

MOB Evaluation Report
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This evaluation report is based on data provided by Minding Our Business, Inc. Dr. Sigfredo Hernandez, founder of Minding Our Business, invited me to take over the evaluation when the original External Evaluator was forced due to health concerns to stop work on the project midway through the analysis. I used the previous External Evaluator's data to produce this report and have adapted written materials provided by Dr. Hernandez to give an overview of the program and to describe previous research about this and other entrepreneurship education programs.

Minding Our Business — Background Information

Minding Our Business, Inc. (MOB) is a non-profit organization that has recently been designated a 501 c 3 group. Prior to this change it had operated for more than sixteen years as a community outreach program of Rider University's College of Business Administration. The program was developed in 1997 by Dr. Sigfredo Hernandez, who was very concerned about low-income urban youth. The mission of Minding Our Business is to advance the personal and vocational development of Trenton youth through entrepreneurship education and mentoring. Since 1997 MOB has operated two programs, the Service-Learning Program and the Summer Program, and now boasts more than 2,500 Trenton low-income student alumni. This study attempts to determine the long-term impact of both programs on student outcomes based on feedback from past participants.

Program Description

The MOB Service-Learning Program

Students in this program participate in fourteen 90-minute training sessions from February to May. Three college students mentor a group of seven to twelve middle school students in team building, leadership, communication, and entrepreneurship skills. Mentors guide student teams through the process of starting and running a business.

The MOB Summer Program

This program provides Trenton students with the opportunity to run a business individually during the summer months. Middle school students participate in 14 days of training in entrepreneurship at Rider University. Students learn to run their businesses while improving their math, reading, writing and presentations skills. The training is followed by an experiential component in which students participate in business coaching sessions, merchandise trips, and four community market fairs at which they run their businesses.

Program Objectives and Specific Outcomes

The study attempts to measure the impact of the MOB programs on its Trenton alumni. The following are long-term goals and program objectives that were used to evaluate program effectiveness.

1. *Improved Academic Involvement.* As a result of participation in MOB programs students will more likely to stay in school and graduate from high school.

2. *Improved Academic Skills for Summer Program (reading and math).* As a result of participation in the summer MOB program students will improve their reading and math skills.
3. *Improved Communication, Team, Leadership and Entrepreneurship Skills.* As a result of participation in MOB programs students will improve these important entrepreneurial skills.
4. *Improved Self-Efficacy-Self-Confidence.* As a result of participation in MOB programs students will gain a greater sense of self efficacy and self confidence.
5. *Increased Interest in Going to College.* As a result of participation in MOB programs students will be more likely to pursue a college education.
6. *Became More Interested in Becoming an Entrepreneur.* As a result of participation in MOB programs students will be more likely to become entrepreneurs at some point in their careers.

Existing Research

Research on the Impact of After-School and Summer Programs in General

There has been increasing interest in after-school programs of all kinds that supplement regular school programs, programs that “can provide youth with a safe and supportive adult-supervised environment and offer them various growth-enhancing opportunities, including activities and experiences that promote academic, personal, social and recreational development” (Durlak & Weissberg, 2007, p. 4). Most of such programs do not focus on entrepreneurial skills, of course, but programs like MOB fall within the larger category of after-school and summer programs, and it is therefore helpful to put the

current research in that larger context, after which I will discuss the more narrow context of research on programs focused on entrepreneurial skills.

Learning does not take place solely during the school day. It can, and should, occur in every part of children's daily lives. "In well-to-do communities, in-school and out-of-school learning times blend together, [but] many parents do not have these choices. . . We know what often happens to children who are left alone. They spend more time watching TV, and risk obesity and health problems from lack of exercise. These children are more likely to be victims of or commit crimes during the hours they are on their own, and they are more susceptible to the temptations of smoking, drug use and sexual activity" (Time, Learning, and Afterschool Task Force, 2007, p. 11).

The need for quality after-school programs is not hard to see, but creating a successful afterschool program is a daunting task. There have been numerous attempts to measure the impact of afterschool programs, such as those supported by 21st Century Community Learning Center grants, which focus on disadvantaged student populations. "Previous reviews have concentrated on the academic benefits of programs that offer tutoring or other forms of academic assistance to youth, and the results have been mixed. . . Academic outcomes . . have been inconsistent. As a result, authors have stressed the need for careful evaluations of the effectiveness of different programs and the factors associated with positive outcomes, along with realistic expectations about the academic gains that can be achieved" (Durlak & Weissberg, 2007, p. 5).

Improving students' academic achievement and school and social behaviors is not a simple or straight-forward task, and after-school programs have therefore had

considerable difficulty effecting such change. In the U. S. Department of Education report, *When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Program Final Report* (James-Burdumy et al., 2005), a study of twenty-six 21st Century centers in 12 school districts involving a total of 2,308 elementary students, students participating in 21st Century Community Learning Center after-school programs were “no more likely to have higher academic achievement, no less likely to be in self-care, more likely to engage in some negative behaviors, and experience mixed effects on developmental outcomes”” (p. xii) compared to control-group students not participating in these programs. The James-Burdumy et al. study was a follow-up to several earlier Department of Education-financed studies (Dynarski et al, 2001; Dynarski et al., 2004; Dynarski et al., 2004) that also found little evidence of growth in achievement or in positive school-related behaviors in students in 21st Century after-school programs. The authors conclusions were disappointing, especially since the study found little reason for optimism even after many of the programs had been in operation for several years. “There was no impact of the program on reading test scores, homework completion, or math, English, science, or social studies grades” (James-Burdumy et al., 2005, p. 8). Clearly making the kinds of changes in student skills, motivations, interests, and behaviors that the MOB program targets is both an important and daunting challenge.

Some of the disappointments have been mentioned above in the sometimes weak performance evidenced by many after-school programs. But there is also much room for optimism:

A bright spot in the creative use of time is the development of ‘afterschool’ or ‘out-of-school’ programs and activities. These programs, in addition to providing safe havens and healthy places for children, contribute to student achievement in unique ways. The many hours spent in afterschool and out-of-school activities provide teaching and learning opportunities that often complement and enrich school-day instruction. (Goldberg & Cross, 2005, p. 2).

The work of those who would change student outcomes via after-school and summer programs is not easy, but neither is it impossible. If such programs are to be successful, however, they must evaluate frequently and make changes as needed based on such evaluations. This is not the first self-evaluation conducted by the MOB program but it is the first large-scale long-term evaluation it has conducted. The results, as will be reported below, are certainly encouraging.

Research on Entrepreneurship Education Programs

Research on the long-term outcome effects of entrepreneurship education programs is lacking. The Network for Teaching Entrepreneurship (NFTE) and Junior Achievement commissioned the few existing alumni impact studies in this area. These are the two largest organizations in the world providing entrepreneurship education to youth.

A 1998 study conducted for NFTE tracked a random sample of 253 young adults ages 18-28 who had completed the NFTE New York City program as either a junior or senior in high school and compared them to a group of young adults who never participated in NFTE. The key study findings include:

- (1) 83% of NFTE alumni wanted to start their own businesses compared to 57% of the comparison group.
- (2) 36% of the alumni had started a business of their own versus 9% of the comparison group.
- (3) 95% of the alumni indicated that NFTE improved their business skills and knowledge (NFTE, 1998).

A Brandeis University study conducted for NFTE in 1996 surveyed alumni, most whom had participated in their programs in the previous 4 to 16 months. Among the full sample of 430, 75% of the alumni indicated that their communication skills were better after NFTE and 25% reported a great deal of program impact on school performance. Among the post-high-school-aged alumni surveyed, 65% had at some point run a business, 78% planned on running a business in the future, and 70% were in post-secondary education (Hahn & Leavitt, 1997).

Junior Achievement conducted a study of impact on various student outcomes for alumni after completing middle school and/or high school programs two years previously. Their research indicated that students participating during their middle school and high school years had a better understanding of free enterprise, were more likely to be employed (while still high school students), and were more likely to indicate that they would enroll in postsecondary education than were same-age students in matched control group (The Education Group, 2004).

Both NFTE and Junior Achievement research cannot be considered long-term effect studies since they surveyed alumni between 4 months and 2 years after students

participated in their programs. The NFTE impact studies are for the most part limited to alumni of high school programs. In the Hahn and Leavitt (1997) study 71% of the full alumni sample were high school students, 7% were high-school graduates, and only 9% were middle school students. The present study extends past research by studying long-term outcome effects on program alumni 7 to 15 years after completing their entrepreneurship program. In addition, MOB long-term effects are examined for alumni who participated while they were middle school students.

An earlier study by Newman and Hernandez (2011) evaluated the long-term impact of the MOB Service-Learning program on the personal and vocational development of the Rider University college student mentors participating in the program from 1997 to 2005. Their research suggested that a high quality service-learning experience in entrepreneurship like MOB appeared to have positive long-term effects on young adults' attitudes, intentions, and behaviors related to their learning experiences, career selections, career preparations, skill development, and community service involvement. The present study complements the Newman and Hernandez (2011) study by evaluating the impact of MOB programs on the 1997-2005 Trenton student participants who are now alumni of those programs.

Method

Focus Group Research

A focus group research session took place on September 15, 2011. Eleven MOB program alumni participated who had been student participants in the program between 1997 and 2005.

The focus group findings on program impact on alumni were very encouraging. Specifically, the participants were asked about the impact of the program in the following areas: completing high school and attending college; choosing a career; learning academic, life, and work skills; and developing a positive self-concept. The participants reported that the MOB programs (both Summer and Service-Learning) positively impacted, either directly or indirectly, all of these areas. In addition, the focus group session resulted in useful suggestions for the construction of the survey questionnaire. The full report from this pilot study can be found in Appendix II.

The MOB Alumni Cell Phone Survey

A cell phone survey was used to maximize access to the young respondents (ages 18-30) at their convenience. The most challenging problem faced was the lack of accurate contact information (i.e., current home addresses and phone numbers) for the Trenton students who participated in MOB between 1997 and 2005. The considerable geographic mobility among low-income families is well documented and accounts for the outdated alumni phone and address records (Hahn and Leavitt 1997). The search feature of Facebook, the electronic White Pages, and a people online search service were used to obtain more accurate contact information, but with little success. In addition, four ads were placed during the summer of 2011 in a local newspaper asking for alumni to contact a number for the survey. These methods yielded legitimate contacts including contact

with a program alumnus or a family member, resulting in 15% (16) of all alumni cell phone surveys conducted.

The door-to-door contact method proved to be most effective in obtaining cell phone numbers of past MOB program participants for the survey. Starting in the fall of 2012 the MOB Director visited all 608 alumni family addresses in the program records. A total 149 addresses were missing in the program records for 1995-2005 out of the population of 757 alumni. The hope was to contact alumni and/or their relatives who still lived in the 1997-2005 addresses. Once contacted, they were asked to provide the necessary cell phone information. A flyer was left at the door when people were not at home asking for the alum to call the MOB Director and provide a cell phone number for the survey. Thirty-nine percent of the homes visited were vacant or represented addresses not belonging to alumni or their relatives; twenty-one percent resulted in legitimate contacts; and the status of 40% of the addresses could not be ascertained since no response was received from the flyers that were left behind. The 115 interviews conducted represent 15% of the total population of 1997-2005 alumni (N=757). The door-to-door method yielded 85% or 98 of the 115 interviews conducted.

Given the great mobility of this population, a 15% response rate is rather good. It probably represents a very significant portion of the population of MOB participants who still live in Trenton. The effort to contact past participants was simply extraordinary — knocking on every door of every known address of every past participants was certainly a very time-consuming task — and it is hard to imagine any other method that could have achieved anywhere near this rate of response.

The sample is unavoidably skewed toward those who have not left Trenton, of course, and it is difficult to know with any certainty what that means in terms of the results obtained. It seems likely that some of the most successful past participants would no longer be in Trenton, having been lured away by college and work opportunities elsewhere. It is therefore my guess that the sample may be somewhat skewed in the direction of lower socio-economic success (because many of the most successful participants have probably moved away from Trenton and thus were not within the net that this research could cast to find MOB participants), but that can only be speculation. I believe it is safe to assume, however, at the very least, that the sample does not *over-*estimate the academic and worldly success of the population of all past MOB participants.

The questionnaire was designed in order to determine the program impact on alumni in the following areas: (1) academic, life, and work skills; (2) self-confidence, self-efficacy and hope as a student; (3) business ownership and plans to run businesses; and (4) interest in and attendance at college and plans for future study. A \$25 incentive was given to each alumni respondent for completing the phone interview.

Participants

One hundred and fifteen telephone interviews were completed with individuals who had participated in an MOB program as Trenton middle school students and the 115 ex-MOB participants' responses serve as the basic data for this study. The interviewees ranged from 18 to 30 years of age. Approximately 60% of the interviewees were female (59%, 68), a figure consistent with the historic program participation rate by gender, and 89.8% (103) were black. In terms of the highest level of education attained, more than one-quarter (26.9%, 31) of the interviewees had earned an Associate's or Bachelor's degree

with another 22.% (25) reporting either being currently enrolled in college or having completed some college. Forty-two percent (48) of interviewees reported that a high school degree was their highest level of educational attainment. Only 2 respondents (1.7%) indicated not having yet completed high school. In terms of current employment status, 52.8% (61) of interviewees reported being employed full-time, 27.8% (32) reported being employed part-time and 8.3% (10) reported being unemployed and currently seeking employment.

Section-by-Section Results of Survey

(Note: the complete survey used by interviewers from can be found in Appendix I)

I. MOB Experience - Tables

1. Did you participate in the MOB Summer Program at Rider?

yes	71
no	43

2. If yes, How many years?

0	2
1	22
2	18
3	25
4	1
5	2
8	1

3. Did you participate in the MOB Spring Program (after school) at a Trenton School?

yes	87
no	27

4. If yes, how many years?

0	8
1	21
2	33
3	21
4	2
5	1
8	1

5. What was your most memorable experience in MOB in either the Spring or Summer Programs? Why?

Summary of responses	
Market Fair	48
Buying trip to New York City	30
Understanding what it's like to run a business/Whole experience	22
Working in groups/teams	13
Mentors	7
Business plan presentation	5
After school meetings	4
Being at Rider in the summer	3
Business ideas	3
Stock exchange visit	3
Competition in Milwaukee	2
Field trips	2
Academic help	1
College tour	1
Guest speakers	1
MOB T-shirts	1
Planting trees	1
Summer classes	1
Working as a mentor in the summer program	1

I. MOB Experience - Discussion

Of the 114 recorded responses, 71 of the interviewees (62%) had participated in the MOB Summer Program at Rider and 87 (76%) had participated in the MOB Spring Program (after school) at a Trenton School. Many of the interviewees had participated for multiple years in one or both of the programs. It is important to note is that the respondents had many years total experience with the program, some for just one year, some for as many as five years, with an average of about 2.5 participations (in one program or the other) per respondent, so they bring a great deal of experience in the program to the survey.

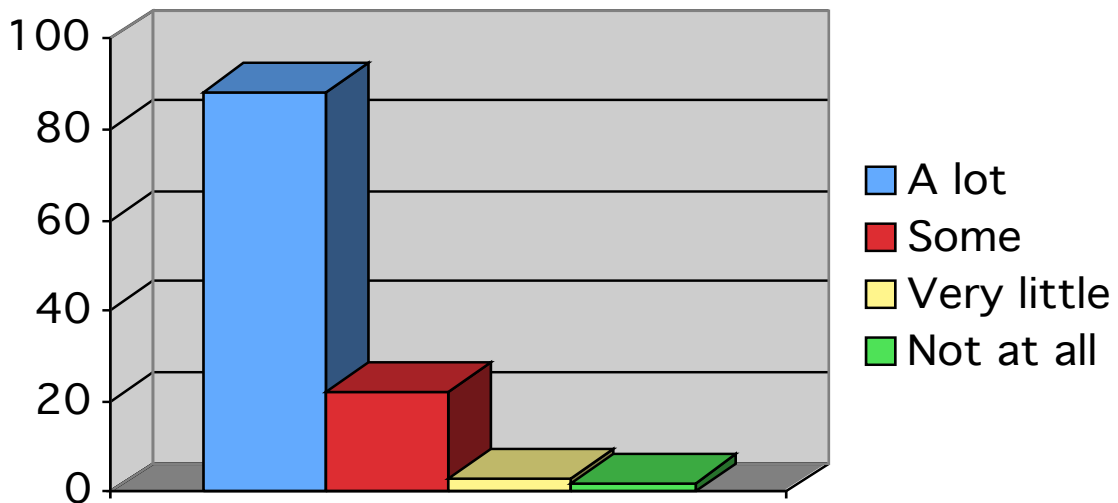
II. Program Impact on Academic/Life/Work Skills - Tables, Graphs, and Open-ended

Question Response Summaries

6. To what extent did MOB contribute to your development of the following academic, life, and work skills? (We will use a four-point scale that has the following options: A lot, Some, Very little, Not at all.)

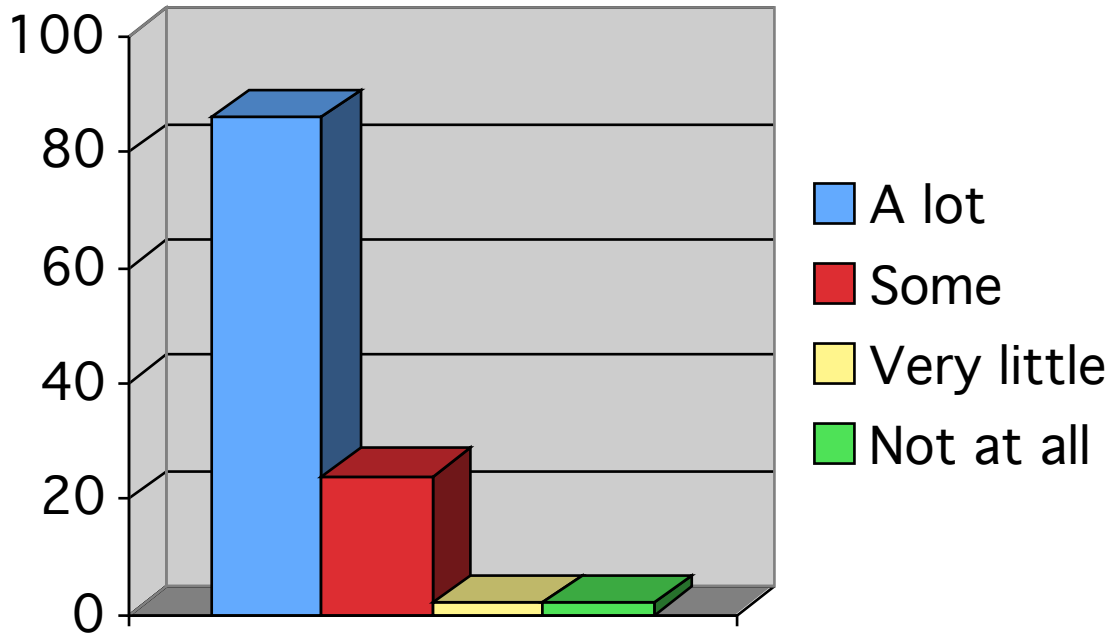
To what extent did MOB contribute to the development of communication skills like listening and presenting in front of a group?

A lot	87
Some	26
Very little	1
Not at all	1



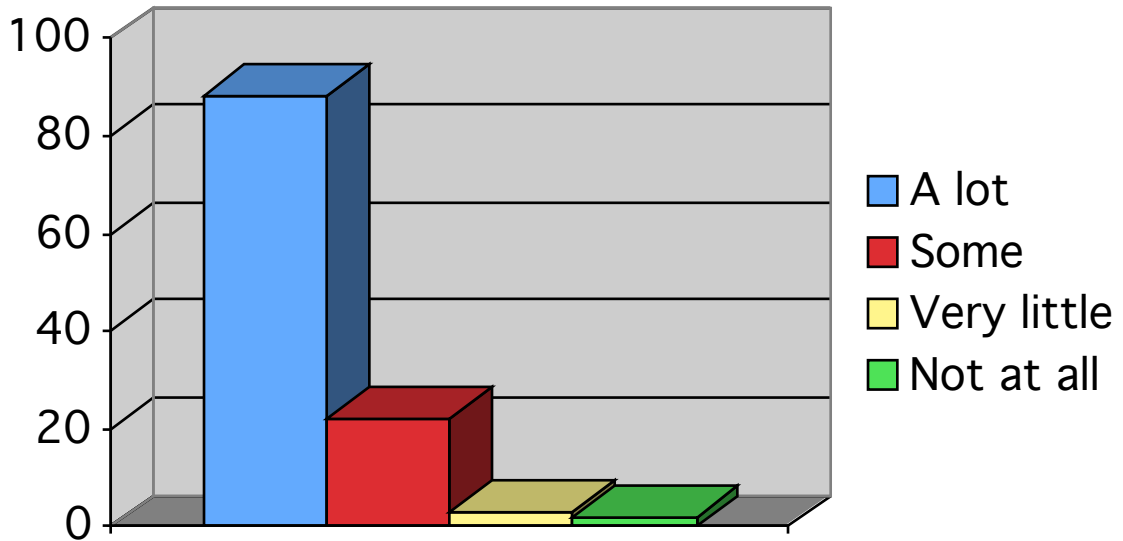
To what extent did MOB contribute to the development of team skills or the ability to get along with others?

A lot	86
Some	24
Very little	2
Not at all	2



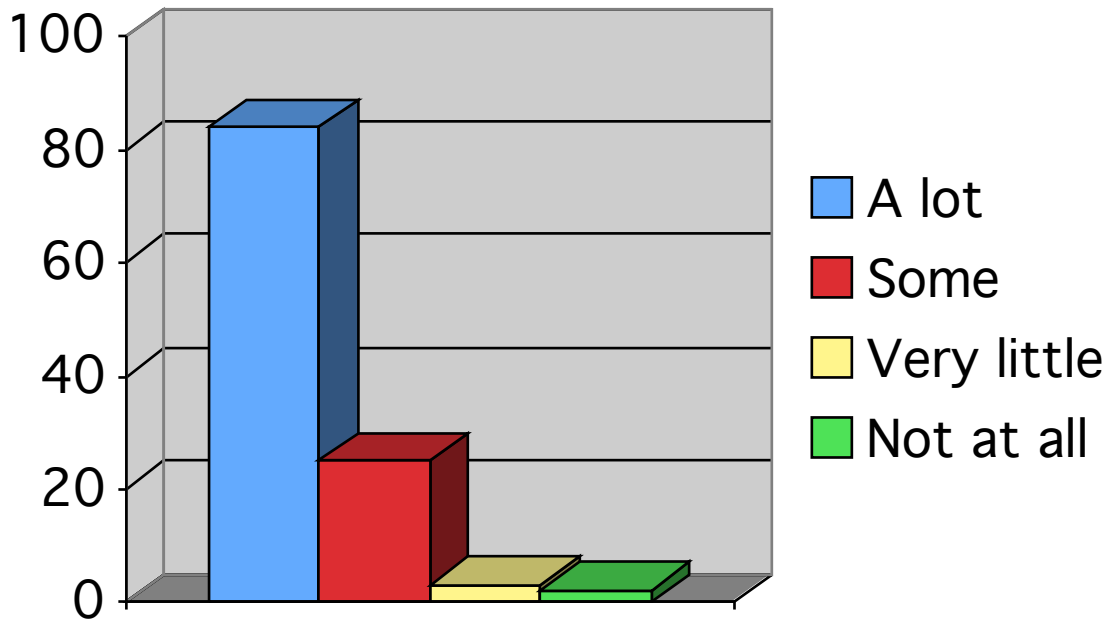
To what extent did MOB contribute to the development of entrepreneurship skills like preparing a business plan and running a business?

A lot	88
Some	22
Very little	3
Not at all	2



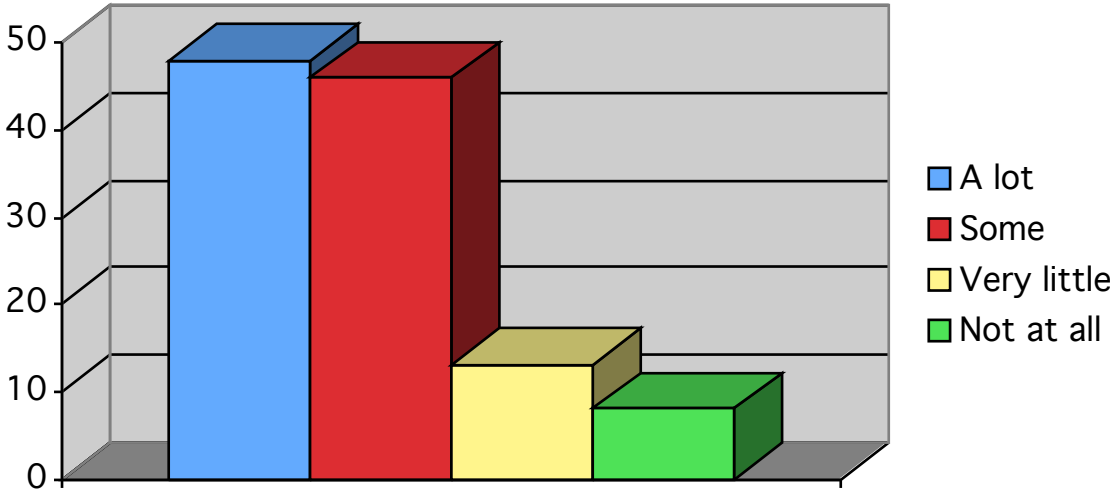
To what extent did MOB contribute to the development of leadership skills?

A lot	84
Some	25
Very little	3
Not at all	2



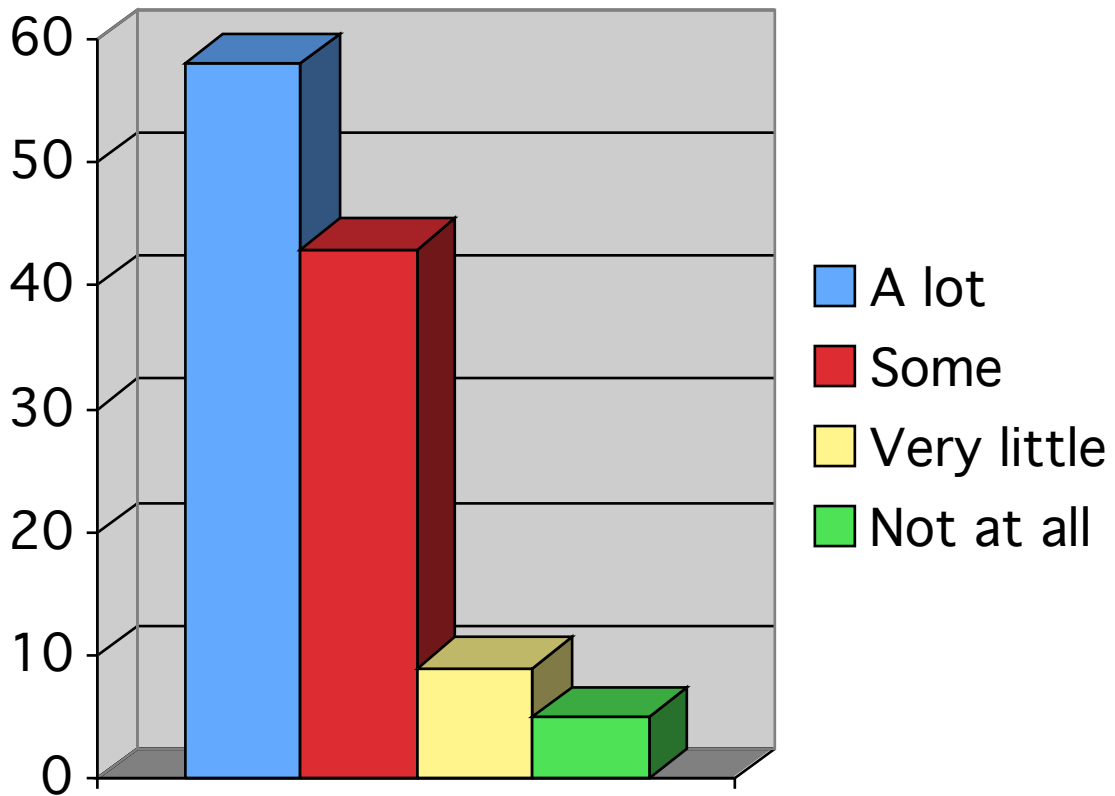
To what extent did MOB contribute to the development of reading comprehension skills?

A lot	48
Some	46
Very little	13
Not at all	8



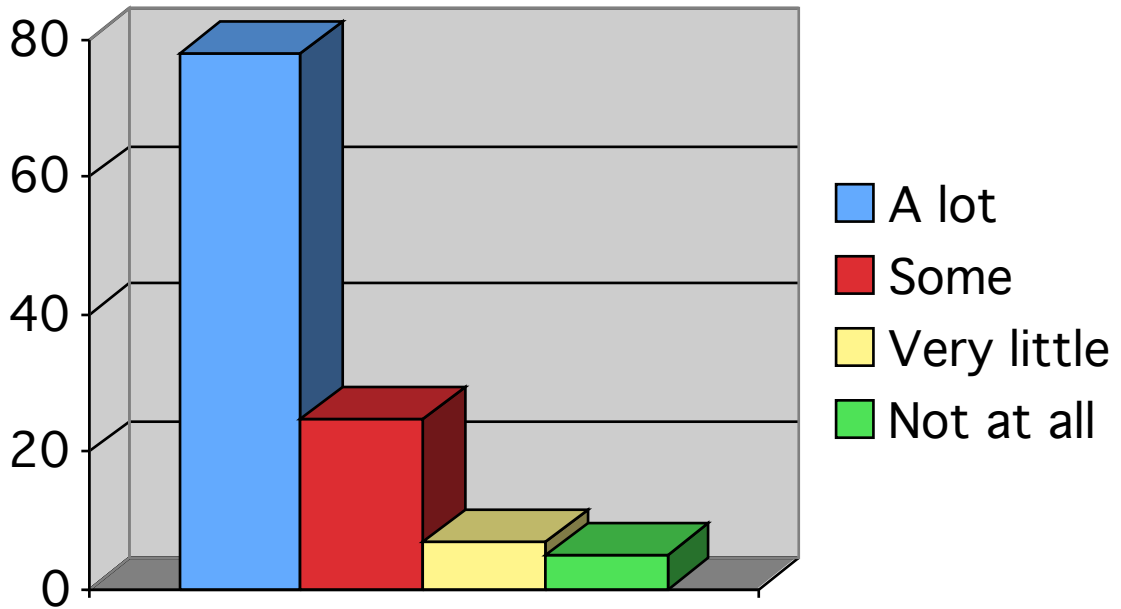
To what extent did MOB contribute to the development of math skills?

A lot	58
Some	43
Very little	9
Not at all	5



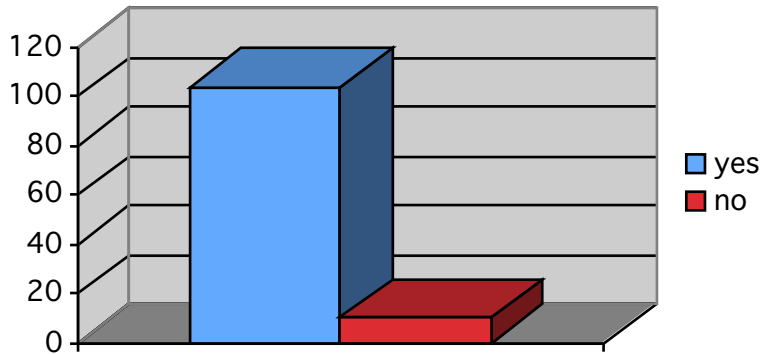
7. Using the same scale, to what extent did the MOB program have a favorable impact on your staying in school?

A lot	78
Some	25
Very little	7
Not at all	5



8. Did MOB help you become a better student?

yes	104
no	10

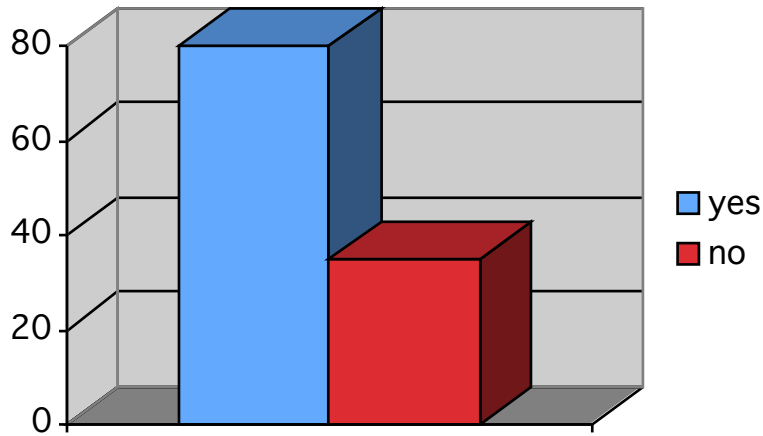


Summary of responses to open-ended follow-up question (to those who answered “Yes”):
How?

Increased interest in learning/Caused to like school	27
More focused/gave goals	15
Kept out of trouble/gave something good to do	8
Improved confidence/courage	7
Improved math skills	7
More responsible/disciplined	7
Better communication skills	6
Paid better attention	5
Saw what college is like	5
Team work improved	5
Apply learning to real life	4
Improved planning and organization skills	4
Leadership skills	4
Mentors gave role models	4
Sense of belonging	3
Better listener	2
Improved presentation skills	2
Money management skills	2
Prepared for high school	2
Enhanced quality of learning	1
Learned to accept constructive criticism	1
Learned to ask for help	1
Made mature	1
More social	1
Saw life differently	1
Self-control	1

9. Did MOB have a favorable impact on your career plans?

yes	80
no	35



Summary of responses to open-ended follow-up question (to those who answered “Yes”):
How?

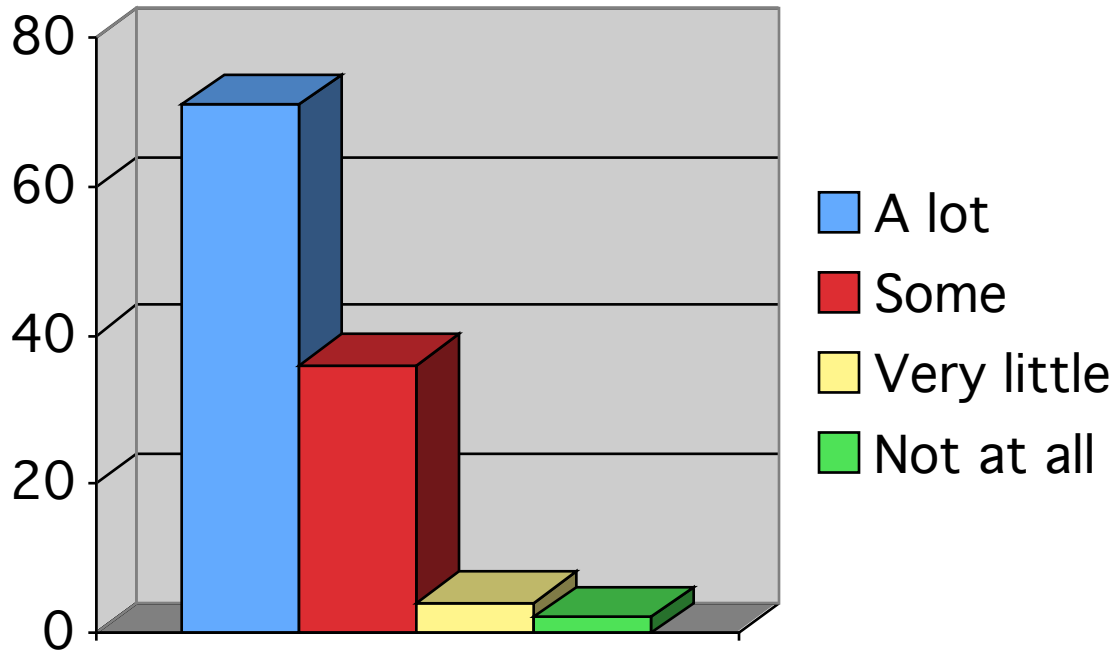
Wanted to run a business	34
Gave goals/focus	13
Pursued/pursuing a business degree	12
Provided helpful skills	11
Inspired to go to college	4
Made more ambitious	4
Started my business career	4
Inspired to be involved in the community	3
Made me more confident	2
Confirmed that I could be responsible	1
Made me have a job	1

Summary of responses to open-ended follow-up question (to those who answered “No”):
Why not?

Chose a different field than business	18
Already knew what I wanted	5
Don't remember an impact	3
Don't remember MOB	1

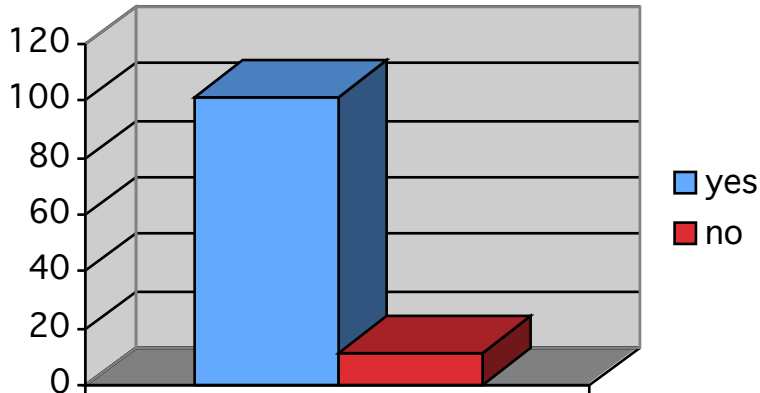
10. Using the same four-point scale we used earlier, to what extent did your MOB experience help prepare you for the world of work?

A lot	71
Some	36
Very little	4
Not at all	2



11. Have you used something you learned from MOB in life or work?

yes	101
no	12

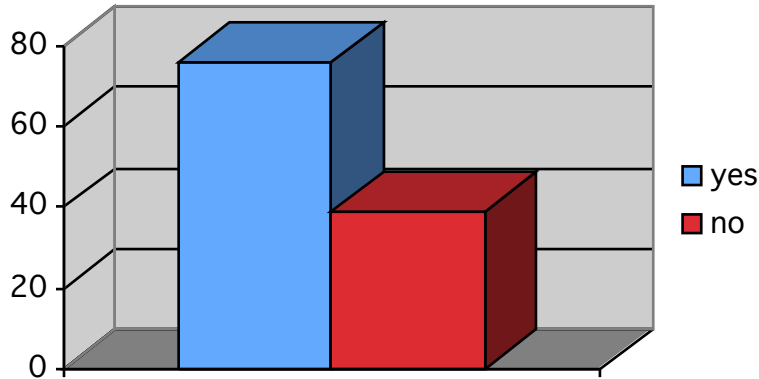


Summary of responses to open-ended follow-up question (to those who answered “Yes”):
Please give specific examples of something you have used in your life or work from MOB.

Communication skills	28
Teamwork skills	22
Business/Entrepreneurial knowledge	21
Leadership skills	10
Money management	6
People skills	6
Planning	6
Business etiquette/how to be professional	5
Confidence	5
Work ethic/Be serious about you do	5
Community service	4
How to present	3
Math skills	3
Persuasion	3
Decision making skills	2
Determination	2
How to be successful in life	2
Organization	2
Creativity	1
How to complete an application	1
Mentoring skills	1
Study habits	1

12. Did you become more interested in college because of your participation in MOB?

yes	76
no	39



Summary of responses to open-ended follow-up question (to those who answered “Yes”):

Why?

Yes (non-specific)	15
Allowed a glimpse of college life	13
Generated interest in business	11
Motivated by mentor	9
Showed that I had better choices	7
Made me think about careers	6
Showed importance of education	6
Made college seem great	2
Scholarship obtained	2
Wanted to own a business	2
Wanted to help kids	1

Summary of responses to open-ended follow-up question (to those who answered “No”):

Why not?

Always wanted to go to college	20
Too young to think about college	6
No (non-specific)	4
Started a business without college	3
Bored with school	1
Had a baby	1
Felt like camp	1
Going to work in the family business	1
Most people in Trenton don't go to college	1

II. Program Impact on Academic/Life/Work Skills - Discussion

Former middle school students who once participated in MOB programs appear to be rather enthusiastic about the value they received from those programs, even though in many cases that experience happened many years ago. Almost 100% thought that MOB contributed to the development of their communication skills, their team skills and ability to get along with others, their entrepreneurship skills, and their leadership skills. The vast majority thought that MOB had contributed “a lot” to the development of those skills — the percentages varied slightly, depending on the questions, but about three-quarters of all respondents went for that option in each case — and almost all of the rest of the respondents said MOB had helped some with the development of those skills.

This does not appear to be a mindless halo-effect kind of response, because on other questions about how or if MOB had helped them the responses were (although still overwhelmingly positive) more mixed. About 42% said that MOB contributed to the development of their reading comprehension skills (and another 40% said it contributed some), but the fact that this represents a different pattern of response suggests that respondents were not just saying “a lot” to every question. A somewhat larger percentage (50%) said that MOB contributed to the development of math skills — again, a very positive outcome, but not one that is in lockstep with responses to other questions — and another 37% said MOB contributed somewhat to the development of their math skills.

The differences in these patterns of response not only suggest thoughtful (rather than automatic) responses to the questions: the responses also match the kinds of outcomes one would expect from a program with MOB’s focus if it were succeeding in

its mission. MOB is “Minding Our Business,” and although math and reading were important components, the former participants’ responses are in line with the differential emphases of different aspects of the programs. For these two reasons a reviewer is inclined to accept that the responses represent the genuine beliefs and thoughtful judgments of the respondents.

There were three questions about the impact of MOB on participants’ school experience: “Using the same scale, to what extent did the MOB program have a favorable impact on your staying in school?” “Did MOB help you become a better student?” and “Did you become more interested in college because of your participation in MOB?” Once again the responses, while not exactly mirroring those of either the academic skills questions or those about the development of interpersonal and entrepreneurial skills, evidence strong beliefs that MOB helped participants stay in school, become better students, and become more interested in college.

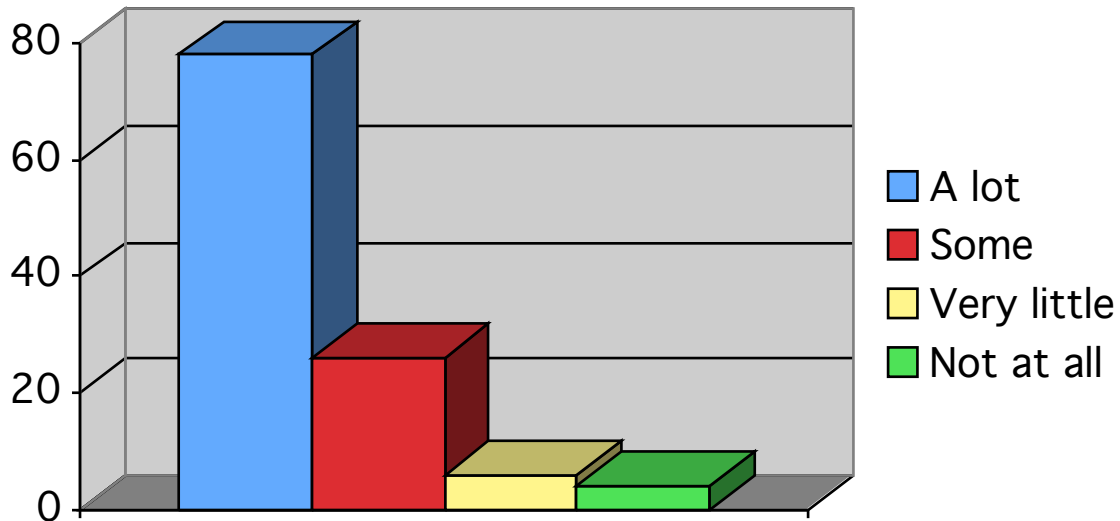
Three questions asked about the impact of MOB on participants’ later career and work experiences: “Did MOB have a favorable impact on your career plans?” “Using the same four-point scale we used earlier, to what extent did your MOB experience help prepare you for the world of work?” and “Have you used something you learned from MOB in life or work?” Responses were overwhelmingly positive to all three questions, but again with a fair amount of variation among the responses to suggest these were not automatic or unreflective answers. Almost all — 89% — said that they had used something they had learned from MOB in life or work. (This might have been a bit higher percentage than the other questions in this group because it was about both life *and* work, and even for those who may not have found that MOB influenced their work lives it may have nonetheless positively impacted their lives apart from work.)

A large majority of participants during the years covered by this survey — almost all respondents, really — appear to be strong supporters of MOB programs and believe that these programs have contributed positively to their lives, their skills, their educations, and their careers. The kinds of benefits they believe they have received vary somewhat from respondent to respondent, and not everyone believes they have benefitted in every possible way (in terms of skills, schooling, and careers), but most (again, almost all) seem to be saying that in multiple ways and in diverse aspects of their lives, MOB has made a significant and very positive difference.

III. Self-Esteem, Self-Confidence, Self-Efficacy, Hope - Tables, Graphs, and Open-ended Question Response Summaries

13. Did you feel better about yourself because of your participation in MOB?

A lot	78
Some	26
Very little	6
Not at all	4

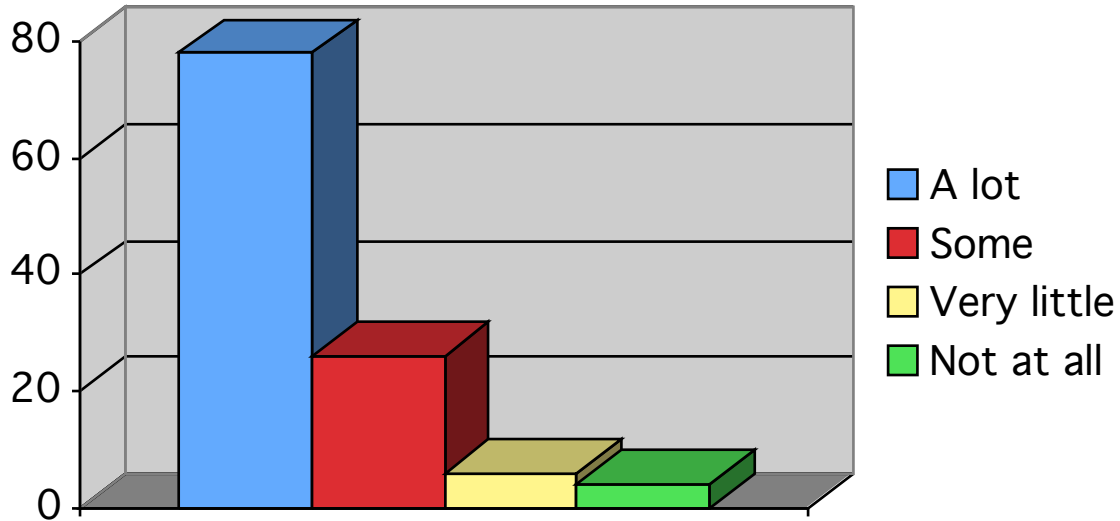


Summary of responses to open-ended follow-up question (to those who answered “A lot” or “Some”): What made you feel better about yourself?

Less shy/more confident	28
More motivated/Accomplished goals	10
Learned new skills	10
Felt like I could be somebody	10
Belonged to something	9
Happy to make money	8
Part of something positive	8
Friendlier and more cooperative	7
Improved communication	4
Knew that I had options	4
Recognition was positive	4
People cared about me	4
Felt like I was ahead of my peers/I had an advantage	3
More independent	3
Felt smarter	2
I was a leader	2
Saw growth/maturity	2
Ownership	2
More positive about work	1

14. Did you feel more confident because of your participation in MOB?

A lot	76
Some	27
Very little	5
Not at all	6

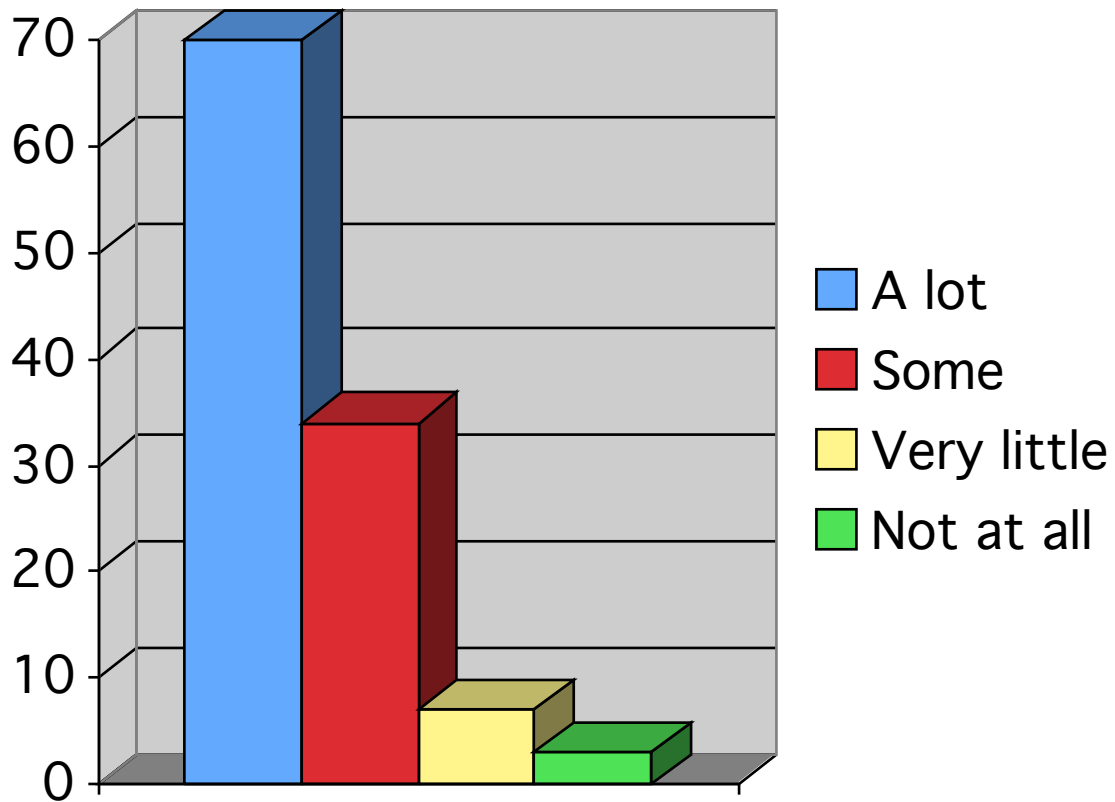


Summary of responses to open-ended follow-up question (to those who answered “A lot” or “Some”): What about MOB made you feel more confident?

No second guessing/not shy anymore/not scared anymore	24
Better communication skills	18
Gave a business foundation	10
Had a sense of accomplishment	10
Realized had potential/realized was smart	8
Independence	6
Learned to talk with strangers	6
Selling things/business transactions gave confidence	6
Mentor encouragement	5
Took ownership	5
Group meetings inspired me to do more	4
Felt like a leader	2
Changed my life	1
Creativity	1
Learning to give back	1
People skills improved	1
Positive being acknowledged in the newspaper	1
Prestige of the program	1

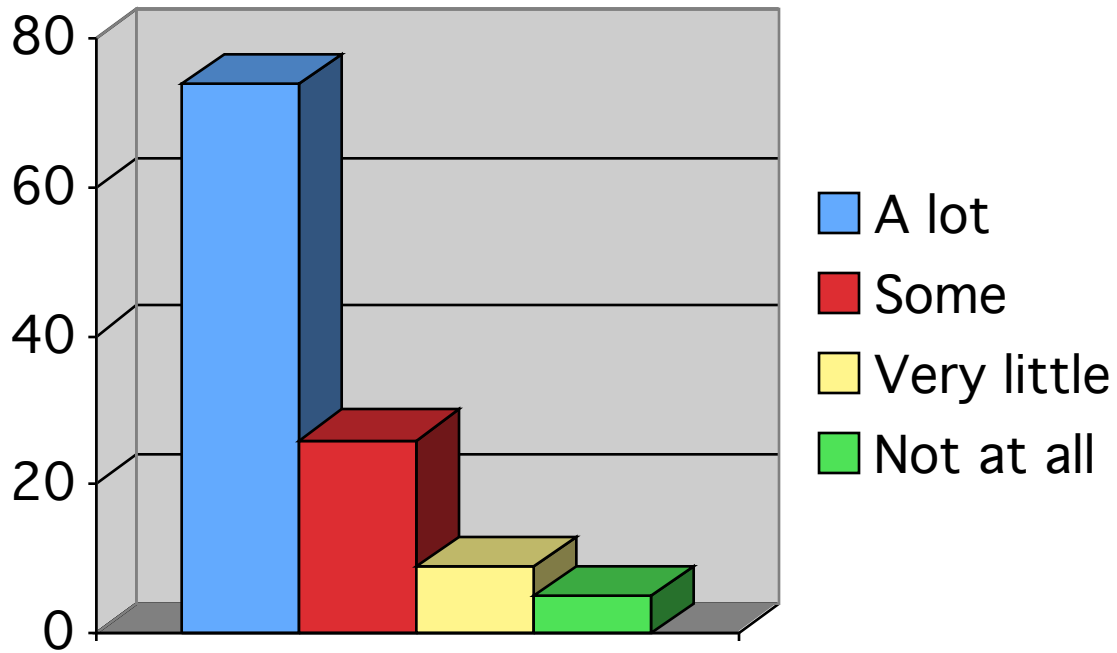
15. Did you feel more capable because of your participation in MOB?

A lot	70
Some	34
Very little	7
Not at all	3



16. Did you feel more hopeful about your future because of your participation in MOB?

A lot	74
Some	26
Very little	9
Not at all	5



Summary of responses to open-ended follow-up question (to those who answered “A lot” or “Some”): What about MOB made you feel more hopeful?

Confidence in skills and abilities	20
Self-confidence improved	17
Gave something positive to look forward to	12
Showed variety of possibilities/options	11
Saw success/positive results	9
Learned something new	9
Mentors & facilitators made a positive impact/knew not alone	7
Gave a stepping stone/gave a chance	5
Showed someone cared about my future	5
Understood importance of goal setting	4
Saw I could go to college and be successful there	3
Yes (non-specific)	2
Provided a back-up plan	2
Encouraged to do more community service	1
Helped me to mature	1
Motivation was stronger	1
Positive interaction with peers	1

III. Self-Esteem, Self-Confidence, Self-Efficacy, Hope - Discussion

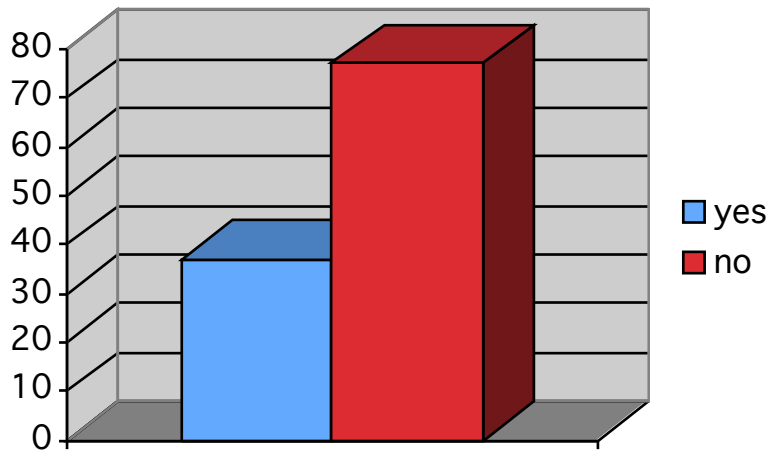
There were four questions in this section — “Did you feel better about yourself because of your participation in MOB?” “Did you feel more confident because of your participation in MOB?” “Did you feel more capable because of your participation in MOB?” and “Did you feel more hopeful about your future because of your participation in MOB?” These questions all seem to be asking (very roughly) the same thing — the distinctions among confidence, feeling capable, feeling better about oneself, and feeling hopeful about the future are not great — and based on the numbers of respondents who said “a lot,” “some,” “very little,” and “not at all” to each of the questions, the respondents seem to have answered these questions (unlike those in the previous section) all in pretty much the same way. The percentages in each category of response hardly varied from one question to the next, and although it is possible that different respondents were answering “a lot,” “some,” “very little,” or “not at all” to different questions, it seems likely that most participants answered each of these questions in the same way. The reasons they gave for their responses varied, however, and although it would be hard to summarize these more than has already been done above as part of a summative evaluation such as this one, those who run MOB may well find many useful ideas by examining those responses in more detail.

The take-away from this section of the survey is that roughly 90% of participants believe they became better, more capable, more confident, and more optimistic people as a result of their participation in MOB programs, and of these, three out of four thought the impact of MOB was not just positive but positive in a highly significant way.

IV. Starting a Business - Tables and Graphs

17. Have you started a business since you participated in the program?

yes	37
no	77



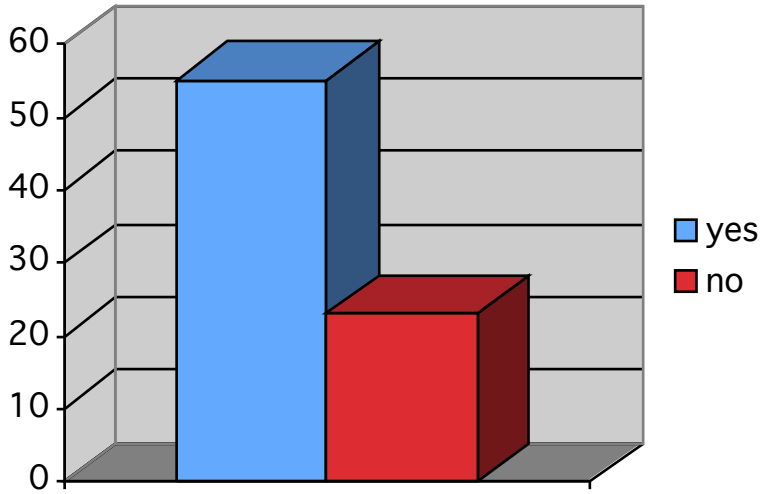
Summary of responses to open-ended follow-up question (to those who answered “Yes”):

What kind of business?

Clothing and/or accessories	8
Food	5
Music	5
Non-profit	4
Barber shop/Salon	3
T-shirt	3
Day care	2
Accounting	1
Design	1
E-commerce drop shipping	1
Entertainment	1
Home movies	1
Photography	1
Rental business	1
Store - general	1
Tattoo artist	1
Toy store	1
Vending	1
Writer	1

If no: Are you planning to start a business in the future?

yes	55
no	23



Summary of responses to open-ended follow-up question (to those who answered “Yes”):

What kind of business?

Not defined yet	6
Clothing retail/Fashion	5
Day care	4
Non-profit	4
Salon	2
Athletics related	1
Digital DJ	1
Party planning	1
Pharmacy	1
Ultrasound Tech Office	1

IV. Starting a Business - Discussion

Without a comparison group it is hard to interpret the responses to these questions because one cannot know how many of these respondents might have started businesses without MOB participation. The numbers (37 of 114 have started a business and 55 of those who have not say they plan to do so) seem high for a group from this socio-economic background, but that is just speculation.

V. School and Background Information - Tables and Open-ended Question Response

Summaries

18. What is the highest level of education you have completed?

Some HS	2
HS degree	45
Vocational school degree	26
Some college	9
Associate degree	13
4 year college degree	19

20. What is your occupational status? (Mark all that apply.)

Employed full-time	60
Employed part-time	32
Unemployed, but seeking employment	9
Student full-time	31
Student part-time	17

21. Do you plan to continue your studies?

yes	103
no	11

22. What plans for future study do you have? (Mark all that apply.)

I plan to finish a high school degree	3
I plan to attend vocational school	13
I plan to finish college	67
I plan to pursue a graduate degree	48
I have no plans for future study	10

23. Gender

male	44
female	70

24. What is your birthdate? (grouped below by year of birth; age is approximate because surveys were conducted over a one-year period)

Birth Year	Age	Number
1983	29	2
1984	28	7
1985	28	10
1986	26	4
1987	25	15
1988	24	11
1989	23	28
1990	22	12
1991	21	12
1992	20	8
1993	19	3
1995	17	1

25. What is your ethnicity?

Black	98
Hispanic	3
White	0
Other	12

19. What is the name of the high school, vocational school, or college you are attending or last attended?

Responses	Count
Mercer County Community College	40
Daylight Twilight High School	6
Trenton Central High School	5
Rutgers University	4
William Patterson University	4
Delaware State University	2
Fortis Institute of Technology	2
Lincoln Technical Vocational	2
North Carolina AMT	2
Richard Stockton University	2
DeVry Institute	2
Mercer Technical School	1
Rowan University	1
Rider University	1
Harris School of Business	1

Charleston Southern University	1
Berkley College	1
New York University	1
Duke University	1
US Naval Academy	1
Trenton High School West	1
Old Dominion University	1
Phoenix University	1
Brekel Trenton Institute	1
Neumann University	1
Kean University	1
American Inter-Continental University	1
GSC Regional - Mercer Campus	1
Hampton University	1
Wake Forest University	1
Ashford University	1
University Technical Institute	1
Johnson and Wales	1
Sanford Brown Institute	1
University of Rhode Island	1
Le-Courdon Bleu of Orlando	1
PA Culinary Institute	1
Drexel University	1
Burlington County College	1
Montclair State University	1
Occidental College	1
Georgian Court University	1
College of New Jersey	1
Maryland State	1
Full Sail University	1
University of North Carolina	1
University of Central Arkansas	1
New Jersey Youth Charter	1
Bordentown Regional High School	1

V. School and Background Information - Discussion

As with the previous section, without a comparison group it is hard to interpret the responses to many of these questions because one cannot know what these respondents' school experiences and careers might have been like with MOB, but one can compare their reported drop-out rate with that of Trenton. In recent years Trenton has reported a very discouraging drop-out rate of 52.3%, the worst in the state (http://www.nj.com/mercer/index.ssf/2012/05/graduation_rate_at_trentons_sc.html). The 2% drop-out rate reported by the respondents in this survey compares well not only with the abysmal drop-out rate of these students' classmates in Trenton but also with the 14% drop-out rate of the state as a whole (<http://www.state.nj.us/education/data/fact.htm>).

Future Ties to MOB

26. Would you be interested in staying in touch with the MOB program?

yes	110
no	4

27. If yes:

	yes	no
Would you like to receive information about the program?	99	11
Would you like to serve as a judge at business plan presentations?	90	20
Would you like to be a guest speaker?	55	55
Would you like to become a mentor?	85	25
Would you like to become a tutor	50	59
Would you like to provide financial support?	67	42

28. Are you in contact with other MOB alumni?

yes	34
no	79

Conclusions

It is hard not to be impressed by the credit past participants give to MOB for good things (development of skills, confidence, etc.) in their lives, even though their participation in MOB was many years ago. These young people believe that their lives have been enriched in many ways by their participation in MOB programs. It is hard, based on this data, to disagree with their conclusions. MOB has certainly made these past participants feel that they are more competent in diverse ways, and there is nothing in the data to suggest that these are merely imagined accomplishments.

MOB appears to have had a very real and lasting impact in the lives of the young people with whom it worked, something that (as discussed in the introductory section) is very hard for afterschool and summer programs to do. This is a tremendous accomplishment.

Appendix I: The survey form used by callers.

Codebook Draft

MOB ALUMNI SURVEY

Spring 2012

Date of Interview ___/___/___

Time start of

Interview ___:___ AM/PM

Name of Interviewer _____

Name of Alum _____

Alum cell #

MOB Program/Year: _____

[WRITE IN BEFORE INTERVIEW]

Hi, I'm _____ with the Minding Our Business Program at Rider University. The MOB Program is conducting a survey of its alumni. May I speak with (name of alum). This survey should take no more than 15 minutes. We will send you an American Express gift card for \$25 in appreciation of your time for completing this interview.

Let's first talk about your experience in the MOB Program.

I. MOB Experience

1. Did you participate in the MOB Summer Program at Rider? ___ yes=1 ___ no=2 ___ DK=9
2. If yes, How many years? ___#___ O Does not remember =9
3. Did you participate in the MOB Spring Program (after school) at a Trenton School? ___ yes=1 ___ no=2
4. If yes, how many years? ___#___ O Does not remember=9
5. What was your most memorable experience in MOB in either the Spring or Summer Programs? Why?

II. Program Impact on Academic/Life/Work Skills

Now, I would like to ask you some questions about the impact of the program on your life.

6. To what extent did MOB contribute to your development of the following academic, life, and work skills? (We will use a four-point scale that has the following options: A lot, Some, Very Little, Not at all.)

A lot =1
Some= 2

Very little=3
Not at all=4

- A. To what extent did MOB contribute to the development of communication skills like listening and presenting in front of a group?
 - B. To what extent did MOB contribute to the development of team skills or the ability to get along with others?
 - C. To what extent did MOB contribute to the development of entrepreneurship skills like preparing a business plan and running a business?
 - D. To what extent did MOB contribute to the development of leadership skills?
 - E. To what extent did MOB contribute to the development of reading comprehension skills?
 - F. To what extent did MOB contribute to the development of math skills?
7. Using the same scale, to what extent did the MOB program have a favorable impact on your staying in school?

A lot =1
Some= 2
Very little=3
Not at all=4

8. Did MOB help you become a better student? ___ yes=1 ___ no=2
A. If yes, how?

9. Did MOB have a favorable impact on your career plans? ___yes=1 ___no=2
A. If yes: How? or B. If no: why not?

10. Using the same four-point scale we used earlier, to what extent did your MOB experience help prepare you for the world of work? (Read the scale options.)

A lot =1
Some= 2
Very little=3
Not at all=4

11. Have you used something you learned from MOB in life or work? ___yes=1 ___no=2

A. If yes: please give specific examples of something you have used in life or work from MOB.

12. Did you become more interested in college because of your participation in MOB?

Yes= 1 _____ No=2 _____

A. Why or B. why not?

III. Self-Esteem, Self-Confidence, Self-Efficacy, Hope

Now, I would like to ask you some questions about the way you felt about yourself because of your participation in MOB. We will continue to use the same four-point scale (read the scale options).

13. Did you feel better about yourself because of your participation in MOB?

A lot =1

Some= 2

Very little=3

Not at all=4

A. If Some or A lot: What made you feel better about yourself?

14. Did you feel more confident because of your participation in MOB?

A lot =1

Some= 2

Very little=3

Not at all=4

A. If Some or A lot: What about MOB made you feel more self-confident?

15. Did you feel more capable because of your participation in MOB?

A lot =1

Some= 2

Very little=3

Not at all=4

16. Did you feel more hopeful about your future because of your participation in MOB?

A lot =1

Some= 2

Very little=3

Not at all=4

A. If Some or A lot: What made you feel more hopeful?

IV. Starting a Business

I would like you now to answer some questions about your interest in business.

17. Have you started a business since you participated in the program? ___yes= 1
___no= 2

A. If yes: What kind of business?

B. If yes: Why did you decide to start a business?

C. (1) If no: Are you planning to start a business in the future? ___yes=1 ___no=2
Why or why not?

(2) If yes: What kind of business?

V. School and Background Information

Now to conclude, I would like to ask you some questions about your background and schooling.

18. What is the highest level of education you have completed?

Some HS 1
HS degree 2
Vocational school degree 3
Associate degree 4
4 year college degree 5
Other 0 = Some

College _____

19. What is the name of the _____ that you are attending now or that you last attended?

(high school, vocational school or college)

Name of institution attending or last attended : _____

20. What is your occupational status? (Mark all that apply.) Multiple Answers.

Are you: Blank=9

Employed full-time 1
Employed part-time 2
Unemployed, but seeking employment 3
Student full-time 4
Student part-time 5

Information about Occupational Status

(Optional) _____

21. Do you plan to continue your studies? Yes 1 No 2
22. What plans for future study do you have? (Do not read the options, below; just mark off all that are apply.)
 1 I plan to finish a high school degree Blank=9
 2 I plan to attend vocational school
 3 I plan to finish college
 4 I plan to pursue a graduate degree
 5 I have no plans for future study
23. Gender: Male 1 Female 2 [By observation only]
24. What is your birthdate? # / # / #
25. What is your ethnicity? Black 1 Hispanic 2 White 3
Other 4 Blank=9

Future Ties to MOB

26. Would you be interested in staying in touch with the MOB program?
Yes 1 (continue to 27.)
No 2 (skip to 28.)
27. If you would like to stay in touch, what relationship would you like to maintain with the MOB program? (Mark all that apply.)
A. Would you like to receive information about the program? 1 yes 2 no
blank=9
B. Would you like to serve as a judge at business plan presentations? 1 yes -
 2 no blank=9
C. Would you like to be a guest speaker? 1 yes 2 no blank=9
D. Would you like to become a mentor? 1 yes 2 no blank=9
E. Would you like to become a tutor? 1 yes 2 no blank=9
F. Would you like to provide financial support 1 yes 2 no blank=9
G. Would you like to attend an MOB alumni reunion? 1 yes 2 no
blank=9

CONTINUES ----->

28. Are you in contact with other MOB alumni? 1 yes 2 no blank=9
29. If yes, Could you please provide the alumni names and cell phone numbers or email addresses so that we can also interview them? They also will receive a \$25 gift card.

Name: _____	Cell #: _____	Email: _____
_____ Name: _____	_____ Cell #: _____	_____ Email: _____
_____ Name: _____	_____ Cell #: _____	_____ Email: _____
_____ Name: _____	_____ Cell #: _____	_____ Email: _____

30. What is your current address so that we can send you a gift card for \$25 in appreciation of your time for completing this interview?

Name: _____

Company: _____

Address Line 1: _____

Address Line 2: _____

City, State, Zip _____

Time Interview ends ____: ____ AM/PM

THANK YOU SO MUCH!

Appendix II: MOB ALUMNI FOCUS GROUP SESSION SUMMARY

Cynthia M. Newman, Facilitator
Jasmine Evalise Rosado, Note Taker
Jaishree Saxena, Note Taker
Meredith K. Stone, Observer

On Thursday, September 15 from 6:15 – 7:20 PM a focus group session was conducted with 11 MOB alumni who had been student participants in the program between 1997 and 2005.

Impact of MOB

Each alum in the session not only fondly recalled his or her experience in MOB when in middle school, but also firmly asserted that the program played a critical role in defining aspirations for the future: to attend and graduate from college, to demand excellence from themselves and others, to expand their vision of what was possible for a low-income, urban background person to aspire to and achieve not only as a professional but also as a member of society.

Specifically, the participants were asked about the impact of the program on the following areas:

- completing high school and attending college
- choosing a career
- learning academic, life and work skills
- developing a positive self-concept.

The participants reported that the MOB programs (both summer and spring) positively impacted, either directly or indirectly, all of these areas. One participant was a senior in high school and planned to attend college upon graduation. All of the other participants had earned their high school diploma and seven had earned a college degree or were in the process of earning a college degree. All of the participants were currently employed in either a part-time position while completing their schooling or a career position. Five of the participants reported being engaged in entrepreneurial enterprises as either a primary or secondary source of employment or planning to engage in an entrepreneurial venture.

Several of the respondents credited their experience with the MOB program as having a lasting impact on their creative thinking and problem solving skills, their confidence with interpersonal communications and reading aloud, and their ability to manage money effectively. In addition, several participants acknowledged that MOB helped them learn to be a member of a team and also to be more competitive. A few of the older participants affirmed that the MOB experience was empowering and inspirational.

Guidance for Alumni Survey Development

- Participants could not always recall what different activities were called (e.g., Market Fair, buying trip to NYC) – therefore, it may be helpful to have brief descriptors accompany some of the elements of the program that have formal identifiers.
- Several participants remembered the names of specific facilitators as being influential – may want to include opportunity to comment on people involved with the program as well as on program elements.
- Will likely get an enthusiastic response from those contacted for telephone interviews and may not need to ask very many specific questions. Interviewers should be prepared to capture information that addresses later questions within responses to earlier questions.
- Participants were not very clear on the year(s) of participation in the program. May want to give ranges of years for program participation and/or ask for year of high school graduation.
- Participants did clearly remember whether they participated in the summer or the spring program AND whether they participated in multiple years.
- Participants appeared to still be in contact with other MOB participants which could lend itself to a snowball sampling method for the alumni survey.

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