

Application Section I: Community Connectors Program Description

1. The target population is students grades 5-12. Identify the grade level or levels at each school that your program will be targeting. Programs may serve students in one or more grade levels.

"Junior Achievement volunteers helped me become college ready, taught me the basics of financial aid, and inspired me to dream big."

-Sarah White, 2014 Fairless High School Graduate/JA Alumnus

To continue to help provide hope and connect more students like Sarah to business mentors that can positively impact students' preparedness for career success, *Inspire Me! Hire Me! Empowering Ohio's Future* will provide sequential Junior Achievement (JA) grade-level, financial literacy, entrepreneurship, and work-readiness programs and two capstone experiential events to 4,529 students in seven of Stark County's economically disadvantaged school districts targeting 5th, 8th and 11th grade students.

Lead District served: Plain Local Schools. The Stark County Educational Service Center will work collaboratively with Junior Achievement to coordinate program services for six other eligible school districts in Stark County: Canton Local, Minerva, Fairless, Alliance City, Massillon City and Sandy Valley.

2. Provide the number of youth in each grade level and at each school your program proposes to serve.

5th Grade – 1,088 (Plain Local, Canton Local, Minerva, Fairless, Alliance City , Massillon City and Sandy Valley)

8th Grade: 1,241 (Plain Local, Canton Local, Minerva, Fairless, Alliance City, Massillon City and Sandy Valley)

11th Grade: 2,200 Students (Plain Local, Canton Local, Minerva, Fairless, Alliance City, Massillon City and Sandy Valley)

3. Select one: Which of the following best describes the proposed project? Select one.

- A. Totally new program developed by this organization
- B. Replication of an existing model in use by others
 - Please provide the name of this model.
- C. Expansion of an existing program within the applicant organization
- D. Extension of an existing program to a new setting

4. Please describe your project. How will it address each of the five Community Connectors core principles and what outcomes will you use to measure success.

Setting Goals to be Prepared for 21st Century Careers

American employers are deeply concerned about the deficit of foundational workplace skills in the emerging workforce (*Are Students Prepared for the Workforce*). While schools work to change curriculum to fit local job demand, businesses continue to struggle with applicants that can't meet workplace requirements. The key component to strengthening the bridge from the classroom to the productive adulthood is incorporation of skill-building programs that focuses on elevating students' behaviors and attitudes towards success and connecting the relevancy of what they learn in the classroom to the real world of work and money management skills.

"The best part of JA was having a real-life business person come into our classroom and talk about his successes and failures and his experiences in a real life job market," Mike Grady, JA Educator Partner.

JA Business volunteers help students focus their career choice, develop work readiness skills to obtain employment, consider the possibilities of starting their own company and learn budget and saving skills necessary to manage their personal finances – empowering them to own their economic success.

Junior Achievement is in a unique position to leverage its organization infrastructure as the world's largest nonprofit organization to connect students to meaningful, life-changing business mentorships. Locally, JA of East Central Ohio has a 61-year history of service students in Stark County. During the 2013-14, 845 business volunteers from 35 companies provided 106,519 contact hours to mentor young people the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and economic choices.

Building Character

Changing behavior takes time and investment by people in the community who believe in potential and who understand the power of connecting with students and providing them hope for successful futures. Utilizing effective JA programs and activities to empower students to own their economic success, business mentors can help students start to develop the skills necessary to create a career pathway and use financial tools to become productive adults. With increased confidence, they are able to put these skills with their textbook training to create a finished picture showcasing a bright future that is achievable. By focusing on education, economic and youth development, JA programs contribute to the vitality of our community and the availability of a well-educated workforce. JA volunteers are trained to provide additional value to help connect the relevancy of staying in school by sharing their own life experiences while teaching JA curriculum.

"Having the opportunity to teach so many students life skills they can use forever. The JA materials are easy to present, encourage students to participate and reinforces what has been learned. Great program!" Denise Sibole, JA Business Volunteer/Coastal Pet Products, Inc.

Developing Pathways to Achievement (decision making and critical thinking)

Work readiness can best be illustrated by harnessing the experiences of people who already successfully contributed their skills in the workforce, from the boardrooms to the factory floor. By capturing the life stories of successful workers and vividly presenting the attitudes, behaviors, and learning opportunities that contributed significantly to their success. JA's role is the community to be the conduit between the business and education community to help students understand that the choices they make as teenagers can have life-long consequences on their future, including their employability.

Many of JA volunteers have created their own successful businesses, excelled in the corporate landscape, or simply shone in their chosen career. Tapping the depth and breadth of their experiences could jumpstart this new model

of work readiness and hope for future students to create their own pathway to success.

"[The JA Company Program]...taught me how to be a good leader and how to be independent. Our classroom was student led with teacher guidance. I believe this will be the classroom of the future. The most important item that I learned about leadership in this program is that a good company, or person, is least effective when they try to eliminate all mistakes or problems. They are most effective when they build their foundation on the mistakes and problems they have made. The [JA] program was tough, but this has prepared me for the real world more than anything else in school." Clay Poynter, 2013 Marlinton High School Graduate/JA Alumnus

JA state-aligned curriculum support teachers with proven resources that support career connections in the classroom. Business mentors who are trained to deliver JA Programs provide the inspiration to empower students to own their economic success.

Building a sense of Resiliency

According to a 2011 Junior Achievement USA JA Graduation Pathways whitepaper, dropping out of school is a gradual process of disengagement (Research evidence demonstrates that a key intervention time is middle school. A key success factor for JA programs to help students see the importance of staying in school is access to a network for caring adult role-models who will bring work readiness and financial literacy concepts to life by bridging the gap between what students learn in the classroom to the real world of work.

92% of students 257 students participating in the November 2014 JA Economics for Success Program stated that JA connected what they learned in the classroom with the real world of work.

Believing in Positive Future

"I had JA as a kid and I still remember some of the lessons. It is great that Junior Achievement provides these types of programs with the volunteers who make you feel special. That is very important and makes a difference." Dale Starchman/JA Alumnus.

When accessing JA program impact, analysis revealed that JA programs directly impact youth attitudes.

5. Please describe the specific activities your program will conduct.

5th Grade – JA Assemble My Career

Students will explore of high-growth jobs, entrepreneurial thinking, online tools to provide practical information about STEM careers, alignment with Ohio's workforce transformation tools and introduction to Ohio Means Jobs Backpack.

8th Grade - JA Economics for Success®

Students will develop Financial Literacy skills including: budgeting, savings, credit, debit, risk management, and insurance, World of Work career cluster exploration, Employer Expectations for employability; Business Volunteer led Reverse Job Shadows to educate about high-demand local entry jobs, college plus and technical training to meet requirements of future careers. Through *JA Hire Me Program* students learn to redefine entitlement as a right of the employer to hire qualified, reliable, drug-free employees who can help solve problems and communicate with customers.

11th Grade - JA Company Program®; JA Careers Success™ and related entrepreneurial programs

Students will learn and experience business fundamentals, the value of hard work and entrepreneurship as

they operate a student-led company. Students will be able to apply their newfound skills to their education and future careers pathways. Business volunteers will lead sessions to equip students with the tools and skills required to become work-ready job seekers of jobs in high-growth careers. These interdisciplinary programs support attainment of academic standards while bringing the real world to students, opening their minds to their potential.

11th Grade – JA Personal Finance® Education, College & Career Connections Day

On the Walsh University Campus, JA works with 100 business volunteer to provide 1,000 high school students with the opportunity to practice and apply 21st century skills, define their personal brand, and learn about crucial workplace skills sought by employers. Students are also encouraged by business and college mentors to set specific goals for their lifelong financial needs and desired quality of life. Through this one-day experiential learning program, student gain hope in their abilities to own their economic success by practicing key money management skills in five core financial education classes. They also gain first-hand knowledge about employer expectations to get hired, including on-time attendance, accountability, customer service, proper attire, and avoidance of drugs and alcohol, as well as skeptical photos and messaging through social media. Through an interactive career fair, local business from high-grow industries such as healthcare, oil and gas and manufacturing share information about local entry jobs and requirements to get hired.

11th Grade – JAECO Business Challenge with launch of an Interview Competition in 2016

High school students will have the opportunity for an experiential capstone to demonstrate depth of knowledge about business, work-place expectations, CEO decision making and interview skills. Through an interactive trade show, student-lead companies will showcase their products and network with business volunteers to discuss what work readiness and leadership skills they learned through the development of a student-led entrepreneurial enterprise. This district-wide competition helps students demonstrate the skills gained through JA Programs. To continue to develop the Business Challenge, JA of East Central Ohio plans to add an Interview Competition. Hire Me! will help student with resume skill building that includes online using professional emails to send resumes to a prospective employer. Modeling modern-day job seeking activities will be partnered with mock-interviews to determine the most qualified applications. Prizes, scholarships and company bonus awards will be awarded to students to provide resources for continuing education and technical skill building.

6. Discuss how the program will utilize [best practices](#) to ensure program success. Are there successful mentor programs after which you will model your program? Please name the program and describe what makes it successful.

This is an exciting time for Junior Achievement, as it reinvents itself through its JA Education Blueprint. The blueprint proposes to introduce innovative, transformational programs that will re-engage American students, expand our relationships with our corporate partners, and equip our students with the life skills that will prepare them to own their own economic success.

By leading the national discussion about work readiness through the convening of the 2013 Summit on Work and Career Readiness, JA USA is poised to lead the development of a new, relevant model of instruction that truly prepares young workers for the challenges of their time in history.

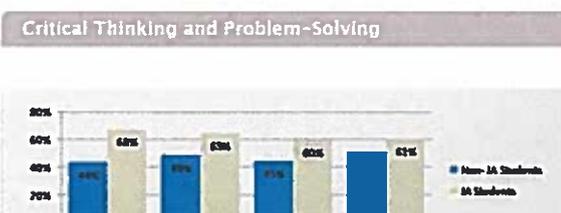
7. Describe your organization's previous experience with this type of program OR a program of a similar scale, including previous evaluations, size and duration of previously implemented programs, goals, and outcomes.

Junior Achievement has a rich history in Stark County for 61 years. Over the past four years, JA of East Central Ohio has been engaging business leaders in the community to better understand how to leverage the state-aligned curriculum resources of JA programs to meet the demands of local employers to inspire a more work ready generation to fill jobs in our community. Through collaborations with the GE Foundation, Synchrony Financial, ystark! local Chambers of Commerce's, Rotary Clubs, local financial, healthcare and manufacturing businesses in our community, we have integrated the employer's needs into grade-level specific programming to meet school districts' financial literacy mandates and career connection pathways.

As a result, demand for JA programs has grown by 59.03% from 2011 to 2015. Our passionate Board of Volunteers and a dedicated team of employees have leverage technology to streamline operational efficiencies to 5% of operating costs. With more resources driven back to the classroom we have been able to implement Big Idea projects to have great impact on 1,000 students each year at Walsh University. Donation from the GE Foundation and Synchrony Financial support the design and implementation of the project over the past three year. 84% of juniors said that the things they learn from their JA program hosted at Walsh University will be important to their futures. (Fall 2014)

As the value-add of JA is connecting the business volunteer in the classroom, JA has been innovative in creating new delivery models that help maximize JA volunteers time away from the office and strategically reach the next generation of employees and consumers. With Board-led initiatives, JA of East Central Ohio is among the nation's top performing JA Office directing 72% of is financial resources to support student programs in grades 7-12.

For the 2014-15 school year, JA programs are requested in process in 734 classrooms across 21 school districts and 4 non-profit agencies. Our service reach for this school year is on target to service 16,000. This is an implementation process that is implemented each school year as teachers value that core-alignment of JA programs to help provide activity learning projects that increase students critical thinking and problem-solving skills.



* Indicates significance at the $p < .002$ level.

** Indicates significance at the $p < .004$ level.

8. What will make this collaboration successful? What will the indicator(s) of success be for this collaboration?

Ultimately, connecting high schools to career pathways that match their skills, values and interests will be the success of this collaboration. Students would transition through three distinct levels of events once they commit to a path of preparation. Beginning with an acknowledgment that there is a gap in their current skill set (awareness), students would begin a set of activities that focus on the need to close their skills gap (exploration & understanding). That would lead to active learning and transfer of knowledge, skills, and attitudes (KSA acquisition).

This system would lend itself naturally to three measurement touch points: interest, engagement, and achievement. Metrics could easily be developed that quantify students' levels of investment in each of the three elements of the training system while measuring their progress against specific objectives tied to knowledge acquisition and skills achievement.

Taken together, these three components—identifying the fundamentals; teaching students to learn for themselves; and adopting a new model of instilling work-readiness skills—constitute a comprehensive system of training that would be both practical and manageable, while simultaneously lending itself to accountability and measurement.

Application Section II: Program Management

9. Leadership Team: The leadership team should be comprised of no less than one member of each partnering organization. Please provide a brief bio of each leadership team member, including a brief description of the team member's passion for the program and interest in working with young people. Bios should also include:

Dawn Campanelli, President of Junior Achievement of East Central Ohio Lead applicant for program coordination with curriculum directors and staff development to effectively recruit and train business mentors to engage students served through the grant. Served in current position for 4.5 years and recognized by Junior Achievement USA as the 2013 Karl Flemke Award winner for leadership as a new president. Prior to serving Junior Achievement, Dawn was the Chief Marketing Officer for law firms and has over 20 years of business experience. She is passionate about the impact business volunteers can have on students when they share their work experiences. Dawn is a JA Alumnus.

Ronald J. Manse as Director of Economic Alliances. Ron will act as a key liaison between prospective stakeholders and Walsh University. He will be responsible for the vision, articulation and education of the external community concerning the economic and social impact of Walsh University on the surrounding region. As Director of Economic Alliances, Ron will cultivate giving in all forms by representing Walsh University as a place wherein moral, spiritual, personal, and philanthropic goals can be achieved through involvement. Will serve as to implement the JA Personal Finance Education, College & Career Readiness Day at Walsh University of October 13, 2015 and in subsequent years. Prior to this role, Ron served as managing partner for Bruner Cox from January 2003 until December 2010.

Jim Leahy, Treasurer/CFO, The Belden Brick Company

Jim graduated with a major in accounting at Walsh University in 1993 and is a Certified public accountant He

has worked at the Belden Brick since 1997 with his company having a long-standing financial support of Junior Achievement. Jim is currently the Board Chair of JA of East Central Ohio and is a JA Alumnus. He will lead Resource Generation efforts to secure volunteer support and subsequent funding resources for program sustainability.

Michael Bayer, Stark County ESC Director of Curriculum and Mathematics Consultant Acted as the Project Investigator for the Stark County Math & Science Partnership grant funded through the NSF for middle and high school math & science that partnered with area colleges, business and industry, \$7.7 million (2002-2009). Coordinated the Navigator Grant through the Herbert W. Hoover Foundation that provided the wireless Navigator system and a classroom set of color graphing calculators to middle and high school math teachers, \$97,500 (2010-2011). He will provide curriculum directions for other schools involved in the grant through the Stark County Education Service Center.

Jared Buck, Academy Principal of GlenOak High School
Will provide oversight of career readiness programming at in Plain Local Schools.

10. A timeline of all major activities must be provided. Assessment, planning and initial training must be completed by September 7, 2015. Services must begin by September 7, 2015.

Y1	May-Aug 2015	Sept-Dec 2015	Nov-March 2015-16	Oct-May 2015-16	Oct 13/2015	April 27/2016
Y2	May-Aug 2016	Sept-Dec 2016	Nov-March 2016-17	Oct-May 2016-17	Oct 11/2016	April 26/2017
Y3	May-Aug 2017	Sept-Dec 2017	Nov-March 2017-18	Oct-May 2017-18	Oct 10/2017	April 25/2018
	Career Connections District Planning Experiential Capstone Events Planning Business Volunteer Recruitment and Training Coordination of Program Evaluation Processes Support Teachers Curriculum	5 th Grade <i>JA Assemble My Career</i> Students will explore of high-growth jobs, entrepreneurial thinking, online tools to provide practical information about STEM careers, alignment with Ohio's workforce transformation tools and	8 th Grade <i>JA Economics For Success®</i> Students will develop Financial Literacy skills including: budgeting, savings, credit, debit, risk management, and insurance, World of Work career cluster exploration, Employer Expectations for employability.	11 th Grade <i>JA Company Program® & JA Careers Success™ and related entrepreneurial programs</i> Students will learn and experience business fundamentals, the value of hard work and entrepreneurship as they operate a student-led	11 th Grade <i>JA Personal Finance® Education, College & Career Connections Day</i> On Walsh University Campus 1,000 HS students will apply 21 st century skills, define their personal brand, learn about crucial workplace	JAECO Business Challenge with launch of <i>Hire Me!</i> Interview Competition Students will have the opportunity for an experiential capstone to demonstrate depth of knowledge about business, work-place expectations, CEO decision

	Plans with Program Descriptions and State – Alignment Materials Localize JA Program materials with new legislative initiatives such as House Bill 1	introduction to Ohio Means Jobs Backpack.	Business Volunteer led Reverse Job Shadows to educate students about high-demand local entry jobs, college plus and technical training to meet requirements of future careers.	company. Students will be able to apply their newfound skills to their education and future careers pathways.	skills sought by employers, set specific goals for their lifelong financial needs and desired quality of life and gain hope in their abilities to own their economic success.	making and interview skills. Trade show to showcase student developed company products. Prizes, scholarships and company bonus awards.
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11. Describe the implementation process for reaching the following milestones:

Screening, orientation, supporting, and monitoring process for mentors and other personnel working directly will be done directly by JA utilizing its established volunteer recruitment and training program to engage business persons to share their real world of work experiences with students. Volunteers are recruited from local companies or professional organization to adopt school projects as a professional development opportunity. As Junior Achievement programs are always conducted in partnership with classroom teachers, JA volunteers are never in a position for one-to-one mentorship.

Identification and intake process for mentees is done in partnership with the schools to register through JA program requests to host a business mentor in the classroom. This opportunity is designed to provide work-based mentorship to students in small and large group settings to inspire students success by connecting what they are learning in school to real world of work opportunities.

JA involves families through take home newsletters that describe the session being taught by the JA volunteer in the classroom. Additional access to online career exploration resources through the JA student center can connect additional learning opportunities between families and participating students. Parents are also encouraged to become JA volunteers and experience our experiential programs with their children during class time. Inspire Me! Hire! Empowering Ohio's Future is designed to provide students serviced by the grant with at least three sequential business mentorship opportunities starting as early as 5th grade.

A grant program matrix will be develop to immediately engage curriculum directors of the district's involved in the grant to schedule JA grade-level specific programs at appropriate schools. Scheduled programming requests drive our organization toward volunteer recruitment and training. Each district will be tracked by grade-level for programs requests, matched and trained volunteers, program completion and post program evaluation of all participations, including teachers, students and volunteers. Funding will be allocated according to the submitted budget.

We are passionate about helping students achieve the full potential. Our organization mission is aligned with the goals and objective of the Community Connectors grant. We thank you for the opportunity to inspire and prepare students for their futures.

12. Describe how each applicant partner plans to contribute to the overall program plan including, but not limited to, time contribution, personnel contribution, monetary contribution, shared responsibilities, use of facilities, etc.

Each partner in the grant provides unique qualification and resources to enable the project's success. Specific contributions to the local contributions of the grant are outlined on the attached Roles and Responsibilities worksheet attachment.

Application Section III: Evaluation Plan

13. The evaluation plan is intended to provide lead organizations with a framework that will ensure the program is on track to positively impact the lives of students and identify needs for additional support when challenges arise. Each evaluation plan must list the scope of work and describe the following:

Scope of work to include program implementation of 214 JA Programs and two capstone experiences to engage 4,529 students in work readiness mentorship opportunities. Each project will be separated by district with direct coordination with each curriculum director. Capstone Experiences for JA Personal Finance, College and Career Connection Day on October 13, 2015 and JA Business Challenge on April 27, 2016 will be developed through the planning committee.

Record keeping will be updated through the Junior Achievement database that connect the volunteer to the classroom information. Data queries for district and grade-level specific information will update students served through each month. The database also records training dates for each volunteer as well as procurement of signed volunteer conduct standards. Grant specific reports can be generated at any point of time and will be provided monthly through established JA Board meetings.

Gathering of data to measure progress of program towards meeting the selected goals will be collected from pre-and post-program testing, teacher evaluations, volunteer evaluations and classroom observations. As most goals are measurable changes in students' attitudes about the hope for the future and ability to utilize program resources and the mentor's advice to make positive career goals, student interview will be collected through the resources provided on the budget line of for marketing. These stories of hope will also provide impact statements to sustain project support and to provide a framework to replicate the project in the future.

Projected indicators of success from Inspire Me! Hire Me! Empowering Ohio's Future are 1) better prepared candidates for employment; 2) improved local economic development as available jobs are better matched with qualified candidates because they had knowledge of the demand and were able to pursue a career pathway to gain employment; and 3) a more hopeful generation that better understands that they can own their economic success but it takes determination and a proactive approach to seek opportunities and be open to learn from business mentors.

This school year, JA has been able to collect evaluation data from 95% of participating teachers and students. We continue to improve electronic scanning evaluation systems to overcome and barriers to implementation by teachers. Volunteer evaluations are done through our website and provide immediate opportunities to resolve any non-favorable mentorships.

14. Applicants are to complete the program model.

Application Section IV: Sustainability

15. Describe how you plan to maintain the program after the grant funding period. Include a discussion about financial sustainability and sustainability of the partnership commitment. Applicants are not required to include cash as part of their local contributions; however, funding sustainability is critical to the Community Connectors program. Applicants that show the potential for funding sustainability will be given preference in application scoring.

Engagement of more volunteers and businesses in JA programs is translating into additional resources via foundation support, corporate donor support, individual gifts and an increase in volunteers to support kids and classes. Inspire Me! Hire Me! Empowering Ohio's Future addresses key community conversations about work readiness and local employment opportunities. Through our Development Department, we have developed a successful fundraising model to connecting local dollars with neighboring school districts offering JA programs. It makes sense for businesses to want to support the communities that they live and play in. This year, JA of East Central Ohio is on track to secure an additional \$55,916 in new funding resources. Increased partnerships to support common educational and work ready goals and objectives in the Stark County community is positioning our agency to more shared funding opportunities. With established partnerships with the The Stark County Educational Service Center, Walsh University, The Belden Brick Company and Plain Local schools, we can work to evaluate sequential learning strategies as a model to be replicated across other districts in our community. JA is growing its alumni base to invite JA Alumnus to pay it forward and support the next generation of students with financial support of kids and classes. Our Board Resource Committee meets regularly to develop strategies for corporate and foundation funding opportunities.

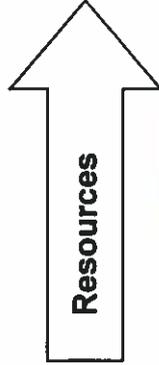
Application Section V: Program Budget

16. Complete the budget form attachment and justify each of the budget items by creating a budget justification.

By clicking this box, I (Insert Name) Dawn L. Campanelli agree, on behalf of this applicant, and any or all identified partners, that this application and all supporting documents contain information approved by a relevant executive board or its equivalent.



Program Name: _____



Resources

What resources will be needed to conduct this program?

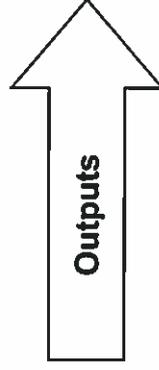
- State-aligned, Junior Achievement grade-level specific career readiness and financial literacy curriculum
- Trained business volunteers
- Pre-and Post-Program evaluations
- Qualified staff to implement professional training, coordinate in-class and capstone projects, and evaluations
- Professional planning team to connect Stark County economic development needs with local education community



Program Activities

What will we do with the resources?

- Support teachers with innovative project-based activities to excite students to develop career pathways and elevate personal money management skills
- Connect business mentors with students to share real world of work experiences
- Empower high school students through experiential capstone events to own their economic success and built their work readiness skills to secure gainful employment in Ohio



Outputs

Briefly describe the number of students engaged and the number of adults involved.

- Student Impact of 214 annual sequential in-class programs serving 7 school districts:
- Grade 5/ 1,088 students
- Grade 8/ 1,241 students
- Grade 11/ 1,000 students
- JA Personal Finance, College & Career Connections at Walsh University/ 1,000 high school students
- JA Business Challenge/ 200 high school students
- Adult Mentors:
- In-class - 230
- Capstone Events - 75



Outcomes

What are the short or intermediate term results that will be achieved?

1. Setting goals to be prepared for 21st century careers
2. Building character
3. Developing pathways to achievement
4. Building resiliency
5. Believing in a positive future



Goal

What are the long term results that will be achieved?

Strengthen communities, encourage mentoring opportunities, and create new pathways for civic engagement that will result in higher educational achievement, higher levels of well-being, and health and workforce readiness for our state.

YEAR 3 - PROJECT BUDGET



COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Inspire Me! Hire Me! Empowering Ohio's Future

Summary

Inspire Me! Hire Me! Empowering Ohio's Future

A. Payroll Expenses

Position/Title/Description	Qty	Annual Salary	% Time	Total Amount
Program Assistant/Teacher Support, Program Logistics, Volunteer Recruitment, Capstone Event Planning	1	11,640.00	25%	2,910.00
Careers Connections Coordinator/Business Mentor Training, Project Management, Curriculum Inventory Management/Capstone Event Implementation	1	24,000.00	60%	14,400.00
Evaluations Coordinator/Pre-and Post Programmig Coordination, Results Summary/Capstone Event Support	1	14,244.00	20%	2,848.80
Marketing Manager/Program Communications,Website Updates, Impact Statements,Program Press Releases, Assist Program Day Management, Capstone Event Support	1	15,448.00	25%	3,862.00
				-
				-
			Total	24,020.80

B. Payroll Fringe Benefits

Description	Total Salary	Rate %	Total Amount
Average benefit rate for all staff itemized above	24,020.80	9%	2,161.87
		Total	2,161.87

C.1. Staff Travel

Description	Total Amount
Coordination with Education Partners/Program Site Visits	800.00
Event Management Program Day	126.00
Business Mentor Training at Workplace	425.00
Total	1,351.00

C.2. Mentor Travel

Description	Total Amount
	-
	-
	-
Total	-

D. Supplies

Description	Total Amount
JA Program Curriculum to support 214 in-class programs in 7 eligible grant districts supporting 4,529 students	90,929.00
Lightning grader evaluation licensure/paper/copies	6,025.00
Capstone Experiential Events - directionals/name tags/judges scoring sheets/logistics coordination materials, event brochures/scholarships	7,300.00

Total **104,254.00**

E. Equipment

Description	Unit Cost	Units	Total Amount
Capstone Event Computer Rentals	\$50.00	35	1,750.00
Chair Rentals for Capstone Experiential Events	\$2.50	500	1,250.00
			-
		Total	3,000.00

F. Contracted Services

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Stark County Education Service Center-District-wide support services curriculum directors in-service meetings/communications/legislative updates workforce transformation and work readiness initiatives	\$85.00	35	2,975.00
Professional Marketing & Video Services - Event Documentation to help support project replication, website development of program descriptions	\$125.00	15	1,875.00
Sedeox Food Services & Chick-fil-a- Lunch services for capstone events	\$10.50	1500	15,750.00
		Total	20,600.00

G.1. Staff Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
		Total	-

G.2. Mentor Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Train 161 Business Volutnteers	\$35.00	161	5,635.00
Student Transportation/Substitutes to attend Capstone Events	\$764.75	8	6,118.00
			-
		Total	11,753.00

H. Evaluation

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Independent Program Evaluator	\$125.00	30	3,750.00
Lightning Grader Pre-and Post-Test Evaluations/Copies	\$1.75	4529	7,925.75
			-
		Total	11,675.75

I. Other Program Cost

Description	Total Amount
Facilities - Oct/April Events	16,000.00
	-
Total	16,000.00

J. Additional Mentor Support Cost

Description	Total Amount
Program Insurance	2,140.00

	-
	-
Total	2,140.00

The Local Contribution consists of identified in-kind contributions and available funding designated for this program.

The Local Contribution may not be less than 25% of the total project budget in any year.

PROJECT YEAR 1	BUDGET
Total Budget	196,956.42
Local Contribution	115,280.00
State Match	81,676.42
Local %	59%

Inspire Me! Hire Me! Empowering Ohio's Future
Partner Contributions

	Rate	Hours	Value Y1	Y2	Y3
JA Dawn Camj					
President's Time as Lead - ir		35	120	2405	2000
Fundraising to Support Curriculum & Business Training			\$73,000	83,000	91,000
Belden Brick					
Financial Cost towards Program Implementation			2500	2500	2500
Jim Leahy Time as Lead		45	40	1800	1500
Walsh University & RG Drage Facilities & Technology - In-kind			16,500	16500	16500
Ron Manse Time as Lead		35	25	875	700
Plain Local					
Jared Buck Time as Lead		25	45	1125	900
Stark Educational Service Center					
Mike Bayer Time as Lead		45	20	900	500
Sedoex					
7% savings on gratuity				850	850
Chic-fil-a					
Food services for JA Business Challenge - inkind			3,040	3040	3040
			102995	111490	115,290

ATLANTA GA 39901-0001

In reply refer to: 0752264594
Apr. 11, 2014 LTR 4168C 0
84-1267604 000000 00
00041773
BODC: TE

JUNIOR ACHIEVEMENT USA
% TIMOTHY ARMIJO
1 EDUCATION WAY
COLORADO SPGS CO 80906-4477

43311

1029

Employer Identification Number: 84-1267604
Person to Contact: Customer Service
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Apr. 02, 2014, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in JANUARY 1994.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

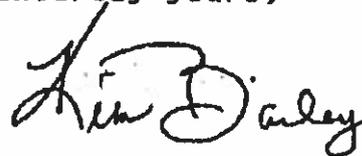
Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

0752264594
Apr. 11, 2014 LTR 4168C 0
84-1267604 000000 00
00041774

JUNIOR ACHIEVEMENT USA
% TIMOTHY ARMIJO
1 EDUCATION WAY
COLORADO SPGS CO 80906-4477

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

A handwritten signature in black ink that reads "Kim D. Bailey". The signature is written in a cursive style with a large, stylized initial "K".

Kim D. Bailey
Operations Manager, AM Operations 3



**COMMUNITY
CONNECTORS**

CommunityConnectors.Ohio.gov

Community Connectors GRANT ASSURANCES

The parties referred to in this document are the Ohio Department of Education, herein referred to as "THE DEPARTMENT," and the applicant, herein referred to as the "GRANTEE," and any partnering entity who is not the lead applicant, herein referred to as the "CO-APPLICANT." THE DEPARTMENT may make funds available to the GRANTEE for programs operated by the GRANTEE in accordance with requirements and regulations applicable to such programs.

Consistent with state laws and regulations, the GRANTEE assures, if awarded a grant:

1. That the GRANTEE will accept funds in accordance with applicable state and federal statutes, regulations, program plans, and applications, and administer the programs in compliance with the United States and Ohio Constitutions, all provisions of such statutes, regulations, applications, policies and amendments thereto.
2. That the control of funds provided to the GRANTEE under the Community Connectors and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.
3. That the GRANTEE has the necessary legal authority to apply for and receive the proposed grant and enter into the contract.
4. That the GRANTEE will keep and maintain the required financial and compliance records in accordance with the Ohio Revised Code Section 117.11, utilizing generally accepted accounting principles (GAAP) unless the GRANTEE has requested and received a waiver from the DEPARTMENT as to the method of accounting practices.
5. That the GRANTEE will make reports to THE DEPARTMENT as required or requested, and that may reasonably be necessary to enable THE DEPARTMENT to perform its duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by THE DEPARTMENT and shall be supported by appropriate documentation.
6. That the GRANTEE will maintain records, and provide access to those records as THE DEPARTMENT and authorized representatives in the conduct of audits authorized by state statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.
7. That the GRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of the program, as may be necessary according to state law.
8. That any application, evaluation, periodic program plan or report relating to the Community Connectors will be made readily available to parents and to other members of the general public.

9. That no person shall, on the ground of race, color, religious affiliation, national origin, handicap or sex be excluded from participation, be denied the benefits or be otherwise subjected to discrimination under any program or activity for which the GRANTEE receives state financial assistance.
10. That the GRANTEE may not use its state funding to pay for any of the following:
 - A. Religious worship, instruction or proselytization.
 - B. The salary or compensation of any employee of the GRANTEE or any CO-APPLICANT, whose duties or responsibilities include the activities specified in paragraph 10A, herein. Salary or compensation of an employee paid directly by a faith-based entity or house of worship is permitted to be utilized as an applicant's in-kind contribution to draw down state matching funds, and is not otherwise prohibited by this section.
 - B. Equipment or supplies to be used for any of the activities specified in paragraph 10A, herein.
 - C. Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in paragraph 10A, herein.
11. That the GRANTEE shall continue its coordination with THE DEPARTMENT during the length of the grant period.
12. The GRANTEE shall cooperate in any evaluation by THE DEPARTMENT.
13. That the GRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
14. That the GRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.
15. That it shall maintain records for five years following completion of the activities for which the GRANTEE uses the state funding and which show:
 - A. The amount of funds under the grant.
 - B. How the GRANTEE uses the funds.
 - C. The total cost of the project.
 - D. The share of that total cost provided from other sources.
16. That in the event of a sustained audit exception, and upon demand of THE DEPARTMENT, the GRANTEE shall immediately reimburse THE DEPARTMENT for that portion of the audit exception attributable under the audit to the GRANTEE. The GRANTEE agrees to hold THE DEPARTMENT harmless for any audit exception arising from the GRANTEE's failure to comply with applicable regulations.
17. That the GRANTEE is aware all state funds granted to it are conditioned upon the availability and appropriation of such funds by the Ohio General Assembly. These funds are subject to reduction or elimination by the Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the GRANTEE shall hold THE DEPARTMENT harmless for any reduction or elimination of state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the GRANTEE shall immediately cease further expenditures under the Community Connectors.
18. The GRANTEE will adopt and use the proper methods of administering the grant and any sub grants, including, but not limited to:

- A. The enforcement of any obligations imposed by law.
 - B. The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.
 - C. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
19. The GRANTEE, by submission of a grant proposal, agrees that THE DEPARTMENT has the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The GRANTEE acknowledges this authority under Ohio Revised Code Section 3301.07 (C), as applicable.
 20. . In the purchase of equipment and supplies, the GRANTEE will comply with state ethics laws and Ohio Revised Code Section 2921.42.
 21. That the GRANTEE will have effective financial management systems, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
 22. That the GRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for the grant.

This assurance is given in consideration of and for the purpose of obtaining any and all grants, loans, contracts, property, discounts or other financial assistance extended after the date hereof to the GRANTEE by THE DEPARTMENT, including installment payments, after such date on account of applications for financial assistance which were approved before such date. The GRANTEE recognizes and agrees that such financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the State of Ohio shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the GRANTEE, its successors, transferees and assigns. The person or persons whose signatures appear below are authorized to sign this assurance on behalf of the GRANTEE.

GRANTEE

Dawn A Campanelli
 Authorized Representative Date

 Fiscal Representative Date

Dawn L Campanelli
 Printed

 Printed



Description of Nature of Partnership

In order to ensure the effective implementation of the Community Connectors program throughout the state, applicants are required to partner with education stakeholders from the faith, business, and nonprofit communities. Each applicant must identify its partners and include description of each respective partner's roles and responsibilities in question 12 of the grant application.

A partner agrees to provide human and material assets or access to academic and administrative resources to the grant applicant to develop or execute a Community Connectors grant application. However, in partnership, only the grant applicant is responsible for ensuring the grant is developed and executed according to the terms of the grant agreement.

Each member of the partnership is responsible for the following assurances:

- 1) Be knowledgeable about the applicant's Community Connectors grant proposal and application, including advocacy of the Community Connectors program.
- 2) Maintain a familiarity with the partner's services to enhance the proposal, including specific goals and practices.
- 3) Demonstrate a commitment to clear roles and responsibilities of each partner as it relates to the grant proposal and application.
- 4) Sustain consistent communication among partners and stakeholders with a shared vision of the goals of the grant proposal. This includes participating in regularly scheduled meetings for project management and identifying areas for improvement.
- 5) Ensure partners have appropriate access to data for purposes of grant program improvement and evaluation in accordance with state and federal law.

Lead Applicant

Name: DAWN L. Campanelli
Title: President
Organization: Junior Achievement
Sign: Dawn L. Campanelli

Partner

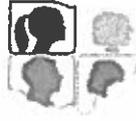
Name: Brent MAY
Title: SUPERINTENDENT
Organization: Plain Local Schools
Sign: Brent May

Partner

Name: Carole Mount
Title: Dean, DeVelle School of Business
Organization: Walsh University
Sign: Carole Mount
(CAROLE MOUNT)

Partner

Name: James Leahy
Title: Treasurer / CFO
Organization: The Belden Brick Company
Sign: James Leahy



**COMMUNITY
CONNECTORS**

CommunityConnectors.Ohio.gov

Additional Partner (Optional)

Name: LARRY MORGAN

Title: SUPERINTENDENT

Organization: STARK CO. EDUCATIONAL SERVICE CENTER

Sign: [Signature]

Additional Partner (Optional)

Name: _____

Title: _____

Organization: _____

Sign: _____

Together. Business & education communities can empower students to own their economic success.

Junior Achievement Personal Finance Education, College & Career Readiness Day | 10.14.14

Educating 950 high school students from Canton South, East Canton, Fairless, GlenOak, Massillon, Tuslaw and Sandy Valley

- ✓ Personal Financial Literacy Mandates
- ✓ Applied 21st Century Skills
- ✓ Local Entry Jobs & Employer Expectations
- ✓ Career Readiness
- ✓ College Visit

Thank You!

Financial Literacy Lessons:
Taught By 100+ volunteers from Synchrony Financial

Career Fair & Employer Expectations Participants:

- Campbell Oil BellStores
- Consumers National Bank
- Crossroads Hospice
- job-applications.com
- Mercy Medical Center
- Midwestern Industries
- National College
- Ohio Means Jobs
- Ohio Secretary of State Office
- Stark State College
- Synchrony Financial
- The Minney Group
- TimkenSteel
- Trilogy Plastics
- Walsh University



2014 Event Sponsors



Grant Funding
Provided by:
GE Foundation



Additional Career Fair
& In-kind Sponsors:
The Canton Regional
Chamber of Commerce

job-applications.com

Sodexo

You Too Can Make An Impact!

Learn how you can mentor students through Junior Achievement Programs.
Call 330-433-0063 | www.jaonline.org/volunteer-opportunities2



EmpowertheFuture™

Work Readiness | Entrepreneurship | Financial Literacy

**JA Personal Finance
Personal Finance Education
College & Career
Readiness Day
October 14, 2014**

**Students Explore
Personal Finance
& Learn the
Importance of
Education and Career
Planning**



Students demonstrated a **8.4%** point increase in knowledge of personal finance and career options



“ It was an exciting experience when you could see you were connecting with the students ”
-Synchrony Financial
JA Business Volunteer

84% Of Students Stated that JA Connected What They Learned In The Classroom With The Real World Of Work



“ Loved the opportunity to impact kids from the area; giving them real world information that can be helpful to them in the coming years. ”
-Synchrony Financial
JA Business Volunteer

94%
Students felt that their JA experience helped them develop their career pathway for their future.

56%
Students plan to get a job local after school.

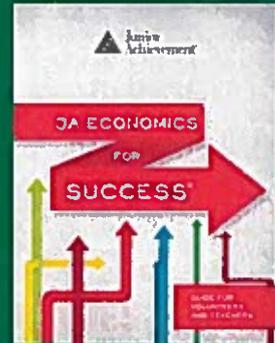
83%
Students said the career fair was beneficial and helped them learn about local jobs.

86%
Students felt JA helped them learn to manage their money.

56%
Students are worried about paying for college.

**JA Economics for Success
Oakwood Middle School
Plain Local Schools
Fall 2014 Results**

**Teaching Students
Personal Finance
& the Importance of
Education and Career
Planning**



Students demonstrated a

14% point increase in knowledge of personal finance and career options

Students
257

Pre Test Average	56%
Post Test Average	70%

“ The JA program provides students with knowledge of the budgeting process which is a valuable, real-life tool, and something that is not taught as part of their normal school curriculum. ”

-Dennis Vernier
JA Business Volunteer
Retired Timken

92%

Of Students Stated that JA Connected What They Learned in the Classroom With The Real World Of Work



94%

Students felt that their JA experience helped them develop their career pathway for their future.



80%

Students know what soft skills are attractive to hiring employers.



61%

Students are worried about paying for college.



92%

Students said that they have a plan to save money for things they need and want.



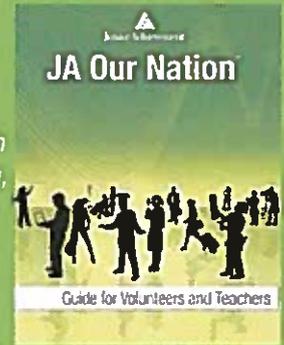
63%

Students understand what impacts credit score.



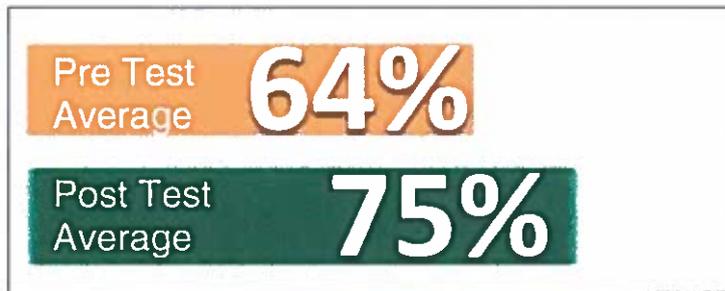
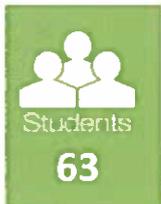
JA Our Nation Lexington Elementary 2014/15 Results

JA Our Nation provides practical information about the need for people who can meet the demands of the 21st century job market. Students will learn that businesses are seeking workers with skills in science, technology, engineering, and math (STEM). JA Our Nation introduces the concept of globalization and how that may affect the careers students choose to pursue and introduces entrepreneurial thinking skills.



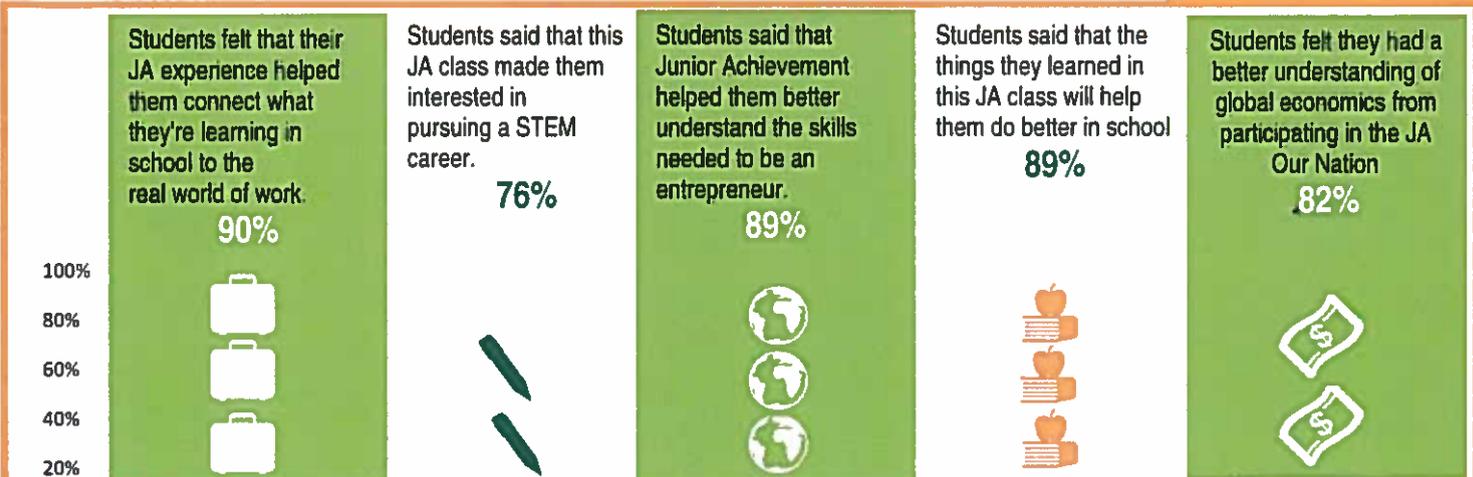
The chart below demonstrates that students participating in Junior Achievement increased their knowledge of personal finance and career options by

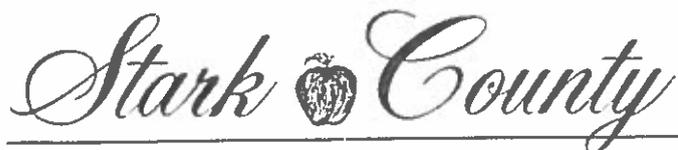
11%



“ JA reconnected me with the youth of our community. It was nice to be able to work with other students who are learning about the different career opportunities that await them as they get older, and it was a great feeling to play a part in their future. ”
-Mount Union Volunteer

98% Of Students think that what they learned in JA will be important later in their future





Educational Service Center

March 10, 2015

To Whom It May Concern:

On behalf of the Stark County Educational Service Center, we wish to support Junior Achievement of East Central Ohio in their Community Connectors grant proposal effort, "Inspire Me! Hire Me! Empowering Ohio's Future." This grant opportunity will provide a variety of career programs to many of our urban, rural and high-poverty districts.

Programs will be provided to grade 5, grade 8 and grade 11 students to prepare them for financial literacy, career readiness, and real-world work experiences. These programs will have student outcomes of setting career goals, understanding personal money management, connecting to local business and industry, and building character and resiliency. Approximately 1000 students in grade 11 will benefit from the JA Personal Finance, College and Career Connections Day at Walsh University in conjunction with area business. This worthwhile program is one of the largest educational event days in Stark County preparing our students for college and career readiness.

The Stark County Educational Service Center will commit to work with Junior Achievement on these grant initiatives so that there is long-term impact on our students, schools, businesses and industry. The goals of this grant are synonymous with college and career readiness goals of all of our districts.

Sincerely,

Larry Morgan
Superintendent, Stark County ESC

Vision - Service - Leadership

March 6, 2015

Dr. Richard Ross

Helping connect our students learn about local careers in community is vital to local our economic development. It is important that we teach students at an early age about opportunities and technical and soft skills training they need to be successful in their future.

But we can't just stop at talking about it and sending them to online resources in hopes that they get it. We have to model the behaviors we want students to master. Just like sports, we have to invest in them through sequential programs that give them age-level appropriate opportunities to practice critical thinking, communication, collaboration and creativity.

I think one of the best opportunities we have to help students become better prepared for the workforce is to engage in volunteer opportunities through Junior Achievement. I personally have volunteered for JA to teach because I believe in giving back to our community and supporting our schools.

As our state takes the leadership role to help our communities provide mentorship programs locally, I support the Junior Achievement as lead organization through to provide hope and inspiration for the next generation of employees and consumers to find career pathways that are led to available jobs in our community.

A handwritten signature in black ink, appearing to read 'Richard Regula', written in a cursive style.

Richard Regula

Stark County Commissioner

Gamer Ins and Fin Svcs Inc
6 Massillon Marketplace Dr, SW, Massillon, OH 44646
Office 330-834-3276 Fax 330-834-3275

Robert Garner, Agent/President
Providing Insurance and Financial Services

E-mail: Robert@RobertGamerInsurance.com

Dear Dr. Richard Ross,

I recently moved to Ohio 5 years ago and had never heard of Junior Achievement, or any other program that resembles it. After being asked to participate in Junior Achievement, I cannot describe how valuable this program is. I have heard numerous stories since being involved from other professionals and colleagues of mine. They share how they were positively impacted by Junior Achievement 10-20 years after taking it in grade school. These same people tell me they do not remember the name of their 6th grade teacher, but they can tell you exactly who their Junior Achievement instructor was.

Before I start my lesson with the students, we always recap on what they learned to reinforce the previous lesson. It amazes me how well they can articulate the subject matter because of the intentional lesson plan that has been created. The students want to make money and be successful and truly believe they can be anything they want. When you put a professional in front of them, it captivates and influences them differently than the teacher or parent they hear from every day.

Subjects such as Math and English are necessary for a foundation as an adult. As a young adult myself, this is not where I see the struggles of my peers, no matter the education level. Managing finances, debt, importance of insurance and how to prepare for a job interview are just a few of the common challenges I see my peers face. A lot of parents are not talking about these things or may face the same struggles themselves. If it was not for a program such as Junior Achievement, you can imagine how hard it would be to break the cycle of these problems young adolescents face. I personally did not learn these life lessons till a mentor at the age of 23 took the time to help and teach me. It is never too late, but I wish someone took the time to help me at a younger age.

I ask you to consider Junior Achievement's grant request. As you consider, please think about what it is like to be 18 or 22 years old entering the real world for the first time. It is too easy to go online, as most do these days, and sign up for student loans, credit cards, auto insurance, or search for a career. They do not know what they do not know and can too easily become a victim of today's society. The only way to change this is to be proactive at a young age and this why I support Junior Achievement. Our community depends on these young adolescents and Junior Achievement is a great way to address the challenges our next generation will face.

Sincerely,



Robert Garner, President/Agent