



# Teachers Manual

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# How to Run a S’Cool Store

## Introduction

S’Cool Store is a partnership between state and local agencies to introduce students with disabilities to **Entrepreneurship and Small Business Concepts**. Participating agencies include the Division of Vocational Rehabilitation (DVR), the Department of Education and Early Development, the Alaska Mental Health Trust, and local education agencies and teachers.

## Facilitating a S’Cool Store

As students work through each of S’Cool Store’s five modules, they will explore key, small business concepts through hands-on activities. Students will set their business goal, develop their business plan, and put their plan into action.

***Your job as the facilitator of S’Cool Store** is to guide students through the steps of creating a small “Pop-Up” business, mentoring them towards a reasonable business project and finally assisting them in implementing their plan by opening the Pop Up business.*

Pop Up businesses are all the rage these days but the concept of a Pop Up business has been around for a long time. Who hasn’t seen or even bought something from a lemonade stand, food stand, garage sale or flea market? You can sell almost anything at a Pop up. A Pop Up is a simple business to plan and implement; the perfect vehicle for teaching small business concepts.

A Pop-Up Business is:

- Time-limited, with clear start and end dates.
- Not intended for permanence.
- Designed for easy set-up and ease of removal.
- Easy to transfer to a different site.

After completing the S’Cool Store curriculum, participating students will have determined their own individual entrepreneurial interests and demonstrated a basic understanding of business planning, marketing, financial literacy, leadership, critical thinking and problem solving.

## The Purpose of Teaching Small Business Concepts

Entrepreneurship is crucial to our economy and our communities. According to the Small Business Administration, since 1995, small businesses have generated 64 percent of new jobs, and paid 44 percent of private payroll. Fostering a thriving entrepreneurial climate, especially in areas of our state with few employment opportunities, is vital. S’Cool Store can help students realize how to turn their strengths, interests and abilities into opportunities that benefit them financially and strengthen their communities.

S’Cool Store provides teachers a method to introduce small business concepts to students using engaging activities, facilitated discussions, and a chance to actually create and run a small business in their school or community.

## Starting a S’Cool Store

**Funding:** DVR pays a teacher to facilitate S’Cool Store in their school. Teachers are paid a flat fee of \$1,500.00 for a minimum enrollment of 5 students with disabilities. Teachers who would like to do S’Cool Store as an in-school activity should contact Jim Kreatschman at: [jim.kreatschman@alaska.gov](mailto:jim.kreatschman@alaska.gov) for funding options.

DVR provides teachers with a teachers manual for facilitating S’Cool Store and a \$50 investment to fund the business. DVR provides participating students with a S’Cool Store Student Workbook to guide them through developing their business plan.

S’Cool Store can benefit any student, not just students with disabilities. We encourage you to be inclusive by opening your club to all students who would like to participate, however, DVR can only provide funding for students with disabilities. A “Referral for Pre-employment Transition Services” must be submitted for each student with a disability participating in your club (see the “Forms” section).

## Design Your S’Cool Store Club

**Meeting and Activity Frequency:** The S’Cool Store program is based on five modules that can be completed in five, one-hour sessions and a three-hour, work-based learning experience, operating the S’Cool Store Pop Up. The frequency and length of the meetings are up to each individual S’Cool Store Club, based upon the participant’s ability to absorb the material and practice the skills. The entire program cycle should be completed in one semester.

**Date, Time & Location:** We highly encourage you to set a consistent date and time for S’Cool Store meetings. This will help students get into a routine and hopefully give them something to look forward to. Meeting once a week, right after school, might be ideal. You should consider your students’ needs, such as transportation and competing school activities, when scheduling. Teachers are free to design a schedule that works well for students as long as the proper time is given to adequately cover the modules

Reserving a consistent location for your S’Cool Store meetings will avoid additional confusion. Make sure you take into account your space requirements, based upon the number of participants and the activities. Some of the exercises in the S’Cool Store modules require space for movement and working in teams.

**Establish Expectations:** S’Cool Store is designed to place the students in a “work like” situation. As they move through the exercises, their peers will become their co-workers, and sometimes their supervisor. This environment provides them the opportunity to practice communication and teamwork skills similar to what takes place in the workplace. It is important that the facilitator helps the group develop a culture that encourages respectfully sharing ideas and participating in activities.



*Example of expectations:*

- Arrive on time.
- Turn off cell phones.
- Listen actively and attentively.
- Ask for clarification if you are confused.
- Do not interrupt.
- Critique ideas, not people.
- Avoid put-downs (even humorous ones).
- Consider anything that is said in class strictly confidential

**Note to Facilitator:** Even though we expect you to cover all the material, the course is intended to allow flexibility, allowing you to customize the material to your audience.

As teachers, you are uniquely familiar with the students, their level of understanding, cultural and geographic issues, and level of exposure to work. You can use your judgement to modify the discussions and activities to accommodate your audience. You should also feel free to incorporate other materials, videos, personal stories and guests from local businesses or the trades to clarify topics and increase student engagement. (See suggested resources)

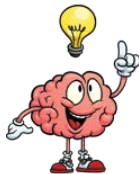
## Key for Symbols Used in the S’Cool Store Student Workbook



Points for Discussion: Questions and core concepts that you and the students will discuss as a group with a corresponding area in the manual for students to record their thoughts.



Fill in the Blank: Indicates there is a corresponding areas in the student workbook that a student should fill in.



Points to Ponder: Additional questions for students, that are also in their manual, to think about to further explore the topics on their own. You can also share these with the group.

# S'Cool Store Curriculum

## Module 1 - Are you an Entrepreneur?

### Small Business Concepts

The goal of the first module is to help students define the term Entrepreneur and what it takes to become one. This initial, brief experience will give students the opportunity to understand the traits of a good Entrepreneur, their own traits, and to see if Entrepreneurship is a possible career path for them.

Key Point: What is an Entrepreneur: An **Entrepreneur** is someone who starts a business which provides goods or services in exchange for payment. Successful entrepreneurs make money. If they are not making money it's not a business, but a hobby.

Concept Covered: Traits of an Entrepreneur-Many successful entrepreneurs share certain personal qualities or traits. It's rare that someone excels at all the traits below. Understanding the qualities of successful entrepreneurs may help you decide whether starting a business is a career path you'd like to pursue.

Activity: Have students take the short **Are You an Entrepreneur** inventory in the student workbook. You can use the list below to help them understand the concepts.

**Takes Initiative:** Entrepreneurs are self-starters. They can see what needs to be done and then do it. They make things happen.

**Driven To Succeed:** Entrepreneurs are passionate about what they do and are willing to work hard and give up their time and money to make their business successful.

**Sets Goals:** Entrepreneurs develop a plan for success and put that plan into action. They know what they want and are focused on what brings results.

**Resourceful:** Entrepreneurs can solve problems and identify opportunities. They don't let problems and challenges get in their way or get them down.

**Organized:** Entrepreneurs know how to prioritize their work to be efficient and meet deadlines. They don't get bogged down in busywork.

**Good People Skills:** Must be able to "sell" their business, listen to customers and negotiate effectively.

**Realistic:** Entrepreneurs are able to accept ups and downs and change their plan when needed. If something doesn't work they accept that and keep going. They are willing listen to others and take good advice.





Points for Discussion: Did anyone find a trait they felt described themselves? More than one?

Get the group talking about each trait. Why would each trait be beneficial for a business owner to have? What kinds of tasks might a business owner have to do to run the business? How does each task relate to the traits of an entrepreneur?

Let the group know that not many people, even famous entrepreneurs, have all these traits. If an entrepreneur doesn't have a trait they need, they can learn it or look for partners or hire people with those traits. For example, if you are uncomfortable talking with people, you may choose to hire a salesperson.

Activity: Have the students read, or read to them, the story of Casey Connor and Grayson Davy in the back of the student workbook. Both Alaska teens became entrepreneurs while they were still in school. If you have time, you can include one or two of the other stories from the article in the teachers manual (ABW Teen Entrepreneurs).



Points for Discussion: People become entrepreneurs for different reasons.

What motivated Casey to start his business "907 Boards?" Why did Grayson start his business "Alaska Paracord Designs?"

*Casey wanted to share his love of longboarding. Grayson wanted to save lives.*

What's something both of these entrepreneurs have in common when it came to school and their business?



Points to Ponder: Is there something you enjoy making or doing that you think someone might be willing to pay you for? What?

Is there a need for a product or service in your school, community or state you have an answer for? What?

## Module 2 - Product: Goods and Services

### Small Business Concepts

Module two introduces students to basic business vocabulary and the concepts associated with starting and running a business.

Key Point: What is a business? The activity of selling goods or services at a profit.

Concepts Covered: Types of businesses, products (goods and services), competition.

There are many types of businesses: big box stores, small businesses and “mom and pop” operations, online, entrepreneurship, partnerships and big corporations. The one thing all these businesses have in common is they all sell some type of good or service.

Everyone has big and small needs and wants. We need food and clothing, and we may want candy and video games. Those things are called “**goods**.” We may need someone to fix our family’s T.V. or car, and we may want someone to clean our house. Those things are called “**services**.” Whichever a company is selling, whether it’s a good or a service, it’s their “**product**.”



Activity: Have students identify businesses they, or their parents, buy from in their community and write them in their manual. Now have them identify businesses they use outside their community. Those could be in another community or online. Pick a few businesses from their lists that are common across a number in the group and have a discussion.



Points for Discussion:

**Understanding Your Customer:** Why do we choose to shop where we do? Have the students talk about why they shop at the businesses they identified above. You can help them out with a few clues to start them thinking such as: price, customer service, quality, or a wide selection of products. In some rural areas the answer may be, “it’s the only place to shop.”

Understanding what is important to your customers is an important part of running a successful business. It’s also a good way to identify opportunities to start a new business.

**Competition:** When two or more businesses offer the same or similar products, they are competitors. When starting a business, it’s important to know who your **competition** is, and as much about their business as possible. A new business looks for ways to create an advantage over the existing competition. They can do this by finding out what everyone else is doing, and then do something different, better or of more value to the customer.



**Expand on the discussion of why students shop at a particular business:** Have students list things they would like, but are missing, at the businesses where they shop. Some of their answers may be the same as above. As an example, just because you shop somewhere because the prices are lower doesn’t mean they couldn’t be even lower. Help them understand that all the ideas they are generating are possible “advantages” over the competition.

Here are a few ideas to get them started if you need some:

- Open early or close later
- Cheaper prices
- Better quality/ freshness
- Faster shipping
- Friendly service
- Delivery or mobile service



Is there a product, good, or service, that you can do better than another business in your community? Is there an “advantage” you can bring to a business that no one else does or that you can do better?

### **S’Cool Store Business Plan – Goal, Product and Name**

Using the information above, have the students use creative thinking to come up with ideas for starting their S’Cool Store business plan. Make sure this is a positive activity and that everyone’s ideas are heard and respected.

**Setting a business goal:** The first step to any successful business is setting a goal. The goal for S’Cool Store should be something that will motivate students to participate and provide the students a tangible benefit or an intangible benefit.

#### Questions for Students

- How do you want to spend the money we make on our S’Cool Store?
- Do you want to buy something for you? – A pizza party, a school trip, etc.?
- Do you want to give it away to a local charity or buy something the school needs?
- How much money will S’Cool Store have to make to reach this goal?

*Note to Teacher: If your approach to S’Cool Store is to build a sustainable business for the semester or school year, instead of just a Pop-Up, the students will likely need to put some money back into the business.*

Having a goal is important, not only to encourage everyone to do their best, but it also will play a role in how you price and promote your product.

**Generating a business idea:** A good business begins with a good idea to meet the needs, or wants, of potential customers. (See “[20 S’Cool Store Business Ideas](#)”).

**Activity:** Using the information above, have the students use creative thinking to come up with business ideas for starting their S’Cool Store. Make sure this is a positive activity and that everyone’s ideas are heard and respected. Write the ideas on the board and use the following questions to help students refine their ideas and come up with a consensus:

- Do customers need this good or service?
- Who will want to buy the product?
- Can you sell it at a price that customers can afford?

- Do you have, or can you get, the knowledge and resources to run this business?

**Generating a Business Name:** Now that you know what your business is, it's time to come up with a business name. Have the students brainstorm some business names. Here's some helpful hints to find the right name for your business.

- Think creatively: You probably want a name that is unique, to capture attention or highlight what you do. Don't get so creative that customers can't pronounce or remember your business name.
- Think how the name represents your business: The name should appeal to your customers. You don't want to use anything with negative connotations. Customers should have a good feeling when they hear or see your business name.
- Think how you will use it: Your name should sound good when said aloud. It should also look attractive and be readable on signs, ads, even a website.



**Wrap Up:** Have the students fill in the **S'Cool Store Business plan** in their student workbooks.

### **School Store Business Plan**

Business Name: \_\_\_\_\_

Business Goal: \_\_\_\_\_

Product and what need it fills: \_\_\_\_\_

## Module 3 - Price, Expenses, Revenue & Profit

### Small Business Concepts

Businesses are started by people who had an idea about how they could meet your needs and your wants by selling you a product. The money a business earns from selling its product is called **revenue**. For a business to make money they have to sell their products at a **profit**. The profit is the difference between the revenue and what it costs to sell the product.

**Price:** A business wants to make money and grow. If not, it's a hobby, not a business. To make money and grow, it has to sell its products at a profit. A large part of a businesses' success comes from how it prices its products. If the price is too low, then the business isn't making as much money as it could. If the price is too high, then customers won't buy the products. Being able to price products correctly will allow the business to meet its goal. To successfully do that, you have to know what your goal is and what it costs to operate your business.

**Costs:** When a business buys a product to sell, the price the business pays is called the **cost of goods sold**. This cost usually includes the shipping cost to get the product to the store. If your local store sells candy bars, what they pay for the candy bar, including shipping to their store or warehouse, is their cost of goods sold.

There are a lot of other costs a business has to consider when it sets the price of the product it will sell. These other costs are called **expenses**.

A business must be able to identify and include the cost of goods sold and all expenses when they are considering how to set the price of a product. A business could sell a lot of products and still go out of business, if they don't figure in all the costs when pricing their products. If the business' costs are greater than the business' revenue, it's called a **loss**.



**Activity: Matching:** Have the students match the correct business concept with its definition in their student workbooks to help them remember these concepts.

**Activity: Identifying Expenses:** Using one of the businesses you listed above, have the students come up with a list of expenses the business may have. Write them on the board. See how many costs the students can come up with on their own or with a little help. Below are some common costs:

- Office or shop space rent
- Equipment and supplies
- Communications: phones, fax, computers
- Utilities: Electric, water and sewer
- Repairs and maintenance
- Licenses and permits: business license, etc.
- Insurance
- Lawyer and accountant: legal work and bookkeeping
- Employee and/or owner salaries
- Advertising and marketing: radio and TV commercials
- Printed marketing materials: newspapers ads, mail outs, business cards
- Making and hosting a website
- Taxes

Points for Discussion: A good business person is always looking for ways to reduce costs. A business can make more money and increase its profits by reducing costs. An example would be designing your own website instead of paying someone else to do it. This might be a good idea if you are good at designing business websites, but a bad idea if you are not. Go through the list of generated in “Identifying Expenses” activity above and talk about the pros and cons of trying to eliminate or reduce each cost.

Is it always a good idea to try and do things the cheapest way possible?

Another way a business can increase profits is to increase sales. When you increase sales you will increase some costs, like the cost of goods sold. But other costs, such as rent, accounting, licenses, don’t necessarily increase. These are called **fixed costs**.



Activity: Determine Simple Profit and Loss: Have the students work through the two **Profit and Loss worksheets** in the student workbook. Provide any necessary assistance needed. Students should see a direct relationship between how costs and sales can affect profit.

### Simple Profit and Loss Statement

The 1 Hour 1 Pizza Parlor is open for only 1 hour every day and only makes one pizza which they sell for \$21.00, the going price for pizza in their town. Use the chart on the right to figure out the profit, or loss, for operating the 1 Hour 1 Pizza Parlor.

Fill in the Profit and Loss statement below and answer the questions.

Cost of ingredients to make one pizza	\$ 5.00
Cost of utilities for one hour	\$ 3.00
Cost of supplies	\$ 0.50
Cost of labor	\$ 12.00
<b>Total Operating Expenses</b>	<b>\$ 20.50</b>
Revenue for 1 pizza (sales price)	\$ 21.00
Total Operating Expenses	- \$ 20.50

Cost of goods sold	
Cheese	\$1.25
Pizza dough	\$2.50
Secret sauce	\$0.50
Toppings	\$0.75
<b>Total</b>	<b>\$5.00</b>
Operating Expenses	
Utilities	\$3.00
Labor (wages)	\$12.00
Supplies (plates and napkins)	\$0.50





Points for discussion: Have the students answer the following questions.

- Did the 1 Hour 1 Pizza Parlor make a profit or a loss?
- Would you be happy with this profit if you owned the business?
- What would you suggest the business do to make more money?

Write the answers on the board and discuss the pros and cons of each. Some hints if needed: Raise the price of the pizza, cut labor costs, use cheaper ingredients, and make more pizza.



Activity: How Increasing Sales Can Affect Profit:

1 Hour 1 Pizza Parlor's realizes some changes need to be made. The owner decides to change the business to the "1 Hour 2 Pizza Parlor." From now on the business will be open for one hour a day but will make two pizzas instead of one. Sales price for each pizza is still \$21.00. To make sure customers know about the change the business distributes flyers in the neighborhood.

Cost of Ingredients to make two pizzas	\$ 10.00*
Labor cost for one hour	\$ 12.00
Cost of Utilities for one hour	\$ 3.00
Cost of Supplies	\$ 1.00
Cost for advertising	\$7.00
<b>Total Operating Expenses</b>	<b>\$ 33.00</b>
Revenue for 2 pizzas (sales price)	\$ 41.00
Total Operating Expenses	- \$ 33.00
<b>Total Profit (or Loss)</b>	<b>\$ 8.00</b>

*\*Helpful Hints: You may have to help students identify which costs double with the increase in pizza production.*

Cost of goods sold for one pizza	
Cheese	\$1.25
Pizza Dough	\$2.50
Secret Sause	\$0.50
Topping	\$0.75
<b>Total</b>	<b>\$5.00</b>
Operating Expenses	
Utilities	\$3.00
Labor (wages)	\$12.00
Supplies (plates and napkins)	\$0.50
Marketing and Advertising	
Flyers	\$7.00

Help students understand how the increase to 2 Pizzas a day increased profits. Point out the costs that increased and those that remained the same. Increased sales, even though we increased some costs and added another, still resulted in a huge increase in profits.

### **Doing Business in Alaska**

Have you ever wondered why things cost so much at the store in your community? Doing business in Alaska, especially rural Alaska, has some special challenges and opportunities that might not be found in other areas of the country. Alaska businesses have much higher shipping costs. We also have higher labor and utility costs than most of the country. In many parts of Alaska, there are fewer places to shop. This lack of competition usually means higher prices. But it also could be an opportunity to start a business.

**Points to Ponder:** Is there a product you can make, or a service, you could do, that is cheaper than other businesses offer in your community.

### **S’Cool Store Business Plan: Budget**

The next step in your S’Cool Store business plan is to make a S’Cool Store Budget and set a price for your product so you reach your goal.

**Establish a Price for Your Product:** What do you think someone would be willing to pay for your S’Cool Store Product? There are many ways to go about figuring this out.

- A simple method is to ask yourself what you would pay if you were buying the product.
- Another method businesses use is market research. Market research could be asking a number of other people what they would pay for a product or going to different stores to find out what they charge for their products.

Whichever way you choose, the students need to come up with a proposed price for their S’Cool Store product. Assist them in completing the [School Store Budget Spreadsheet](#) in their workbook to determine the viability of their S’Cool Store plan.

The School Store Budget Spreadsheet will walk them through answering the following questions:

- What will the price of our S’Cool Store product be? (What you think you can sell it for)
- How much money do we need to start a S’Cool Store? (Your costs)
- How much do you need to sell to meet your goal?





Activity: S'Cool Store Budget

**Product:** \_\_\_\_\_ **Price:** \_\_\_\_\_

**Cost of Goods Sold:** \_\_\_\_\_

**Expenses**

- Equipment \_\_\_\_\_
- Supplies \_\_\_\_\_
- Promotion  
(signs, flyers, etc.) \_\_\_\_\_

**Other Expenses**

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

**Total Expenses**

(What you need to start your store) \_\_\_\_\_

**Add the amount of your goal** \_\_\_\_\_

**= Profit needed to make your goal (\*\*G)** \_\_\_\_\_

**Expected number of sales**

(Divide the Profit Needed (\*\*G) by your Price (\*P)) \_\_\_\_\_



Points for Discussion: Do you think you can sell enough to meet your goal? If not, you might have to come up with a better plan. Should we change the selling price, lower expenses, change our goal, or a combination of all of three? Do we have enough money to start our S'Cool Store? Will we have to find other investors?

## Module 4 - Communication, Promotion, and Location

### Small Business Concepts

#### Communication

How a business communicates within the business and with those outside the business are both important to the success of any business.

Good communication skills are essential to running a successful business and building a team that can work together. Good communication prevents misunderstandings, which can cause friction in the workplace. When employees are able to communicate well with each other, the business can operate more efficiently. When employees communicate well with customers, they are providing good customer service which means satisfied customers who will come back and buy your product again.

If a business needs to approach a bank or investors for a loan, having good communication skills and a thorough understanding of your business will be necessary. To convince someone to invest in your business, you will need to clearly communicate why you need their money, and how you intend to pay them back.

**Personal Selling** is when you meet face-to-face with a potential customer for the purpose of generating a sale of your product. Whether you are a salesperson in a store or going door to door, being able to sell your product is important. Good communication skills will help you make the sale.



**Activity: Discussion** Discuss the following list of good workplace communication skills with the students and have them provide answers as to why each would be important in: 1) Dealing with a customer complaint. 2) A job interview. 3) Your boss is giving instructions.

Good verbal skills: Speak clearly using full sentences. Make sure your tone of voice conveys you are engaged in the conversation.

Good listener: Pay attention to what the other person is saying and ask clarifying questions to make sure you understand.

Good non-verbal skills: Use eye contact, good posture and facial expressions to let the person know you are interested and focused on the conversation.

**Activity: Breaking News!** This activity is great for teaching effective verbal communication and listening skills as well as helping students feel more comfortable speaking in front of others.

Have the students break up into groups of two. One student will interview the other using the questions below. Encourage them to take notes in their student workbook. Allow enough time for each pair of students to get through all the questions. Now have the student interviewer pretend to be a T.V Reporter and tell the class what they learned about their partner. Have students stay in the same group but switch roles and do the activity again.

Remind the students they are T.V. reporters and appropriate body language, posture and facial expressions are important when you are in front of the camera.

### Breaking News! Questions:

What's your name? What is your favorite movie? Why? What do you most enjoy doing in your free time? Why? What is your favorite subject in school? Why?



Points to Ponder: It's hard for most people to speak in public. How comfortable were you speaking in front of the group as a TV Reporter? Employers value employees who are able to listen and follow directions. Is good listening a skill you have or something you might need to develop?

### Promotion

**Promotion** is advertising a product to generate sales. It covers everything a business does to communicate with customers. Promotion helps a business build awareness, so that potential customers know that the business and its products exist, and provides all the information a customer needs to purchase the product.

There are many different ways to promote a business. Anyone who has read a newspaper, listened to the radio or watched TV has been exposed to promotion through advertisements, or ads. A single Ad can contain many different kinds of promotional strategies to catch your attention: logos, catchy slogans, songs and pictures of the product are all part of the mix.

A new business may not be able to afford paid ads in the beginning, but there are other ways to promote a business or product.

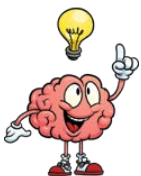


Activity: Have the students come up with inexpensive ways they can promote a business or activity. Write them on the board. See how many low-cost ideas they come up with. You might offer a few examples to get them thinking:

Flyers, signs, Facebook group (and other social media), article in the school or local paper, interview on a local radio or TV program, business cards, speaking at a community gathering and the chamber of commerce, networking, website, and don't forget-Personal Selling.

A good promotional activity should:

- Be simple and easy to understand. Keep it short and use simple words. All writing should be legible. If you talk too much or have too many words on a sign, your message can get lost.
- Grab attention: Use persuasive language, bold headlines, graphics and pictures to grab attention and keep the audience engaged.
- Highlight benefits: Lowest prices, fast service and best tasting are all examples of the kinds of things that set you apart from the competition.
- Educate: The promotion should provide all the important information the customer should know: Where to get your product, when they can get it and its cost. It's helpful to provide a phone number, email or website address for any follow-up questions.



Points to Ponder: Have you ever seen a commercial on TV that made you think, "I could do better than that?" Do you have creative ideas or artistic skills you could use to design advertisements or promote a business?

### S’Cool Store Business Plan Step 3 – Promotion and Location

**Generating Promotional Ideas:** Using the information above, have the students use creative thinking to come up with ideas for promoting their S’Cool Store. You will likely need a sign for the business. A flyer might also be appropriate to post in the school or hand out to other teachers, students or parents.



#### Activity: Designing Your S’Cool Promotions

**Branding** is the use of a name, logo, slogan or design to give a product a unique identity.

In this exercise in the student workbook, there is an area for students to design the brand of their S’Cool Store. Give them the opportunity to create their own vision and then share the different ideas with the group. Students can design a logo, sign or flyer for your S’Cool Store to help grab customers’ attention. Or, students might want to come up with a catchy slogan or jingle.

This is a great opportunity to highlight students with creative talent. Encourage the students to be creative and think outside the box. Give them the opportunity to create their own vision and then share the different ideas with the group.

#### **Location & Hours of Operation**

Have you ever heard the phrase Location, Location, Location? It’s a popular way of describing just how important the decision of location is when starting a business. The amount of money a business makes depends on the number of customers that come to the business. A business with a good location is visible to the customer, easy to find, and easy to get to.

A Pizza Parlor next to a college campus would get a lot more business than one located 10 miles outside of town.

The time of day when a business is open are the **Hours of Operation**. Most businesses have a set schedule, so customers know when they can shop. Some businesses open early and stay open late to be convenient for the majority of potential customers.

#### Activity: Generating a business location and hours of operation

Using the information below have the students brainstorm locations for their S’Cool Store and write them on the board. Assist them in identifying the pros and cons of each suggestion, and come to a consensus of the best location and the days and times your S’Cool Store will operate.

A business location should be:

- In a safe place
- Easy to find and get to
- Easy parking
- Open when people are shopping
- Near people who want your product
- A place you have permission to be
- Available for the date(s) and time(s) of operation



Activity: Have the students complete the **Promotional Plan section of the business plan** in their student workbook.

Business promotional plan: \_\_\_\_\_

Business theme or slogan: \_\_\_\_\_

Business Location: \_\_\_\_\_

Date and hours of operation: \_\_\_\_\_

## Module 5 - Putting Your S’Cool Store Plan into Action



### Small Business Concepts

It’s time to wrap up business plan development and open your S’Cool Store. Have the students transfer their business plan work from modules 2-4 to the Business Plan in module 5 for a complete plan.

#### School Store Business Plan

*(The pages below reference the student workbook)*

Business Name (pg. 4): \_\_\_\_\_

Business \$ Goal and how you will spend it (pg. 4): \_\_\_\_\_

Product and what need it fills (pg. 4): \_\_\_\_\_

The price of your product (pg. 7): \_\_\_\_\_

How much you plan to sell (pg. 7): \_\_\_\_\_

Cost of startup and where you will get the money (pg. 7): \_\_\_\_\_

Promotional plan (pg. 10): \_\_\_\_\_

Slogan or theme (pg. 10): \_\_\_\_\_

Location (pg. 10): \_\_\_\_\_

Dates and hours of operation (pg. 10): \_\_\_\_\_

It’s important that every student understand the group’s business plan and be able to communicate what they are trying to accomplish with S’Cool Store. Especially if your group will need to ask:

- For an investment for start-up costs
- To borrow supplies or equipment
- A business or organization for a donation of supplies or ingredients
- For permission to use a location
- Customers to buy your product

#### Activity: Elevator Speech

An elevator speech is a clear, brief message or commercial about your business. It communicates who you are and what your S’Cool Store is trying to accomplish. An elevator speech should be short, about the time it takes to talk with someone on an elevator ride, about 30 seconds. The idea is to have something prepared, and practiced, that you can share with anyone.



Assist the students in dividing up the different parts of the S'Cool Store Business Plan into smaller sections. Each student should be able to explain, in 30 seconds, at least one aspect of the plan. Have them practice their part and then work as a team to present the entire plan to the principle or another teacher. People should come away with a clear understanding of who the business is and what it will accomplish.

## Get Ready for Opening Day

Successful businesses operate smoothly. Planning is important to make sure that when you open the doors for business, everything is in place.

The student workbook has tips and suggestions for getting ready to open S’Cool Store. Help the students fill-in the **Opening Day Checklist** and assign any tasks that need to be done and when they should be completed. Also, review the tips for providing good customer service.



Checkbox	Assignments	Student Assigned to	Due Date
	Supplies to be Purchased - - - - - -		
	Equipment acquired		
	Signs and Flyers made and posted		
	Change for customers		
	Who will set up and what time to arrive		
	Who will clean up		
	Ledger to record sales (pencil)		
	Other supplies or things to do: - - - - -		
	Who will clean up		

## Tips for providing good customer service

- Be friendly: Greet each customer and ask if you can be of assistance.
- Be Professional: Keep your business neat and clean and serve customers quickly.
- Handle Complaints: Listen to all complaints and don't make excuses. Fix the problem if you can and apologize if you can't.
- Sell, Sell, Sell: Let people know how good your product is and why they should buy from you. Consider offering a deal to get them to buy more, like "buy two, get one free".
- Say "Thank You": Let the customer know you appreciate their business. Also, be sure to thank anyone who helped you with S'Cool Store. If you borrowed money, be sure to pay your investors back.



### Points to Ponder:

After your final day of running your S'Cool Store, have the students go back and reflect on their experience. Distribute copies of the **Student Exit Survey** and have each student complete one.

### Final Steps

1. Complete the **Teacher Exit Survey**
2. Take a picture of your S'Cool Store.
3. Submit the **Student Exit Survey**, **Teacher Exit Survey** and picture of your S'Cool Store with your invoice.

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Alaska Division of Vocational Rehabilitation  
**Teacher Vendor Application**



Name: \_\_\_\_\_

(Name as it appears on your IRS tax return)

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: **AK** Zip Code: \_\_\_\_\_ Phone: \_\_\_\_\_

(Circle any that apply) Voice / TDD / Fax / Cell / Msg.

Email: \_\_\_\_\_ FAX \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This application is for the purpose of certifying teachers as paid vendors of the Alaska Division of Vocational Rehabilitation (DVR) to deliver JOBZ Club services to students with disabilities. To be considered complete the bottom portion should be completed by a school administrator (principal, special ed. director, etc.) and returned with a signed W9 to: **Jim Kreatschman, Youth Transition Coordinator** at [jim.kreatschman@alaska.gov](mailto:jim.kreatschman@alaska.gov)

DVR can purchase other services through its network of Certified Rehabilitation Providers (CRP). More information can be found at <http://www.labor.state.ak.us/dvr/>

### School Acknowledgment

I support \_\_\_\_\_, as a teacher in good standing, application to become a vendor for the Division of Vocational Rehabilitation to provide JOBZ Club services to students with disabilities.

I further understand:

- JOBZ Club is an after school activity to provide students with disabilities Pre-Employment Transition Services to help prepare them for transitioning from school to work.
- This teacher is receiving financial reimbursement from DVR for providing JOBZ Club services.

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Title: \_\_\_\_\_

For DVR use only:

Approved by: \_\_\_\_\_ Date \_\_\_\_\_

# Request for Taxpayer Identification Number and Certification

Give Form to the  
requester. Do not  
send to the IRS.

► Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

Print or type. See Specific Instructions on page 3.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.	
	2 Business name/disregarded entity name, if different from above	
	3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only <b>one</b> of the following seven boxes.  <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► _____ <b>Note:</b> Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is <b>not</b> disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ► _____	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):  Exempt payee code (if any) _____  Exemption from FATCA reporting code (if any) _____  <small>(Applies to accounts maintained outside the U.S.)</small>
	5 Address (number, street, and apt. or suite no.) See instructions.	Requester's name and address (optional)
	6 City, state, and ZIP code	
	7 List account number(s) here (optional)	

## Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number									
				-				-	
or									
Employer identification number									
				-					

## Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person ►	Date ►
-----------	----------------------------	--------

## General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

## Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

*If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.*



Alaska Divisions of Vocational Rehabilitation  
**Referral for Pre-Employment Transition Services**



Student Name: \_\_\_\_\_

Gender: \_\_\_\_\_ (Last) (First) (Middle)  
Date of Birth: \_\_\_\_\_ SSN: \_\_\_\_\_

**\*Required**

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: **AK** Zip Code: \_\_\_\_\_ Phone: \_\_\_\_\_

**(Circle any that apply)** Voice / TDD / Fax / Cell / Msg.

Email: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Select one: ☐ Student with a disability ☐ IEP ☐ 504 Plan

Race: mark all that apply: ☐ American Indian or Alaskan Native ☐ Asian ☐ African American or Black  
☐ Native Hawaiian or Other Pacific Islander ☐ Caucasian / White

Ethnicity: ☐ Hispanic or Latino (Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.)

**I experience:** ☐ Blindness/Low Vision ☐ Deaf/Hard-of-Hearing ☐ Developmental/Intellectual Disability

☐ Attention-Deficit/Hyperactivity Disorders ☐ Physical Disability ☐ Medical Disability ☐ Learning Difficulties

☐ Brain Injury ☐ Emotional/Behavioral Condition ☐ Speech/Language Difficulties ☐ Autism Spectrum

☐ Other: \_\_\_\_\_

I am requesting Pre-Employment Transition Services from DVR and/or the DETS based upon the criteria that I am a student with a disability as who is potentially eligible for DVR services. I understand that in order to pursue services, other than Pre-Employment Transition Services, I will need to complete an application and provide DVR and/or DETS with information needed to determine my eligibility. I understand that, as a recipient of services from DVR, I have the right to seek advocacy services from the Client Assistance Program (CAP) at 1-800-478-1234 or [akpa@dlcak.org](mailto:akpa@dlcak.org).

For the specific purpose of participation in Pre-Employment Transition Services, I grant permission for the service provider to exchange information with DVR and/or DETS to verify services were provided to me.

This consent is subject to revocation at any time except to the extent that the disclosure has already occurred. If not previously revoked, this consent will expire 1 year from date of signature.

The confidentiality of personal information requested on this form and with this authorization is protected by AS 23.15.190, 8 AAC 98.510 — 8 AAC 98.550, 8 AAC 98.990, and 34 CFR 361.38.

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_

(If participant is under 18, a parent or guardian signature is required.)

Parent/Guardian Name: \_\_\_\_\_ / \_\_\_\_\_ Date \_\_\_\_\_  
(Printed) (Signature)

\*\*\*By signing below, I affirm that the student named above experiences a disability per 34 CFR 361.5 (51)\*\*\*

Verifier name: \_\_\_\_\_ Title: \_\_\_\_\_  
(CRP, Teacher, Service Provider)

Comments: \_\_\_\_\_





Photo credit here



Casey Conner (bottom left and above center) is the founder of 907Boards.

Photos courtesy of Casey Conner



# Teen Entrepreneurs

Alaska's young adults  
start up the state's future

By Heather A. Resz

Starting businesses isn't how most people spend their teenage years, but for some Alaskan teens, businesses they started in middle school and high school are continuing to grow and thrive.

There's Mike Duncle who started Mike's Music in Eagle River more than two decades ago when he was twelve.

Grayson Davey was inspired to launch a line of wearable survival gear after two friends nearly died of exposure following a boating accident.

Kyra Hoenack was serving on the board of a local outreach group for homeless teens when her good idea blossomed into first one business, then two.



Casey Conner founded 907Boards after building his first longboard in middle school shop class.

And there's Tyler Arnold, who at twenty-three-years-old has already started two tech businesses, sold one, and is on track to roll out his third startup later this month.

Davey attributes some of his success to lessons learned at the Anchorage Chamber's "Young Entrepreneurs Academy." He was one of five young entrepreneurs who graduated from the eight-month program this year. The program also paired him with a mentor from the University of Alaska Anchorage College of Business and Public Policy.

More than 1,300 teens in grades seven through twelve have completed the Young Entrepreneurs Academy nationwide.

"That really kicked it up a notch," Davey says.

### SimplySocial

Tyler Arnold used \$400 from his sixteenth birthday to start "Tyler Systems" in 2008 during his junior year of high school. He launched SimplySocial in May 2012 with a pair of international partners and sold it in June 2015 to a Manhattan advertising agency.

Arnold's latest rollout is "Circa Victor," which he describes as a software suite that helps political organizations make strategic

decisions about campaign expenditures. He said he will be working in the political arena through the 2016 election.

He owes his success to his Alaska mentors, Arnold says—earlier investors like Allan Johnston, who was one of the first people to invest in Arnold's first business, Tyler Systems.

"I'm thankful for all the mentorship and support I received," he says. "Without that, none of this would exist."

Johnston helped create the Municipality of Anchorage 49th State Angel Fund in 2012. He's also the founder of a 501 (c)(3) nonprofit corporation called The Entrepreneurs and Mentors Network, Inc., which helps foster mentors and potential business Angels.

"I don't know anyone who is more committed to creating new entrepreneurs," Arnold says.

Arnold also is taking a business course at Columbia University to complement his active learning experiences. For now, his focus is on building business systems and finding individuals interested in changing the world, he says.

"I'm very excited about the company I am working on now," Arnold says.

He says he would like to see Alaska become a player in the intellectual property world as a means to diversify its economy, adding, "We should be planting those seeds now."



Courtesy of Tyler Arnold

Alaska grown entrepreneur Tyler Arnold at the entrance to Columbia University in Upper Manhattan, New York City.





Alaska Survival Bracelet, packaged (left) and product components before assembly (above), is one of the products designed, manufactured, and sold by Grayson Davey's business Alaska Paracord Designs.

Courtesy of Grayson Davey

### Alaska Paracord Designs

Like most kids his age, Grayson Davey, fourteen, struggles to manage his time.

But what sets this South High School freshman apart is what devours his free time.

Davey was eleven in February 2013 when he started Alaska Paracord Designs with \$300 and a business idea aimed at saving lives. Now he has nine employees and is on track to make \$40,000 this year from his part-time business, his dad, Trent Davey, says.

"He could easily make it a full-time job," Trent says. "We're trying to find that balance between school and being an entrepreneur."

The fledgling enterprise designs, manufactures, and sells survival gear bracelets and key fobs with tools built in to start a fire in the wilderness, lash together a shelter, and catch a fish or two for dinner.

It got its start three years ago when Grayson sold his Alaska Survival Bracelets online, at the Spenard Farmer's Market, and at a three retail outlets. This year, he joined the Made In Alaska program and expanded to sell his items at retail outlets across Alaska and directly at several Anchorage craft shows.

Grayson assembled each paracord design himself until March 2015 when he began hiring employees to help him with assembly in order to expand his market. Now he has a nine-person crew assembling the products using his custom materials. Each week, he picks up the finished items, pays the employee, and delivers more supplies, Grayson says.

Grayson completes the final step in each piece and does a quality check at the same time, he says.

He was already designing paracord bracelets before an accident a few years ago that stranded a friend and his daughter on a gravel bar on the Skwentna River. They waited for help for three days without food, shelter, or any means to start a fire after all of their survival gear was lost when their boat flipped in the river and sank, Grayson says.

The accident gave Grayson the idea to modify his paracord bracelets to include a



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few bits of essential survival gear—a firesteel, striker, and tinder. So Grayson, with advice from his dad, a former fighter pilot with extensive survival training—set out to create a new kind of wearable survival gear.

In addition to the \$35 survival bracelet, they also developed and sell the \$25 “Fire Bug” keychain that includes a firesteel, knife-grade scraper, Mylar signal mirror, waxed jute, and an X-Acto blade. The newest addition to the line-up is the \$45 Fish and Flame, which includes everything in the Fire Bug, plus an Alaska fishing kit including hand-tied flies and braided fishing line that can double as a snare—among other uses, Grayson’s father Trent Davey says.

To use any of the three survival tools means untying the paracord to get at the items inside. That means after you use your Fire Bug or survival bracelet, you can use the components again, but it’s a one-time use tool.

Grayson has a solution for that, too.

Mail the kit’s components to Alaska Paracord Designs with the story of how you used it and they will send you a replacement.

“These products are a great for anybody spending time in the outdoors,” Trent says.

The idea is to carry a few items that could aid surviving for twenty-four to forty-eight hours, he says. Similar survival products don’t include tinder, Trent says, so the fa-

ther and son team designed a way to weave a wax coated length of jute into the designs that still burns even when wet or in sub-zero temperatures.

As a test, they took the prototype bracelet Trent had worn for more than a year and submerged it in water for two days before taking it out and starting a fire with it, Trent says.

“That’s a big deal if you are wet and cold. You need to be able to get a fire going now,” he says. “Everything that is in there, we know it works.”

Thanks to his membership in the Made

In Alaska program, three of Grayson’s Fire Bugs also will be included as ornaments on the National Christmas Tree in Washington, D.C., this year.

### Steamdriven Boutique

Kyra Hoenack, nineteen, took a circuitous route to become the founder and manager of Steamdriven Boutique, a Wasilla shop that upcycles clothing, hats, and jewelry and provides work opportunities to homeless teens.

She was fourteen or fifteen and a student

Kyra Hoenack,  
founder and  
manager of  
Steamdriven  
Boutique in  
Wasilla.

Courtesy of Kyra  
Hoenack



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Some of the upcycled merchandise at Kyra Hoenack's Steamdriven Boutique in Wasilla.

Courtesy of Kyra Hoenack


# Congratulations



## Lynn Johnson, Chairman, Dowland-Bach Alaska Business Hall of Fame Honoree

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at Burchell High School when she joined the board of MY House, a grassroots group formed to provide a hand up to homeless youth ages fourteen to twenty-four in the Mat-Su Borough. At Burchell about half of the student body is homeless. Districtwide, the Mat-Su Borough School District reports 850 of its students are homeless, though Hoenack estimates that number is likely higher closer to 1,200.

At first, the MY House Board considered vetting interested community members with available rooms and connecting them with homeless teens. Teens would stay for a few nights, or a few weeks, before moving back to the streets, Hoenack says.

That's when Hoenack spoke up. She told the adult board members their novel housing model was doomed to fail.

Teens don't want to live in a stranger's home, she says.

"I wouldn't like that," Hoenack told the board. "It would make me uncomfortable to stay in someone else's home. I would feel like I was invading someone else's space."

So the board put together a new approach. It leased a building to house a drop-in center to connect teens with employment, healthcare, and case management services. A third of the building was leased to a car detailing company started by teenager Ben Beach, a third was the drop-in center, and the remaining third housed the Gathering Grounds Café, which is managed by Hoenack's brother, Kurt, twenty-two.

The café helps support the drop-in center financially and has trained thirty-seven teens during its first two years of operation, Hoenack says. Of those, thirty-six have moved on to better jobs and safe housing, Hoenack says.



"We are pretty proud of that," she says.

The MY House Board followed her lead again last year when she suggested the non-profit could upcycle its excess donations and sell the items in a small steampunk boutique. "Steampunk" updates Victorian-era fashions by melding it with modern goth and punk styles.

Since that time Steamdriven Boutique has grown to employ four teens, including Hoenack, who manages the business. The idea is working as planned. The business is turning a profit and a couple of her staff members have already graduated to new opportunities, she says.

In addition to job training, the boutique also provides clothing vouchers to clients and a revenue stream that also supports the outreach program, Hoenack says.

An ongoing expansion will double the floor space in the shop and add an office for Hoenack and a classroom where teens can learn sewing, design, and other skills used in the upcycle process.

The inventory is all donated, except for a few steampunk accessories, she says.

Her leadership was honored this year as Spirit of Youth award winner, which included a \$2,000 scholarship. For now, Hoenack says she is happy managing the shop and helping to steer the homeless youth outreach program as a voting board member. Though somewhere down the line, she says, she would like to earn a degree in social work or human services.

"I haven't found anything else I enjoy more than being here and part of a good working team," Hoenack says.

### 907Boards

Alaskan entrepreneur Casey Conner started 907Boards two years ago when he was fourteen. This summer—with his family's help—he opened a full-service shop in Anchorage offering skateboards, longboards, safety gear, apparel, training, and a community meeting space for science, business, and math class as well as youth groups and weekly Friday Pizza Nights.

During the school year the sixteen-year-old divides his time between running 907Boards and his responsibilities as a sophomore in high school.

"With the help of my parents, I wanted to share the love that I have for boarding while giving kids a safe place to do homework, play foosball, or just meet up," Conner says.

He'd never skated before when he made his first longboard in shop at Hanshew Middle School during his eighth grade year. He set up the board, learned to ride, and just kind of fell in love with it, Conner says.

People are generally more familiar with skateboarding—the kind in the Tony Hawk

video game series—than longboarding, Conner says. Both types of skateboarding are means of transport, but from there, the sports diverge, he says.


Skateboarding is focused on tricks, while longboarding's focus is speed. But people tend to paint all skaters with the same broad brush that assumes every kid with a deck tucked in their backpack is up to no good.

When he walks around with his board, Conner says, he deals with those stereotypes, too. That's partly what's behind his Longboard4Change branding effort to remake the image of longboarders in Alaska and around the world.

At first Conner was designing decks and graphics, sending them outside to be pressed, and doing custom setups in his garage. When he took his boards around to local skate shops, only one guy would even talk to him and no shop would sell his boards for him, he says.

That's when his mom, Lisa Conner, suggested they open their own skate shop and specialize in longboards.

"Our family is fortunate to be able to support Casey's dreams while giving back to the community," she says. "The business model is simple: provide first class products and customer service while providing a healthy environment for kids to spend time."



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Today his 907Boards with his custom graphics are available at his Anchorage shop. Or, Conner's graphics are on some Omen Longboards, he says.

"We are definitely the longboard store for Alaska," Conner says.

In the near-term, his goals include continuing to improve his longboard skills and learning as much as possible about business and the industry. Long-term goals include competing nationally, expanding his shop's product lines, hiring employees, and, eventually, open more retail stores.

Conner also offers longboarding lessons at his shop's indoor training facility, which includes a half-pipe. Skaters use the ramps for practicing tricks, but Conner says the two gradual slopes on the pipe are perfect for introducing new students to the sport, like a bunny hill for beginning skiers.

Conner is a student at an Anchorage charter school that also uses the Boardroom at 907Boards to host the science class, a math tutor, and various other student clubs and groups.

"We always wanted to have that training facility and a place for meetings and groups and stuff," Conner says. "We wanted to offer an inviting family-friendly place where people of all ages could learn about the sport."

### Mike's Music

While it probably is not a good idea to buy a \$10,000 musical instrument for most twelve-year-olds, that is the origin of Mike's Music in Eagle River, now in its twenty-first year of business.

Sharon Dunkle says her son, Mike, got his start by renting and selling new and used instruments his father helped him recondition. Gradually the store expanded to offer a full line of band and orchestra instruments and supplies.

When the shop opened in 1994, it was the only place between Wasilla and Anchorage to buy a violin string, she says, recalling an instance where she'd driven Mike to Anchorage for a \$2 string.

For now, Mike lives in Seattle and has sold the business to his mother, Sharon. He still does training sessions at the shop when he is in town, but isn't involved with day-to-day operations currently, she says.

"I never ever expected to still be doing it," Dunkle says. "I was just trying to help my kid out."

The shop wouldn't have been possible without suppliers who gave him credit and an opportunity, she says.

"They took a leap of faith with him," Dunkle says. "And they have been our main supplier of violins for twenty years."

Adults need to listen and give credence to young people with big ideas, she says.

"Any time you have a young person with that entrepreneurial spirit, we need to be supportive," Dunkle says. "They won't all succeed, but there is always that one out of a thousand or a hundred thousand."

"It is important."

She's not a musician herself, but she is a huge supporter of music for people of all ages and skill levels. It's never too young to encourage music, she says.

"When parents come into the store with little kids—some of these kids come in at four or five and are practically drooling over a guitar or violin—I really encourage them to let them try," Dunkle says. "If you can afford it, let them try."

Mike was in sixth-grade when he told his mom he needed a violin that was better than he had; one he could grow into. Using the profits from his music business, he purchased a violin from luthier John Osnes in 1998.

"We all have to do something for a living," Dunkle says, "but art and music, that's the stuff that makes us happy." ☼

*Heather A. Resz lives in Wasilla. She's told Alaska's stories for nearly twenty years.*

## Celebrate Junior Achievement's Business Hall of Fame Laureates

### 2016 HONOREES

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Jason Metrokin – Bristol Bay Native Corporation

Mike Burns (Posthumously) – Alaska Permanent Fund Corporation

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# 20 S’Cool Store Business Ideas

You can monetize almost any product or service with a little creativity. Some ideas might not be doable because of high startup costs, but if you can get students to think outside the box, it’s possible to do a lot of cool business ideas. You have a \$50 startup budget from DVR. You could limit your S’Cool Store to that, or try some of these ideas to stretch your budget and expand your business possibilities.

- Try and get parents, school, or a community club to invest in S’Cool Store. Investors should always be paid back.
  - A community business may donate supplies or allow you a great location.
  - The school or a community club may have equipment you can borrow, like a popcorn or cotton candy machine.
1. **Open a stand:** A lemonade stand is simple and low cost. Depending on the time of year, a hot chocolate stand might work better. Try popcorn, just the smell brings customers. Frito pie is popular if you can partner with basketball game or community event.
  2. **Bake sale:** Everyone loves fresh baked cookies, brownies or even bread. Rice crispy treats are always a hit and the ingredients are few and relatively inexpensive. Baked doggie treats are also popular items.
  3. **Child care:** How about staffing a drop-off child care in an empty classroom during basketball games, teacher/parent meetings, or other event? A box of Goldfish and a pitcher of Kool-Aid is all you need to keep kids happy for a couple of hours. Students could bring toys from home, play games with the kids or music.
  4. **Theme Photo Booth:** All you need is a camera and color printer. Have the students bring silly hats or other props to make it fun.
  5. **Face painting:** This is always popular at events where there are children. Have the students come up with simple designs anyone can do. You don’t have to be a great artist to make a small child happy.
  6. **Graffiti removal:** If graffiti is a problem at your school or neighborhood, the city or village might pay your students to paint over it. Just make sure they are supplying the paint and equipment. This activity can save tax dollars, improve the community and teach the students civic responsibility.
  7. **Wrist bands:** You can order customized rubber wristbands off the internet printed with your school or mascot. Students, teachers and parents would all be excited to buy that product. Just make sure you figure in setup and shipping costs before you place an order.
  8. **Swap or community garage sale:** Make money by charging a fee per table. This can generate a lot of traffic and vendors benefit from you advertising the event. You can also sell water and baked goods at your own table to make more money.
  9. **Rent-a-Student:** Plenty of people could use a hand, or two, with chores like moving or raking leaves.

## Here are a few more ideas:

- |   |   |
|---|---|
| 10. Set-up and Clean-up after a school or community event     | 15. Build bird houses or make bird food to sell |
| 11. Friendship bracelets                                      | 16. Do garden maintenance                       |
| 12. Offer a cleaning service: wash windows, clean chalkboards | 17. Make greeting cards                         |
| 13. Gift wrapping   | 18. Recycle soda cans                           |
| 14. Car wash  | 19. Tutor younger kids                          |
|   | 20. Shovel snow                                 |





## S'Cool Store is Starting at School!

S'Cool Store introduces small business concepts to students using engaging activities, discussion, and a chance to actually create and run a small business. Students will develop skills in the following areas:

- Business Planning
- Communication
- Leadership
- Problem Solving
- Financial Literacy
- Critical Thinking

S'Cool Store is facilitated by local teachers in school districts across the state to help prepare students to successfully transition from school to work. No matter what technical skills a job may require, employers value these skill!"







DATE:

TIME:

LOCATION:



# Entrepreneurship & Small Business Concepts

Certificate of Completion

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Facilitator

Date

# Helping Alaskans with Disabilities Get Good Jobs

Each year the Division of Vocational Rehabilitation (DVR) helps hundreds of Alaskans with disabilities get and keep good jobs based on their interests, skills, abilities and the job market where they live. If you want to work or keep working and have a physical, intellectual or mental condition that makes this hard, you may be eligible.

## WHO QUALIFIES

Some physical, intellectual or mental conditions can make it hard to do things like walk, see, hear, breathe, care for oneself, sit, stand, lift, learn or think. These conditions are sometimes referred to as disabilities. Some disabilities are present at birth. Others result from illness, injury or aging. If you are having trouble finding or keeping a job because of these or other physical, intellectual or mental conditions and need our services to overcome these challenges, contact us to see if you are eligible.

## SERVICES

Your DVR counselor will help you set a job goal, choose the services you need to reach your goal, and select the providers of those services. The services you use depend on your individual circumstances and job goal.

### Some examples:

- Identify a job that will bring you success and satisfaction;
- Identify how you can reduce the impact of your disability through counseling, training or by using technology;
- Develop work skills and enhanced knowledge through training and education;
- Obtain tools, equipment, books and supplies required by your job or for training.
- Access interpreter, reader or tutorial services;
- Help finding a job and help once you get a job so that you can keep it.

## For More Information

- **Website:** [www.labor.alaska.gov/dvr/](http://www.labor.alaska.gov/dvr/)
- **Email:** [dol.dvr.info@alaska.gov](mailto:dol.dvr.info@alaska.gov)
- Call the nearest office

*We are an equal opportunity employer/program.*

*Auxiliary aids and services are available upon request to individuals with disabilities.*

## CALL TO APPLY

### Anchorage - 6th Avenue

(907) 269-3580 or  
(888) 330-6468

### Anchorage - Debarr

(907) 269-2060 or  
(800) 478-4467

### Eagle River

(907) 696-6840

### Fairbanks

(907) 451-3150 or  
(800) 478-2839

### Juneau

(907) 465-8943 or  
(800) 478-2387

### Kenai

(907) 283-3133 or  
(800) 478-3136

### Ketchikan

(907) 228-3245 or  
(800) 478-5387

### Kodiak

(907) 486-5787 or  
(800) 478-5787

### Sitka

(907) 747-4788 or  
(800) 478-2726

### Wasilla

(907) 352-2545 or  
(800) 770-4124



## Student Exit Survey

Name: \_\_\_\_\_

Your feedback can help make S'Cool Store better. Please take a few minutes to complete this survey. Please mark the extent to which you agree or disagree with the following:

	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1. Participating in S'Cool Store helped me understand what it takes to run a small business.				
2. What I learned in S'Cool Store will help me at a job.				
3. S'Cool Store helped me realize I might want to run my own business.				
4. S'Cool Store helped me understand Goods and Services.				
5. S'Cool Store helped me understand price, expenses and profit.				
6. S'Cool store helped me with promotion and public speaking?				
7. S'Cool Store helped me understand a business plan.				

Suggestions to make S'Cool Store better: \_\_\_\_\_

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## Teacher Exit Survey

Name: \_\_\_\_\_

Your feedback can help make S'Cool Store better. Please take a few minutes to complete this survey. Please take a picture of your S'Cool Store and return it with your survey.

1. What S'Cool Store business did the students open? \_\_\_\_\_

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2. What was the goal? Did the students meet their goal? \_\_\_\_\_

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3. What part of S'Cool Store worked best for the students? \_\_\_\_\_

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4. Did the students benefit from S'Cool Store? If so, how? \_\_\_\_\_

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5. How can we make S'Cool Store better? \_\_\_\_\_

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*Thanks for doing S'Cool Store!*