Exchange City for 4th-6th grade students. Exchange City is a 10,000 square foot facility which houses 14 businesses where upper elementary where students participate in a five-hour simulation of the real working world. They have had so much success with our Exchange City program that we are exploring another city to offer the program because we are full.

We want your input on whether or not your teachers would do the pre-work curriculum, take student to Exchange City, and then do the follow-up curriculum if we build one in your area. May I ask you some questions?

Background

1. Have you and/or your school ever participated in any Junior Achievement activities/programs? If yes, please describe your level of satisfaction with their services?
2. Have you ever heard of Exchange City? If yes, what have you heard about it?
3. Do your teachers/department utilize culminating projects as a capstone for a set of related concepts? If yes, give examples?

Curriculum/ Resources

4. The curriculum includes concepts that cross academic subjects including Mathematics, Social Studies, English and life skills. What subject area teachers would be more willing to participate? At what grade levels would this be most appropriate?
5. Does your department and/or district follow a pacing plan? If yes, at what point during the year are the topics introduced in the Exchange City curriculum covered? (examples: banking, personal finance, civics).
6. The curriculum is currently presented as a teacher's guide and student workbook. Would you be willing to take the time to conduct the pre-work of 20 hours and post-work of 10 hours? How much time would teacher dedicate? Could class/students attend an all day fieldtrip?
7. Based on what you have learned of the Exchange City curriculum, how do you see the Exchange City program fitting into your school's program? What would work, what would not? Do you think teachers would be interested?

Cost of Doing Business

8. How many, if any, how many field trips does your school/department send students and teachers on each year? Generally speaking, where do you go? Would you mind estimating the expense of sending a class on a single field trip? (Please keep transportation and entrance fees separate).
9. How does transportation fit into your estimate? Is your department/school willing/able to arrange for busing? If yes, what are the time constraints? How far would you be willing to travel?
10. Would you or your teachers be willing to pay for \$30 per student, which includes the curriculum, teacher training, and the fieldtrip (does not include cost of buses)? If not, what would you be willing to pay per student? How would you raise the funds (types of funding streams, PTA, government funding)?

Elementary Junior Achievement Exchange City Interview Questions
(Elementary Schools in the area that are not participating Exchange City)

For the past few years, Junior Achievement of Upper Midwest has offered a capstone curriculum with culminating activity called Exchange City for 4th-6th grade students. Exchange City is a 10,000 square foot facility which houses 14 businesses where upper elementary where students participate in a five-hour simulation of the real working world.

We really need your input. We have noticed you do not use the facility and are wondering why. We hope the information will help us improve the program. May I ask you some questions?

1. Have you and/or your school ever participated in any Junior Achievement activities/programs? If yes, please describe your level of satisfaction with their services?
2. Have you ever heard of Exchange City? If yes, what have you heard about it?
3. Do your teachers/department utilize culminating projects as a capstone for a set of related concepts? If yes, give examples?
4. The Exchange City curriculum includes concepts that cross academic subjects including Mathematics, Social Studies, English and life skills. Have certain teachers showed interested and others not? Certain grade levels?
5. How does the pacing of the curriculum affect your teachers' willingness to participate? If yes, at what point during the year are the topics introduced in the Exchange City curriculum covered? (examples: banking, personal finance, civics).
6. The curriculum is currently presented as a teacher's guide and student workbook. The pre-work is 20 hours before the fieldtrip to Exchange City and post-work of 10 hours after going to Exchange City. Is the curriculum a barrier to participation or seen as an incentive to participating?
7. Do your students take all day fieldtrips? Is the full day a challenge or not?
8. The cost has been \$15 per student for participating which includes the curriculum, teacher training, and the fieldtrip (does not include cost of buses). Has this been a barrier to participating? If yes what would your school be willing to pay per student? How would you raise the funds (types of funding streams, PTA, government funding)?
9. Is transportation costs a barrier? Is your department/school willing/able to arrange for busing? If yes, what are the time constraints? How far would you be willing to travel?

Appendix D

10. Do you think your school will participate at some point in Exchange City? What is the biggest reason for participating? What is the biggest barrier to participating?

Middle School Junior Achievement Finance Park Interview Questions
(Middle Schools maybe not familiar with Exchange City)

Junior Achievement of the Upper Midwest is studying the possibility of offering a capstone experience for middle grade students called JA Finance Park in your area. JA Finance gives students an opportunity to explore the free enterprise system and to enhance their personal financial literacy. JA Finance Park is an actual place—a reality based, hands-on simulation. Students enter the world of business and make financial decisions, construct a personal budget, and consider options such as: transportation, investment, home improvement, banking, housing, entertainment, health care and maintenance, utilities, food, home furnishings, clothing, and education.

We want your input on whether or not your teachers would do the pre-work curriculum, take students to JA Finance Park, and then do the follow-up curriculum. May I ask you some questions?

Background

1. Have you and/or your school ever participated in any Junior Achievement activities/programs? If yes, please describe your level of satisfaction with their services?
2. Have you ever heard of Exchange City? If yes, what have you heard about it?
3. Do your teachers/department utilize culminating projects as a capstone for a set of related concepts? If yes, give examples?

Curriculum/ Resources

4. The curriculum includes concepts that cross academic subjects including Mathematics, Social Studies, English and life skills. What subject area teachers would be more willing to participate? At what grade levels would this be most appropriate?
5. Does your department and/or district follow a pacing plan? If yes, at what point during the year are the topics introduced in the Finance Park curriculum covered? (examples: taxing and interest, financial institutions, career development).
6. The curriculum is currently presented as a teacher's guide and student workbook. Would you be willing to take the time to conduct the pre-work of 19 hours and post-work of 6 hours? How much time would teacher dedicate? Could class/students attend an all day fieldtrip?

Appendix D

7. Based on what you have learned of the Finance Park curriculum, how do you see the Finance Park program fitting into your school's program? What would work, what would not? Do you think teachers would be interested?

Cost of Doing Business

8. How many, if any, how many field trips does your school/department send students and teachers on each year? Generally speaking, where do you go? Would you mind estimating the expense of sending a class on a single field trip? (Please keep transportation and entrance fees separate).
9. How does transportation fit into your estimate? Is your department/school willing/able to arrange for busing? If yes, what are the time constraints? How far would you be willing to travel?
10. Would you or your teachers be willing to pay for \$30 per student, which includes the curriculum, teacher training, and the fieldtrip (does not include cost of buses)? If not, what would you be willing to pay per student? How would you raise the funds (types of funding streams, PTA, government funding)?

Middle School Junior Achievement Finance Park Interview Questions
(Middle Schools near Elementary schools who have been to Exchange City)

Elementary teachers and students in your area have participated in the Junior Achievement of Upper Midwest's Exchange City program. We are now studying the possibility of offering a capstone experience for middle grade students called JA Finance Park in your area. JA Finance gives students an opportunity to explore the free enterprise system and to enhance their personal financial literacy. Like Exchange City, JA Finance Park is an actual place—a reality based, hands-on simulation. Students enter the world of business and make financial decisions, construct a personal budget, and consider options such as: transportation, investment, home improvement, banking, housing, entertainment, health care and maintenance, utilities, food, home furnishings, clothing, and education.

We want your input on whether or not your teachers would do the pre-work curriculum, take student to JA Finance Park, and then do the follow-up curriculum. May I ask you some questions?

Background

1. Have you and/or your school ever participated in any Junior Achievement activities/programs? If yes, please describe your level of satisfaction with their services?
2. Have you ever heard of Exchange City? If yes, what have you heard about it?
3. Do your teachers/department utilize culminating projects as a capstone for a set of related concepts? If yes, give examples?

Curriculum/ Resources

4. The curriculum includes concepts that cross academic subjects including Mathematics, Social Studies, English and life skills. What subject area teachers would be more willing to participate? At what grade levels would this be most appropriate?
5. Does your department and/or district follow a pacing plan? If yes, at what point during the year are the topics introduced in the Finance Park curriculum covered? (examples: taxing and interest, financial institutions, career development).
6. The curriculum is currently presented as a teacher's guide and student workbook. Would you be willing to take the time to conduct the pre-work of 19 hours and post-work of 6 hours? How much time would teacher dedicate? Could class/students attend an all day fieldtrip?

Appendix D

7. Based on what you have learned of the Finance Park curriculum, how do you see the Finance Park program fitting into your school's program? What would work, what would not? Do you think teachers would be interested?

Cost of Doing Business

8. How many, if any, how many field trips does your school/department send students and teachers on each year? Generally speaking, where do you go? Would you mind estimating the expense of sending a class on a single field trip? (Please keep transportation and entrance fees separate).
9. How does transportation fit into your estimate? Is your department/school willing/able to arrange for busing? If yes, what are the time constraints? How far would you be willing to travel?
10. Would you or your teachers be willing to pay for \$30 per student, which includes the curriculum, teacher training, and the fieldtrip (does not include cost of buses)? If not, what would you be willing to pay per student? How would you raise the funds (types of funding streams, PTA, government funding)?

Zip Codes of Schools That Have Participated in Exchange City

Zip Code	City, State
54016	Boardman, WI
54880	Trego, WI
55003	Bayport, Baytown, Douglas, MN
55016	Cottage Grove, MN
55045	Lindstrom, MN
55051	Quamba, Warman, Morristown, MN
55055	Newport, MN
55071	Saint Paul Park, MN
55075	South Saint Paul, MN
55077	Inver Grove Heights, South Saint Paul, Sunfish Lake, MN
55084	Palmdale, Taylors Falls, MN
55102	Saint Paul, MN
55103	Saint Paul, MN
55103	Saint Paul, MN
55104	Saint Paul, MN
55104	Saint Paul, MN
55105	Saint Paul, MN
55106	Saint Paul, MN
55107	Saint Paul, West Saint Paul, MN
55108	Falcon Height, Lauderdale, Saint Paul, MN
55109	Little Canada, Maplewood, North Saint Paul, Saint Paul, MN
55112	Arden Hills, Mounds View, New Brighton, Roseville, Saint Paul, MN
55113	Falcon Heights, Lauderdale, Roseville, Saint Paul, MN
55116	Saint Paul, MN
55117	Little Canada, Maplewood, Saint Paul, MN
55119	Maplewood, Saint Paul, MN
55121	Eagan, Saint Paul, MN
55123	Eagan, Saint Paul, MN

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55124	Apple Valley, Saint Paul, MN
55125	Saint Paul, Woodbury, MN
55126	Lino Lakes, North Oakes, Roseville, Saint Paul, Shoreview, MN
55128	Landfall Village, Oakdale, Pine Springs, Saint Paul, MN
55129	Saint Paul, Woodbury, MN
55303	Andover, Anoka, Oak Grove, Ramsey, MN
55330	Elk River, Otsego, MN
55362	Monticello, Otsego, MN
55372	Prior Lake, MN
55391	Woodland, MN
55403	Minneapolis, MN
55405	Minneapolis, MN
55406	Minneapolis, MN
55407	Minneapolis, MN
55409	Minneapolis, MN
55411	Minneapolis, MN
55418	Minneapolis, MN
55420	Bloomington, Minneapolis, MN
55422	Crystal, Golden Valley, Minneapolis, Robbinsdale, MN
55426	Golden Valley, Minneapolis, Saint Louis Park, MN
55429	Brooklyn Center, Brooklyn Park, Crystal, Minneapolis, MN
55430	Brooklyn Center, Minneapolis, MN
55431	Bloomington, Minneapolis, MN
55437	Bloomington, Minneapolis, MN
55446	Minneapolis, Plymouth, MN
55447	Minneapolis, Plymouth, MN
55604	Croftville, Grand Marais, Lutsen, Maple Hill, MN

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55709	Boray, Bovey, MN
55720	Cloquet, Knife Falls, Scanlon, MN
55804	Duluth, MN
55808	Duluth, MN
55987	Goodview, Lamoille, Pickwick, Wilson, Winona, Wisconsin, Witoka, MN
56001	Mankato, MN
56068	Minnesota Lake, MN
56073	Essig, Klossner, New Ulm, Searles, MN
56085	Cobden, Evan, Sleepy Eye, MN
56150	Lakefield, MN
56258	Marshall, MN
56303	Saint Cloud, MN
56304	Saint Cloud, MN
56308	Alexandria, MN
56377	Sartell, MN
56401	Baxter, Brainerd, MN
56425	Baxter, Baxters, Brainerd, MN
56637	Talmoon, MN

Possible School Funding Targets

<i>Source of Funding</i>	<i>Purpose of the Funding</i>	<i>Target</i>	<i>Transportation/ Curriculum/ Admission</i>
No Child Left Behind			
Elementary Secondary Education Act: Title I Part A	Federal funding to provide school-wide improvement or intervention to schools with a high percentage of students on free and reduced lunch.	Generally more elementary	Yes (although most \$ in people)
Comprehensive School Reform Title I Part A	Federal funding to implement research models to improve student achievement	All Levels low performing schools	Yes—connected as reform strategy
Math and Science Partnership Title II Part B	Federal funding for professional development in mathematics and science for elementary through Algebra teacher	Elementary through Algebra	Yes—professional development funds
ILEP Title III	Federal and state funding to improve the language achievement of English Language Learners	Generally more elementary	Yes (although most \$ in people)
21 st Century Title IV Part B	Federal and state after-school funding for after-school programs. Limited to \$3.xx per day per child	Elementary	Yes for after-school
Flexibility & Accountability Title VI	Federal funding to improve unique needs of rural students	All Levels	Yes for rural schools
Other Titles/Acts			
Learn and Serve	Federal funding to create service learning projects	Middle and high school	Yes if connected to a service learning project
Small Learning Communities	Federal funding to restructuring comprehensive high schools into small learning communities for improved academic achievement and personalization	High School	Yes
Perkins and Tech Prep	Federal funding to improve the articulation between middle, high school and postsecondary through integrated academic and vocational education	Middle, High, & Community College	Yes
Individuals with Disabilities Education Act (IDEA)	Federal funding targeted to students with disabilities. Different titles and funds within the Act	All Levels	Yes for special education students only
Gifted and Talented Education (GATE)	Federal funding through IDEA targeting students who are identified as GATE	All Levels	Yes for GATE students

Appendix F

All funding decisions are district and school based.

Appendix G

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