

Economic Empowerment for Seward Students

2018 Seward Community Foundation Mini-Grant Program

Junior Achievement of Alaska, Inc.

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Application Form

Instructions

The Seward Community Foundation (SCF), an Affiliate of The Alaska Community Foundation (ACF), seeks applications from qualified, tax exempt 501(c)(3) organizations (or equivalents, such as Tribal entities, schools, and faith-based organizations) that support charitable organizations and programs in the **Seward/Moose Pass** area. Mini-grants of up to \$1,000 are intended to be a flexible funding opportunity that may support a broad range of community needs throughout the year, including but not limited to health and wellness, education, the great outdoors, arts and culture, and community development.

Grant projects must be completed within one year of award and are subject to the grantee completing an online grant agreement signifying acceptance of the terms and conditions of the grant. A final grant report and any other outstanding follow ups must also be submitted online before the grantee will be eligible for future grant opportunities from SCF. Due dates and the forms to submit for these follow ups can be found by logging into the online grant system.

Grant applications must be submitted online. The Seward Community Foundation's Advisory Board reviews mini-grant applications at their monthly meeting and the **deadline to submit an application for consideration is the first Wednesday of each month.** Any overdue grant reports or other follow ups for previous grant awards from ACF and its Affiliates must also be submitted using the online grant system prior to the deadline for the current application to be considered.

Please review SCF's Mini-Grant Guidelines to determine your eligibility before applying.

Please direct **general questions** to SCF's Program Manager, Allison Fong, at afong@alaskacf.org. Please direct **eligibility and technical questions** about the online grant system to ACF's Affiliate Program Officer, Shawn Rivera, at srivera@alaskacf.org or 907-274-6708.

Organization Information

Name of Organization*

Junior Achievement of Alaska, Inc.

Organization's EIN*

92-0045091

Organization Type*

Only qualified, tax-exempt 501(c)(3) organizations (or equivalents, such as Tribal entities, schools, and faith-based organizations) that support charitable organizations and programs in the **Seward/Moose Pass** area are eligible to apply. Please review SCF's Mini-Grant Guidelines to determine your eligibility **before applying.** If you are unsure of your organization's eligibility, please contact ACF's Affiliate Program Officer, Shawn Rivera, at srivera@alaskacf.org or 907-274-6708.

501(c)(3)

Organization's Location*

Is your organization located in the Seward/Moose Pass area? If not, will your project/program benefit this area?

No, but project/program will benefit the area (please explain below)

Benefits to Area (optional)

If your organization is not located in the area but you believe your proposed project/program will benefit area residents, please explain how.

Funds will be used to purchase program materials for students attending elementary, middle, and high school in Seward. Funding will be used to recruit & train volunteers and teachers, support quality program implementation, program insurance, and follow-up lessons for teachers to use.

Mission Statement*

What is your organization's mission statement?

Junior Achievement of Alaska's mission is to educate and inspire young people to succeed in a global economy.

Description of Organization (optional)

Please provide any additional information about your organization that you wish to share.

Junior Achievement of Alaska's mission is to educate and inspire young people to succeed in a global economy. Junior Achievement was founded in 1919 by Theodore Vail, president of American Telephone & Telegraph; Horace Moses, president of Strathmore Paper Co.; and Senator Murray Crane of Massachusetts. Its first program, JA Company Program®, was offered to high school students on an after-school basis. In 1973, JA of Alaska was founded and entered the classroom with the introduction of Project Business for the middle grades. Over the last 97 years, Junior Achievement has expanded its activities and broadened its scope to include in-school and after-school students.

Junior Achievement is one of a few nonprofits to use independent, third-party evaluators to gauge the impact of its programs. Since 1993, independent evaluators have conducted studies on Junior Achievement's effectiveness. Findings prove that Junior Achievement has a positive impact in a number of critical areas. These results are available free upon request. Summaries of the findings also are published in the JA Programs section at www.ja.org.

Junior Achievement is the nation's largest organization dedicated to giving young people the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and economic choices. Junior Achievement's programs—in the core content areas of work readiness, entrepreneurship and financial literacy—ignite the spark in young people to experience and realize the opportunities and realities of work and life in the 21st century.

Previous Grant Award Details (if applicable/known)

Please list the project title and date of your most recent grant award, if applicable/known.

Any outstanding follow ups for previous grant awards from ACF and its Affiliates must be submitted using the online grant system prior to the deadline for the current application to be considered.

Please contact ACF's Affiliate Program Officer, Shawn Rivera, at srivera@alaskacf.org or 907-274-6708 before continuing your application if you have not or are unsure if you have completed a grant report for a previous grant award.

Project/Program Information

Project/Program Name*

Economic Empowerment for Seward Students

Project/Program Start Date*

When will your proposed project/program begin?

07/01/2018

Project/Program End Date*

When will your proposed project/program end? **Please note that awarded grant projects must be completed within one year of receiving a grant.**

06/30/2019

Project/Program Description*

Please describe your proposed project/program, including a discussion of the community need and if you are planning to collaborate/partner with other community organizations or entities.

Investments will be used to recruit and train classroom volunteers and teachers, purchase classroom materials for students, lesson plans for teachers and volunteers, provide program insurance for participants and program evaluation.

Each classroom will receive a grade specific curriculum kit containing lesson plans for volunteers and teachers, student workbooks and recognition items, posters, maps and activity materials. The kits are designed to provide a step-by-step plan to present each lesson with ample opportunity for the volunteer to personalize the discussion with their own experience to bring the material into a real world perspective for the students. The varieties of activities are colorful, hands-on, out-of-the-desk, practical learning projects. All lesson plans align with Alaska State Learning Standards and Common Core.

Project/Program Goals*

Please describe the goals of your proposed project/program, including what outcomes you hope to achieve.

JA's goal is to be able to provide a classroom kit and volunteer to each teacher that requests the program. Programs are offered on a first come, first serve basis and with additional funding is needed to meet the demand for the program.

Project/Program Benefits*

Please describe the benefits of your proposed project/program. What will improve on in the Seward/Moose Pass area as a result of this project/program? Who and how many individuals will benefit from this program/project?

Through JA financial literacy, work readiness and entrepreneurship programs, delivered by volunteers, students connect classroom learning with real life. This allows them to recognize the value of staying in school and improve graduation rates in Alaska. Additionally, the knowledge students acquire will enable them to manage their finances, develop in-demand job skills and understand entrepreneurship. Consequently, as adults, they will be more likely to buy homes responsibly, obtain good jobs, and start and run businesses effectively, which will create new jobs and stimulate economic growth in Alaska.

Measuring Success*

Please describe the outcomes that will define if your project/program is successful, including how your organization plans to track and report on these outcomes. Please also describe how your proposed project/program will continue beyond the original grant term, if applicable.

The program will be successful if we can purchase enough program materials for teachers in Seward schools. We plan to offer a limited number of programs, based on how much funding is raised for the school/program, and then recruit volunteers to teach each class. Currently the organization has identified 8 volunteers for next year's programs, however funding is needed to purchase materials, provide program support, and train.

Project/Program Budget

Total Project/Program Budget*

\$4,000.00

Amount Requested*

Please note that individual grant amounts will be awarded up to \$1,000.

\$920.00

Project/Program Budget Form*

Please download, complete, and upload the Project/Program Budget Form below. At the bottom of the form, please also list other sources of funding you are seeking and the status of those requests.

Project/Program Budget Form

In the box below, please describe the line items from the budget worksheet in detail.

SCF-Project-Budget-Form.xls

Program materials are student workbooks, maps, games, activities, and take-home materials. office supplies and JA staff coordination and support include paper, printing, telephone, computer, postage, internet, utilities, etc., license fees are paid to JA USA for licensing, program insurance is required from JA USA and protects the volunteer, teacher, and student, and training expenses include guides, online videos, and staff coordination and support when needed.

Optional Documentation

Other Useful Information (optional)

Please provide any other useful information that could help the SCF Grants Committee evaluate your grant application. If desired, you can also upload letters of support and other documentation below.

JA_AK_Fact_Sheet.pdf

Native Corporations Map w JA Communities.pdf

JA Alumni Research.pdf

Electronic Signature

Authorized Signature*

By typing my name below, I certify that the information provided in this grant application is accurate and complete to the best of my knowledge, and that I am authorized to submit this application on behalf of my organization.

I authorize The Alaska Community Foundation to verify any information submitted as part of this application. I also agree to allow any information on this application (unless otherwise noted) to be released for publication.

Flora Teo

Title*

President

Date*

04/24/2018

Please complete the grant application process by clicking the [Submit Application] button below.

File Attachment Summary

Applicant File Uploads

- SCF-Project-Budget-Form.xls
- JA_AK_Fact_Sheet.pdf
- Native Corporations Map w JA Communities.pdf
- JA Alumni Research.pdf



Seward Community Foundation

An Affiliate of The Alaska Community Foundation

Project/Program Budget	Please list each budget line item for the project/program along with funds you are asking from the Seward Community Foundation and any other funds involved.		
Budget Line Item	Funds you are requesting from the Seward Community Foundation	Other Funding Sources/In-kind that you are budgeting for this project	Total Project Budget
Example: Item A	(requested amount)	(other available funding)	(total for line)
Program Materials	920	4200	5120
Office Supplies	0	550	550
JA Staff Coordination and Support	0	1,100	1100
License Fees	0	1,260	1260
Program Insurance	0	1,500	1500
Training - Teachers / Volunteers	0	550	550
			0
			0
			0
			0
			0
			0
			0
			0
			0
			0
Totals	920	9160	10080

Sources of other funds	Amount	Status of funds (already secured, uncertain, etc.)
Wells Fargo	500	Uncertain
Seward Rotary	1,000	Uncertain
FNBA	800	Secured
ASRC	500	Secured

Junior Achievement Alaska[®]

Fact Sheet

Hours of Operation: Monday – Friday by appointment

WHAT IS JUNIOR ACHIEVEMENT?

Junior Achievement is the nation's largest organization dedicated to giving young people the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and economic choices.

Junior Achievement's programs—in the core content areas of work readiness, entrepreneurship and financial literacy—ignite the spark in young people to experience and realize the opportunities and realities of work and life in the 21st century.

MISSION

Junior Achievement's mission is to inspire and prepare young people to succeed in a global economy.

PROGRAM REACH

Junior Achievement reached **13,675** K-12 students per year in Alaska in **55 communities in 2016-17** in both city and rural schools. JA programs are taught by volunteers in Anchorage and communities along the rail belt, as well as rural villages throughout Alaska.

VOLUNTEERS

Junior Achievement's 300 classroom volunteers come from all walks of life, including: business people, college students, parents and retirees. These dedicated individuals are the backbone of our organization.

PROVEN SUCCESS

Junior Achievement is one of a few nonprofits to use independent, third-party evaluators to gauge the impact of its programs. Since 1993, independent evaluators have conducted studies on Junior Achievement's effectiveness. Findings prove that Junior Achievement has a positive impact in a number of critical areas. These results are available free upon request. Summaries of the findings also are published in the JA Programs section at www.ja.org.

LEADERSHIP

Cory Quarles, Alaska Production Manager for ExxonMobil is chairman of the Junior Achievement Alaska board of directors. Flora Teo is the president of Junior Achievement. Junior Achievement board members represent a wide range of businesses and academic institutions around the world. In

addition, JA has 2 staff members who work with local businesses and schools to fill the need for JA in the classroom.

A BRIEF HISTORY

Junior Achievement was founded in 1919 by Theodore Vail, president of American Telephone & Telegraph; Horace Moses, president of Strathmore Paper Co.; and Senator Murray Crane of Massachusetts. Its first program, *JA Company Program*[®], was offered to high school students on an after-school basis. In 1973, JA of Alaska was founded and entered the classroom with the introduction of *Project Business* for the middle grades. Over the last 40 years, Junior Achievement has expanded its activities and broadened its scope to include in-school and after-school students.

ORGANIZATIONAL OVERVIEW

Junior Achievement of Alaska is headquartered in Anchorage, AK, and provides strategic direction, leadership, and support to local volunteer boards of directors comprised of business, education, and civic leaders set the policy and direction for communities outside of Anchorage. JA is not a United Way organization.

Our Values

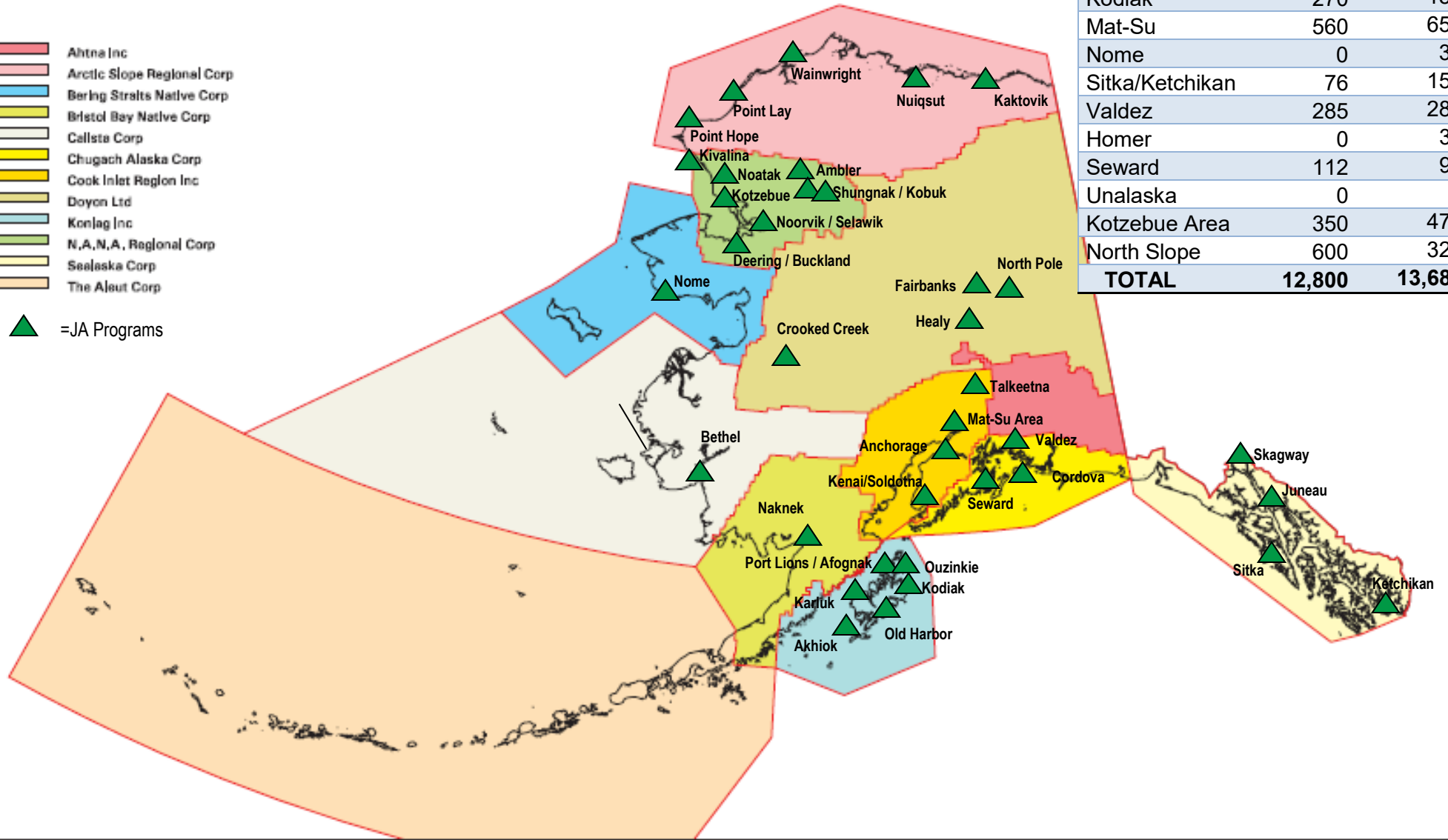
- Belief in the boundless potential of young people.
- Passion for what we do, and honesty, integrity, and excellence in how we do it.
- Belief in the power of partnership and collaboration.
- Commitment to the principles of market based economics and entrepreneurship.
- Respect for the talents, creativity,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



Regional Corporations under ANCSA

- Ahtna Inc
- Arctic Slope Regional Corp
- Bering Straits Native Corp
- Bristol Bay Native Corp
- Callista Corp
- Chugach Alaska Corp
- Cook Inlet Region Inc
- Doyon Ltd
- Konjag Inc
- N,A,N,A, Regional Corp
- Sealaska Corp
- The Aleut Corp

=JA Programs



Community	2015-16	2016-17
Anchorage	8,855	9,032
Bethel	0	182
Cordova	80	91
Fairbanks	220	448
Juneau	260	180
Kenai Area	1,232	1,540
Kodiak	270	153
Mat-Su	560	651
Nome	0	36
Sitka/Ketchikan	76	155
Valdez	285	285
Homer	0	39
Seward	112	96
Unalaska	0	0
Kotzebue Area	350	476
North Slope	600	320
TOTAL	12,800	13,685



Junior
Achievement
A Member of JA Worldwide **USA**[®]

JA ALUMNI REPORT



2016-17

OVERVIEW

In the spring of 2016, Junior Achievement USA (JA) conducted a survey of a scientifically valid sample of more than 700 JA Alumni. The intent of this research was to better understand the impact JA has had on the lives of the more than 100 million people who have gone through Junior Achievement programs since the organization's founding in 1919. The JA Alumni were asked about a variety of topics, including educational attainment, career satisfaction, financial capability, income levels, and business ownership. These results were then compared to general population data from a variety of sources, including the U.S. Census, the U.S. Department of Education, and the Global Entrepreneurship Monitor. This report summarizes those findings.

JA Alum Insight

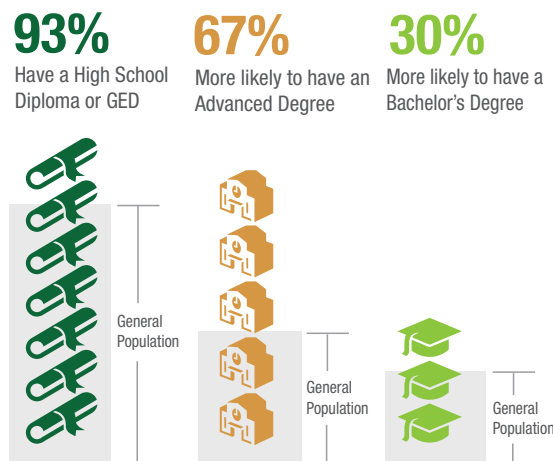
“The interaction with the volunteers. They were professionals — lawyers and accountants. Individuals we didn't get exposed to. It was a sea change for me. We were seeing a different world, a different life. That's what was important to me. I said, 'I can do it.' It was eye-opening for me and my character.”

— Yesenia Cárdenas-Colenso, Attorney, Bowman and Brooke, LLP

EDUCATION

Related to educational attainment, 93 percent of JA Alumni graduated high school or have a GED. This is compared to a high school/GED rate of 88 percent of the general U.S. population, using 2015 U.S. Census data. When it comes to higher education, 42 percent of JA Alumni have a four-year degree, compared to 32 percent of the general U.S. population. This means JA Alumni are nearly 30 percent more likely to have a four-year degree. At the same time, 20 percent of JA Alumni have an advanced degree, compared to 12 percent of the U.S. population, meaning JA Alumni are 67 percent more likely to have an advanced degree.¹

JA Alumni Educational Attainment



JA Alum Insight

As a 10th grader, Evan was able to make a connection through JA that would significantly affect the direction of his life. *“A JA connection turned into a HS internship, connections, scholarship, four-year degree and my first job out of college.”*

— Evan Frazier, Senior Vice President of Community Affairs for Highmark Health

¹ <https://www.census.gov/content/dam/Census/library/publications/2016/demo/p20-578.pdf>

CAREER

On the career front, 62 percent of JA Alumni are currently working in positions that are “manager status or above.” According to the U.S. Bureau of Labor Statistics (BLS), 58.7 percent of Americans are paid hourly wages², compared to 38 percent of JA Alumni. In terms of career aspiration, 30 percent of JA Alumni, or nearly 1 in 3, credit JA with influencing their career choice, while 20 percent of JA Alumni, or 1 in 5, say they work in the same career field as the JA volunteer who taught them as a student. Additionally, 88 percent of JA Alumni report that they are satisfied with their careers, compared to 48.7 percent of the general public, according to the Conference Board.³

JA Alumni Career Aspirations



1 in 3

Credit JA for influencing career decision



1 in 5

Work in same field as their JA volunteer



JA Alum Insight

Jennifer credits her success to JA as it “started [her] momentum toward ‘I can do this.’ I know what’s needed to lead, sell a product and be successful. It starts at a young age. You get the right impression at the right time.” It even “open[s] doors by the very nature of reaching out and connecting with people outside of their little bubble.”

— Jennifer Picard, VP of Global Fund Management & Strategy at Prologis

FINANCES

When asked what impact JA has had on their lives, 30 percent of JA Alumni say it helped them learn to better manage their money. In fact, 90 percent of JA Alumni are confident in their ability to manage money. An example of this may be demonstrated in how JA Alumni approach paying for college.

According to the Institute for College Access & Success, 69 percent of graduating college seniors have student loans⁴. Comparatively, 55 percent of JA Alumni who went to college took out student loans. U.S. News reports that it takes an average of 21 years for college graduates with four-year degrees to pay off their student loans⁵. Nearly half of JA Alumni, or 47 percent, paid off their student loans within 10 years, with most of those occurring by the five year mark.

² <https://www.bls.gov/opub/reports/minimum-wage/archive/characteristics-of-minimum-wage-workers-2014.pdf>

³ <https://www.conference-board.org/press/pressdetail.cfm?pressid=5545>

⁴ <http://ticas.org/posd/map-state-data-2015>

⁵ <http://www.usnews.com/news/blogs/data-mine/2014/10/07/student-loan-expectations-myth-vs-reality>

JA Alum Insight

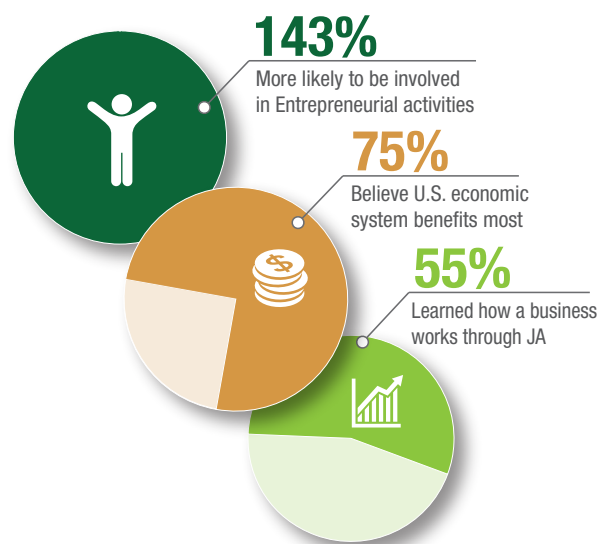
Scott states that “one of the best things JA does and can do is help students understand how to live in a balanced budget. Understand the lifestyle you can have on an income. Understand what matters most in life and how to fund it.”

— Scott Prochazka, President and CEO of CenterPoint

ENTREPRENEURSHIP

In terms of perceptions of the U.S. economic system, 75 percent of JA Alumni have a favorable view, compared to only 30 percent of the general population, according to the Pew Research Center⁶. When it comes to business ownership, 55 percent of JA Alumni say that the greatest impact Junior Achievement had on their lives was helping them understand how business works. The Global Entrepreneurship Monitor (GEM) reports that 14 percent of Americans are involved in business ownership⁷, compared to 34 percent of JA Alumni, meaning JA Alumni are 2 ½ times, or 143 percent, more likely to be involved in starting a business.

JA Alumni Business Ownership



JA Alum Insight

“I had business know-how. Without Junior Achievement, it might have been a mystery. I used my Junior Achievement experience and my can-do attitude to put together a business plan on how to get to the break-even point...today the company exceeds \$150 million in revenue. I wouldn't be where I am today if it weren't for Junior Achievement.”

— Bob Coughlin, Founder and CEO, Paycor

⁶ <http://www.people-press.org/2016/03/31/3-views-on-economy-government-services-trade/>

⁷ <http://www.gemconsortium.org/country-profile/122>

INCOME

In terms of perceptions of the U.S. economic system, 75 percent of the US population have a median household income of \$51,939, according to the Federal Reserve⁸. In comparison, median household income for JA Alumni is \$62,500, meaning JA Alumni make nearly 20 percent more than the general

population. In terms of social mobility, 38 percent of JA Alumni describe their standard of living growing up as “Lower Income” (low to low-middle income) while 23 percent describe it as “Upper Income” (upper to upper-middle income). In comparison, 28 percent of these alumni describe their standard of living today as “Lower Income” – a 10-point drop – and 31 percent describe it as “Upper Income” – an 8-point increase.

When asked how JA impacted their lives, 36 percent of JA Alumni said JA “Increased My Self-Confidence/Belief in Myself.” It was the second highest choice behind “Gave Me an Idea of How Business Works” at 55 percent. In terms of standard of living, when it comes to JA Alumni who said JA increased their sense of self-belief, the comparison of “Lower Income” between growing up and today drops from 36 percent to 22 percent – a 14-point decline – and “Upper Income” rises from 27 percent growing up to 39 percent today – a 12-point increase.

JA Alumni Household Income



CONCLUSION

The results of this research indicate JA Alumni, when compared to the general public, have higher levels of educational attainment, career satisfaction, financial capability, entrepreneurial activity, and household income. At the same time, a considerable portion of JA Alumni credit Junior Achievement for promoting their understanding of business, influencing their career goals, fostering a sense of self-belief, and enhancing their understanding of how money works. Given the overall gains demonstrated by JA Alumni when compared to the general public, plus the benefits that many JA Alumni themselves attribute to their Junior Achievement experience, it is reasonable to conclude that participation in JA programs contributes to positive knowledge, attitude, and behavioral outcomes for a significant portion of JA students.

⁸ https://en.wikipedia.org/wiki/Household_income_in_the_United_States

METHODOLOGY

The JA Alumni research was conducted using the SurveyMonkey general population Audience Data set of 45 million prospective respondents. Out of a representational sample of 5,000 Americans, 717 identified as JA Alumni. These data were analyzed using the IBM SPSS Statistics V24 analytics platform. A second survey was then conducted with a separate sample of 704 for validation purposes. Results were compared to third party data (U.S. Census, Global Entrepreneurship Monitor, and U.S. Department of Education). The margin of error for the findings is +/- 4% with a confidence of 95%.