

JA ALUMNI REPORT

2025

MILLENNIALS & GEN Z



Junior
Achievement™



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INTRODUCTION

In December 2024, a survey of 1,002 Junior Achievement (JA) Alumni aged 22-43 (Generation Z and Millennials) was conducted by Ipsos on behalf of Junior Achievement (JA). The survey found that alumni overwhelmingly credit their JA experience as a significant positive force in shaping both their personal and professional lives.

96%

Nearly all JA Alumni (96%) say that they were positively influenced in some way by the program.

INFLUENCE ON CAREER CHOICES, MONEY MANAGEMENT, AND RUNNING A BUSINESS



Positive Career Influence

1

Over half of JA Alumni say that their work ethic (57%), career choices (56%), or money management (54%) were positively influenced in some way by the program. Millennial alumni are more likely to say their work ethic (62%) was positively influenced compared to their Gen Z counterparts (44%).

Positive Education Influence

2

Half of JA Alumni say that their education choices were positively influenced (49%), and a third say their decision to start or run a business was positively influenced (31%). Gen Z JA Alumni are more likely to say that JA impacted their education choices (57%) than Millennial alumni (46%), while there is no generational difference in the decision to run or start a business.

INFLUENCE ON SELF-BELIEF, MOTIVATION, & PERCEPTIONS OF EDUCATION



1 Belief in What's Possible

Nine in ten JA Alumni report that the program played an important role in shaping their belief they can achieve goals (89%), their personal development (88%), career path (88%), professional development (86%), or their decision to pursue further education (86%).



2 New Ways of Thinking

Nine in ten JA Alumni agree that the program exposed them to different ways of thinking (91%), made them think of new work opportunities or career paths (89%), motivated them to succeed in their professional life (88%), or that it widened their horizons (87%).



3 Education Perception

Nearly all JA Alumni (98%) would say that because of their involvement with the program, they perceive education to be important as it relates to future success. 36% would say they perceive education as extremely important, 43% that as important, and 19% as somewhat important as it relates to future success.



LIFESTYLE & CAREER SATISFACTION

JA Alumni have varied views of what it means to be thriving, but a majority (51%) say that to be thriving is to be satisfied with your own life choice, and 29% say to be thriving means being financially secure and stable, 14% say it is being healthy or having a good well-being, and 5% say it is about career advancement and success at work.

01

THRIVING

Two in three JA Alumni consider themselves to be thriving (66%) as they described it.

02

CAREER SATISFACTION

Eighty-three percent of JA Alumni agree that they have a career which is extremely fulfilling.

03

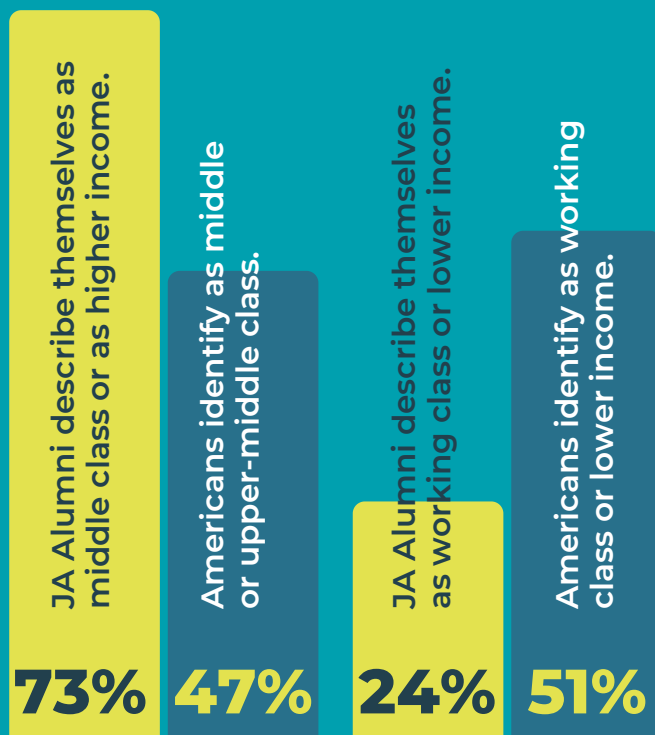
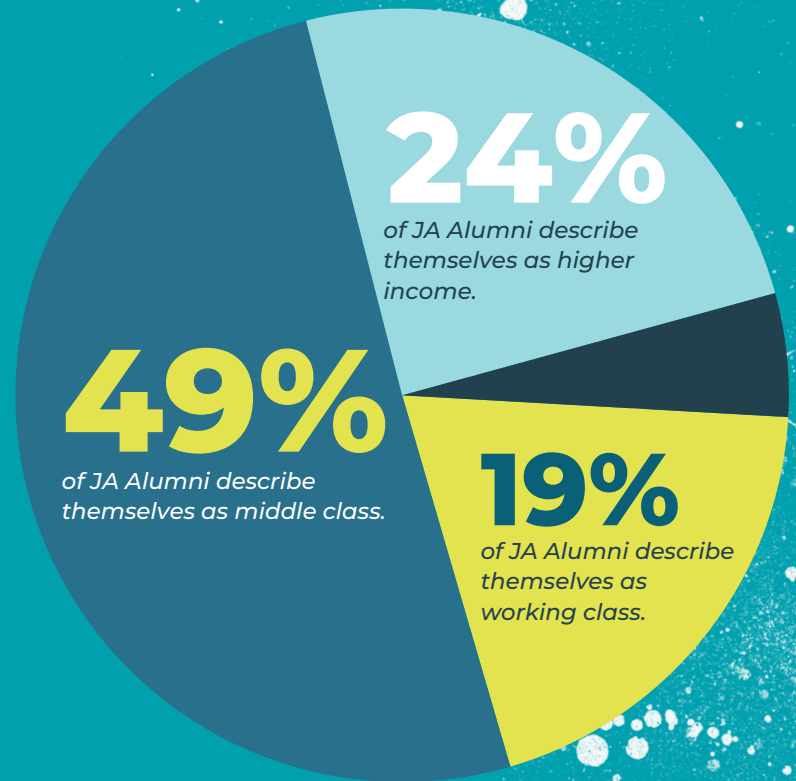
FINANCIAL FOOTING

Eighty-one percent of JA Alumni feel like they have a strong financial footing.



SOCIOECONOMIC STATUS

Half of JA Alumni describe themselves as middle class (49%). One in five describe themselves as working class (19%) and 24% as higher income. Only 5% describe themselves as lower income. Gen Z Alumni are more likely to say they are higher income (31%) than their Millennial counterparts (21%).



Millennial and Generation Z's thoughts on their socioeconomic status.

In comparison, while 73 percent of Millennial and Generation Z JA Alumni describe themselves as middle class or as higher income, research by Gallup shows that only 47 percent of Americans in those generations identify as middle or upper-middle class. While 24 percent of JA Alumni in the same age range describe themselves as working class or lower income, 51 percent of Americans identify the same way, according to Gallup.

ABOUT THE STUDY

These are some of the findings of an Ipsos poll conducted between December 2-4, 2024, on behalf of Junior Achievement. For this survey, a sample of 1,002 Junior Achievement alumni aged 22-43 from the continental U.S., Alaska, and Hawaii was interviewed online in English.

The sample was randomly drawn from Ipsos' online panel, partner online panel sources, and "river" sampling and does not rely on a population frame in the traditional sense. Ipsos uses fixed sample targets, unique to each study, in drawing a sample. After a sample has been obtained from the Ipsos panel, Ipsos calibrates respondent characteristics to be representative of the US Population using standard procedures such as raking-ratio adjustments. The source of these population targets is US Census 2023 American Community Survey data. The sample drawn for this study reflects fixed sample targets on demographics. Posthoc weights were made to the population characteristics on gender, age, race/ethnicity, region, and education.



Statistical margins of error are not applicable to online non-probability polls. All sample surveys and polls may be subject to other sources of error, including but not limited to coverage error and measurement error. Where figures do not sum to 100, this is due to the effects of rounding. The precision of Ipsos online polls is measured using a credibility interval. In this case, the poll has a credibility interval of plus or minus 3.8 percentage points for all respondents. Ipsos calculates a design effect (DEFF) for each study based on the variation of the weights, following the formula of Kish (1965). This study had a credibility interval adjusted for design effect of the following (n=1,002, DEFF=1.5, adjusted Confidence Interval=+/- 5.3 percentage points).