



ONE **VISION.**
ONE **IDENTITY.**
ONE **BRAND.**

Junior Achievement of Greater Washington

BRAND **GUIDELINES**



UPDATED

2017

VERSION 1.0

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1.0

BRAND—OVERVIEW

The Junior Achievement of Greater Washington Visual and Language Brand Guidelines were developed with one goal in mind: to create a shared brand identity that reflects the excellence of this great and innovative organization and to ensure a visual coherency and consistency across all our touchpoints. It includes national brand standards, as well as local best practices.

Every member of staff has a responsibility to be a brand champion in all that they do, including conversations, presentations, printed documents, and daily interactions with colleagues, partners, students, Board members, and others.

Questions about the brand guidelines should be directed to the Junior Achievement of Greater Washington Communications staff.

A stronger JA[®]
brand means a
stronger Junior
Achievement[®].

1.1

BRAND PHILOSOPHY

Authentic. Experiential. Relevant. Inspiring. Empowering. Those are the words we heard most often when we spoke to Board members, educators, corporate partners, and staff— people from all corners of involvement with JA[®]. Those words make up our brand attributes and brand essence. These words should be front and center in conversations and materials about Junior Achievement of Greater Washington to describe our mission, purpose, and work

in the region.

The **brand attributes** describe the experience we want our target audience to have with Junior Achievement[®]. These attributes must be believable but can be aspirational. Our **brand essence** sums up how a brand connects emotionally with its target audience. It should capture what a customer feels during an experience with the brand.

BRAND ATTRIBUTES



EXPERIENTIAL



RELEVANT



AUTHENTIC

BRAND ESSENCE



EMPOWERING



INSPIRING

1.2

MISSION

Junior Achievement® of Greater Washington's mission statement explains our purpose. It's what we do. This statement is long-term and serves to remind why the organization exists.

Junior Achievement of Greater Washington's mission statement is:

Inspiring the next generation to be financially capable and equipped with the tools to manage risk effectively, solve problems creatively, and welcome opportunity in the complex modern economy. In short, JA® empowers youth to navigate their path to the American Dream.

1.3

CORE BRAND IDEA

The core brand idea is the foundation upon which an organization's brand is built. It is what is unique, remarkable and relevant to the target audience. It's what differentiates JA[®] in the marketplace. Junior Achievement[®] of Greater Washington's core brand idea is:

Empowering the next generation to transform “I can’t” into “I can.”

You may also expand upon this core brand idea to expand upon our work: empowering the next generation to transform “I can’t” into “I can” through our proven experiential financial literacy, work readiness, and entrepreneurship programs taught by a volunteer role model.

2.0

TRADEMARKS—OVERVIEW

The use of the ® and ™ symbols protects the intellectual property of Junior Achievement® and our position in the marketplace. All staff are under legal obligation to follow these guidelines in all internal and external written communication, including, but not limited to, presentations, marketing documents, meeting materials, emails, and presentations.

While you must include the appropriate trademark symbol, it is only necessary upon first mention on a page. Subsequent mentions of the trademarked phrases do not require the symbol. At the start of each new page, the trademark rule resets and you are required to include upon first reference.

For example: *Junior Achievement® empowers the next generation to transform “I can’t” into “I can.” JA® does that through it’s experiential programs taught by a volunteer role models. Junior Achievement is always looking for people like you to give their time and energy in the classroom. If you are interested in volunteering with JA, please sign up at www.myja.org.*

® Alt+0174

™ Alt + 0153

All symbols should be displayed as superscript, which can be achieved through highlighting the symbol and typing Ctrl + Shift + =

2.1

ORGANIZATION TRADEMARKS

JA[®]

Junior Achievement[®]

JA USA[®]

JA Worldwide[®]

JA[®] of Greater Washington

Please note: **Do not use the trademark with Junior Achievement of Greater Washington. Do not use the acronym JAGW externally.**

Please use our full name and then shorten to just JA, or JA of Greater Washington, with JA being preferable unless discussing Junior Achievement of Greater Washington along with other area Junior Achievement offices.

2.2

JA FINANCE PARK® TRADEMARK & USES

In Greater Washington, please use the following naming conventions:

JA Finance Park® Fairfax County

JA Finance Park® Prince George's County

JA Finance Park® Montgomery County

JA Finance Park® District of Columbia

Treat each facility as a separate program and use the ® symbol upon first mention of each, even if there is a previous mention of a facility in another geographic location. If you are only talking about one geographic facility in a document, upon second reference, you may drop the ® symbol and location to simply JA Finance Park.

Improper JA Finance Park References:

- JA Finance Park (upon first reference)
- Junior Achievement Finance Park
- Finance Park
- FP
- JA Finance Park® PG County
- JA Finance Park® Prince George's
- JA Finance Park® PGC
- JA Finance Park® Fairfax

2.3

PROGRAM TRADEMARKS

Use the following list as a guide for how to properly reference individual JA[®] Programs:

JA Be Entrepreneurial[®]

JA BizTown[®]

JA Career Success[™]

JA Company Program[®]

JA Economics for Success[®]

JA Economics[®]

JA Exploring Economics[®]

JA Finance Park[®]

JA Global Marketplace[®]

JA It's My Business[®]

JA It's My Future[®]

JA Job Shadow[™]

JA More Than Money[®]

JA Our City[®]

JA Our Community[®]

JA Our Families[®]

JA Our Nation[®]

JA Our Region[®]

JA Ourselves[®]

JA Personal Finance[®]

JA Titan[®]

Never drop the JA from the title of the program, even upon second reference (i.e., BizTown).

For local programs that are currently in development, a [®] or [™] symbol are unnecessary and inappropriate:

JA Academy

JA Edge

2.4

OTHER TRADEMARKS

Other Junior Achievement of Greater Washington trademarks to note:

Washington Business Hall of Fame®

If shortened to Hall of Fame after first reference, do not use the trademark, as Hall of Fame is not a registered trademark.

Junior Achievement® Bowl-a-Thon

JA® Bowl-a-Thon

Both listings for the Bowl-a-Thon are accurate. Please note appropriate capitalization in “Bowl-a-Thon.” Junior Achievement of Greater Washington’s preference is to use “Junior Achievement Bowl-a-Thon” upon first reference, and “JA Bowl-a-Thon” for all references thereafter.

2.5

TRADEMARK NOTES

The ™ symbol is used to show that the entity using the name claims a right to it and is governed at most local, state and foreign levels, while the ® symbol shows that the name being used has been registered with and approved to carry the federal trademark registration. The ® symbol may not be used while the registration is pending; it may only be used once the process is completed.

Trademarks are for words, symbols, devices, or names that are used to distinguish the goods of one manufacturer or seller for that of another. This trademark designation notifies others that the product's name and design are the company's property. However, this trademark does not protect the company from another company that produces a similar product or uses a similar name. If such a thing were to happen, the original company would have to prove that it produced the name or design first, but still may not have a legal defense without a registration.

With a registration, a trademark is protected against another company's use of the name or image. A registered trademark is a federal and legal registration of the mark. Any future companies wishing to register its own design/ name/image has to check to be sure that it is not like any registered trademarks. If the image is too similar and is still produced, the company is guilty of trademark infringement. Trademarks are registered through the U.S. Patent and Trademark Office. The registration lasts 10 years, but must be verified between years five and size to confirm that the trademark is still in use.

3.0

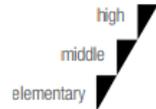
LOGOS—OVERVIEW

The primary purpose of a logo is to prevent people from becoming confused about the source or origin of a product or service. Logos help people answer the questions, “Who makes this product?” and “Who provides this service?” It should be immediately recognizable and instill trust in people.

As people become familiar with JA®’s logo and the goods and services it represents, it acquires a “secondary meaning” as an indicator of quality. Thus, established logos help to answer another question: “Is this product or service a trusted one?” For this reason, the JA logo is a valuable asset, worthy of protection.

The JA logo is the combination of the triangle symbol and the words “Junior Achievement®.”

The three sides of the triangle represent three brand elements: young people, educators, and business. The upward steps represent the sequential nature of JA programs.



Wordmark: The ‘Junior Achievement of Greater Washington’ text itself.

Icon: The pyramid symbol.

Brandmark: The lockup of the icon and the wordmark.

Our brandmark is a valuable asset that must be respected and protected.

3.1

USAGE

The Junior Achievement of Greater Washington logos can be found in: <\\DC-SERVER-02\company\COMMON\JA Logos\Logos - JA - Greater Washington>

At Junior Achievement of Greater Washington, we only use the Junior Achievement of Greater Washington logo, except in a small number of circumstances that require approval by the Senior Communications Manager. If your marketing document mentions “Greater Washington” several times throughout and the style of the document would benefit from the size or style of the generic Junior Achievement logo, please ask for permission for an exception.

All documents, including presentations, flyers, marketing, and proposals should contain the logo in a prominent location and size.

3.2

INCORRECT USES



DO NOT change the appearance of the logo.



DO NOT stretch vertically or horizontally (hold shift key when sizing to avoid distortion).



DO NOT use the logo where the steps in the triangle are not transparent (use .png or .eps file types to ensure transparency).



DO NOT place on a grey background where contrast (either too dark or too light) is insufficient.



DO NOT place on a distracting background or any patterned background.

3.2

INCORRECT USES (CONT.)



DO NOT change the color of the logo. It should be all one JA approved color (exception is the green/gold version).



DO NOT change the color of any part of the logo.



DO NOT add an outline to the logo.



DO NOT change the opacity of the logo.



DO NOT use a pattern on the logo.

3.3

LOCAL LOGOS



The custom Junior Achievement logos for the Junior Achievement® Essay Competition, Junior Achievement Bowl-a-Thon, and the Washington Business Hall of Fame® are the only accepted logos for use by Junior Achievement staff. **Please do not create a logo for any other event or program without express permission from the Senior Communications Manager.**



These logos are located in: <\\DC-SERVER-02\company\COMMON\JA Logos\Logos - JA - Greater Washington>



3.4

JA FINANCE PARK® LOGO



The only acceptable use of the JA Finance Park logo without the Capital One mark is when referring to the program and not the facility, or when discussing the forthcoming JA Finance Park® District of Columbia program contained in the JA® Launchpad facility. In this case, you may crop the Capital One logo, as well as the vertical line. Do not create your own JA Finance Park logo or use other JA Finance Park logos that exist for use by other JA area offices.

This logo is located in: <\\DC-SERVER-02\company\COMMON\JA Logos\Local Logos\JA Finance Park Logos>

3.5

LOGO TYPES TO USE

Design Application	EPS	JPG	PNG	PDF
Banners/Signs	R			O
Embroidery	R			O
Excel Documents		R	O	O
Online (html emails, website, etc.)		O	R	
Publisher Docu-	O	R	O	O
Promotional Items	R			O
PowerPoint		R	O	O
Silkscreening	R			O
Word Documents		R	O	O
Video	R			O

R: Recommended file type **O:** Optional file type

4.0

COLORS



Bright Green

CMYW: 50, 0, 100, 0

RGB: 140, 198, 62

Hex (web): #8cc63e



Green

Pantone: 348

CMYK: 100, 0, 85, 24

RGB: 0, 135, 81

Hex (web): #008751



Grey

CMYK: 0, 0, 0, 75

RGB: 98, 99, 102

Hex (web): #626366



Orange (limited use)

CMYK: 0, 34, 78, 17

RGB: 213, 152, 68

Hex (web): #d59844

The brand colors are the only accepted colors for use in external documents, presentations, letters, and marketing materials. You may also use standard black and white. Any deviation from this color palette requires approval by the Senior Communications Manager prior to distribution. Please use the orange only in a limited fashion.

5.0

TYPOGRAPHY

We offer five approved fonts for use at Junior Achievement of Greater Washington—Arial, Adobe Garamond Pro, Montserrat, Sketchblock, and Amatic SC—that allow for creative expression of our brand personality in ways that are appropriate for our audiences and goals, as well as capture our brand essence.

- Arial should always be used in the body of all documents and presentations, as well as in any business communications (letters, proposals, etc.).
- Montserrat and its corresponding family (light, extra bold, hairline, etc.) should only be used as headlines and sub-headlines in all caps format, with the leading (spacing between letters) set to loose or very loose.
- Sketch block and Amatic SC should only be used as headlines, subheadlines, and other decorative text when they can appear at 22pt or larger

For business communications documents, i.e., grants, proposals, emails, and letters, only Arial should be used. When using any font other than Arial, the resulting document will need to be saved in .PDF form to external audiences.

All fonts to download located: [\DC-SERVER-02\company\COMMON\Communications\Fonts](#)

Arial

Adobe Garamond Pro
R X S ni O e e n
Sketch Block

AMATIC SC

6.0

LANGUAGE— OVERVIEW

The way that we talk about Junior Achievement® and the work that we do in the region is our most important job when it comes to being JA® brand ambassadors. The Communications Team has made a commitment to you that all language on www.myJA.org represents the most up-to-date and best we have to offer. Please take the time to become familiar with the language and style of our communications.

The following pages are meant to serve as a guide, but it is up to each individual employee to turn this language and style into their own personal JA narrative.

When it comes to grammar and style of our marketing and business communications, JA follows the general guidelines of Associated Press style. A “cheat sheet” is included for reference.

Transforming
“I can’t” into “I
can” and
dreams into
plans.

6.1

LANGUAGE— TALKING ABOUT JA[®]

When it comes to describing the various facets of JA, there are particular words and phrases that we employ that best fit our organizational style and brand. For example:

When describing a stakeholder that supports JA either monetarily or through volunteer support (companies, organizations, etc.), JA refers to these entities as **partners** and not sponsors. These partners do not make donations to JA, instead, they make **philanthropic commitments**. This is true for Hall of Fame partners, Junior Achievement[®] Bowl-a-Thon partners, and other levels of philanthropic support.

When talking about the volunteer component of our programs, we use the term **volunteer role model** or **volunteer role model from the community**. Upon second reference, you may refer to volunteers as JA Hero volunteers.

When talking about the number of hours students take part in our programs, we use **instructional hours**. This phrase is the preferred data point to use vs. number of classes.

6.1

LANGUAGE— TALKING ABOUT JA[®] (CONT.)

Adjectives we use to describe JA:

Relevant: JA connects education to real-world concepts to heighten students' appreciation for academics and long-term aspirations, giving them vision to see what's possible in the future and the skills to achieve their dreams.

Authentic: JA infuses business connectivity and role models into all aspects of learning to deepen students' understanding and sustain engagement.

Experiential (hands-on): JA delivers opportunities to apply academic concepts to enhance students' retention of knowledge and develop skills for success, bringing lessons to life.

How we describe JA programs:

JA shows kids how money, careers, and business ownership work with the help of volunteer role models from the community and proven experiential financial literacy, work readiness, and entrepreneurship programs.

We teach students how to start businesses that create jobs.

We teach entrepreneurial values that strengthen workplaces.

We teach skills to generate wealth, and manage it.

We believe in the boundless potential of young people.

6.1

LANGUAGE— TALKING ABOUT JA[®] (CONT.)

How we describe JA Finance Park[®] (history and program):

In Fall 2010, in partnership with Fairfax County Public Schools (FCPS), Junior Achievement of Greater Washington opened the doors to the first **JA Finance Park** in Greater Washington on the grounds of Robert Frost Middle School in Fairfax, VA. **JA Finance Park** Fairfax County brings in-depth, experiential financial literacy education to 14,000 8th grade students each year. **JA Finance Park** in Prince George's County serves 9,000 students annually. A third facility, **JA Finance Park** Montgomery County, is scheduled to open in 2018, and will transform another 12,000 students annually into Finance Park graduates. The program aligns with state and federal standards and has a proven impact on student's financial literacy and planned future behaviors.

Before students travel to **JA Finance Park**, they take part in JA[®]'s unique 14-hour classroom curriculum taught by their teacher, which explores topics like taxes, budgeting, and saving for the future. Their experience culminates at **JA Finance Park**, where these youth put their newly-learned skills to the test in a digital 21st century learning environment. The facility houses a variety of storefronts and kiosks, correlating to the personal budget lines each student must manage during their **JA Finance Park** visit.

Guided by volunteer role models and equipped with a tablet, students leave behind their lives as middle school students and take on a life scenario with a career, salary, family, credit score, and debt history. The simulation helps students grasp the implications of financial decisions like applying for a mortgage, budgeting for child care and educational expenses, and investing for the future as they manage a monthly budget. JA Finance Park allows students to experience the challenges of making decisions that will lay the foundation for how they approach financial, education, and career choices in the future, giving them an up-close look at what's possible when you work hard and dream big.

For a breakdown of each phase of the day and more detail about the curriculum, please see: myja.org/programs/financepark.

6.1

LANGUAGE— TALKING ABOUT JA[®] (CONT.)

Why JA?

To achieve your dreams, you have to be able to see your dreams. But too many District, Maryland, and Virginia youth from all socioeconomic backgrounds struggle to see how their education is relevant to their future. They're not getting the proven experiences, exposure, and skills they need to make sound choices about their finances, education, and careers.

We throw our youth into an economy that is evolving at a dizzying pace without real practice or role models who can show them a path to what's possible. We fail to give them the tools to answer the demands of the 21st century economy with, "I can."

Instead of empowering a generation with self-worth and the knowledge to navigate their own path to success, we're perpetuating the status quo: employers agree that students who graduate aren't prepared to be successful in the workplace. A majority of Americans lack basic personal finance skills, often just one paycheck away from disaster. An alarming percentage of young people are "disconnected," or out of school and out of work.

Every year that we fail to act, more of our region's youth begin making critical financial decisions without the necessary knowledge and skills. Every year, another group of students enters the workforce unprepared to reach their full potential. Every year, more of our kids become the one in seven of our nation's young people considered "disconnected youth," drifting without the knowledge, identity, and purpose to find success.

We must do better. And, we must do it now.

6.1

LANGUAGE— TALKING ABOUT JA[®] (CONT.)

Junior Achievement[®] is driven by our belief that education shouldn't start and stop within the four walls of our neighborhood schools. It should be built on a bridge of engagement: between classroom and community. It must incorporate additional elements and partners to give students the opportunity to develop 21st century skills in preparation for an unknown job market and rapidly evolving economy.

We must reengineer education at all levels to be more relevant, experiential, and authentically-connected to the realities and complexities of the real world in order to more fully prepare today's students for the demands of tomorrow's economy.

To make education relevant, we must expose youth to mentors and role models from their own communities who can show them what's possible if they dream big and work hard. To engage those students at risk of dropping out or disconnecting between high school and the future, we must show them a clear vision of what's possible through a variety of professions and skills that are in demand and will help them succeed. That's where JA comes in.

6.1

LANGUAGE— TALKING ABOUT JA[®] (CONT.)

We often get asked **how JA programs address societal issues** like getting our young people ready for work; improving graduation rates; addressing income inequality, financial capability, student loan debt, poverty, college readiness, and the growing loss of hope amongst our young people. **JA gets to the root of these problems.**

JA's "why" is the belief that **no one can improve their circumstances without a belief in themselves and a sense of purpose.**

In other words, **JA teaches kids the language of success** and helps our youth understand how to succeed at the game of life.

JA shows kids how money, careers, and business ownership work with the help of a volunteer role model from the community and proven, experiential programs.

Through our volunteer role models, **JA has a positive impact on students' attitudes**—helping youth make the connection between what they learn and how it can ultimately transform their lives—**transforming a belief of "I can't" into "I can."**

JA provides relevant knowledge to youth, authentically exposing them to the concepts of money management, careers, and business ownership.

6.1

LANGUAGE— TALKING ABOUT JA[®] (CONT.)

JA gets at the root of many societal issues facing our nation. The following pages include talking points you can use for each of these issues.

Income inequality:

According to the National Bureau of Economic Research, this current generation will not do better than the previous one. JA Alumni are turning that statistic on its head.

A recent JA alumni survey asked JA alumni to describe their living standards growing up and they are today. **JA Alumni reported a significant shift from growing up in lower income households to living in higher income households.**

And, for JA Alumni who said the greatest impact JA had on their lives was increasing their level of self-belief, the jump from lower income to upper income was even more significant.

6.1

LANGUAGE— TALKING ABOUT JA[®] (CONT.)

JA gets at the root of many societal issues facing our nation. The following pages include talking points you can use for each of these issues.

Entrepreneurship:

In regards to JA's role in economic development, we know that startups are responsible for about 20 percent of gross job creation in this country. Yet new business as a percentage of all businesses are now half of what they were in the 1970s, and since the Great Recession, the rate of new business failures now exceeds the rate of new business creation.

According to JA Alumni research:

Three-fourths of JA alumni have a positive view of the American economic system;

More than half of JA alumni said they learned about how businesses work from JA;

JA alumni are 143%, or 2 and a half times more likely, to be involved with starting a business than the general population;

In other words, JA helps kids understand entrepreneurial concepts and shows that they are more inclined to actively start businesses.

6.1

LANGUAGE— TALKING ABOUT JA[®] (CONT.)

JA gets at the root of many societal issues facing our nation. The following pages include talking points you can use for each of these issues.

Financial capability:

On the financial literacy front, only two in five adults use a budget, and one-third carry credit card balances month to month.

1 in 3 Americans has some level of debt in collections.

1 in 4 Americans assume too much college debt.

The JA Finance Park[®] program has been demonstrated to increase students' financial capability, or the inclination to approach financial decisions in a responsible way. It also changes minds: 6 out of 7 students who initially didn't think it was important to learn budgeting and financial skills changed their minds after participating in the program.

Other research shows that JA's financial literacy programs are moving the needle in terms of students' attitudes about and knowledge of responsible money management.

JA alumni research shows that 90 percent of JA alumni are confident in their ability to manage money;

JA alumni have household incomes 20% higher than their non-JA peers.

6.1

LANGUAGE— TALKING ABOUT JA[®] (CONT.)

JA gets at the root of many societal issues facing our nation. The following pages include talking points you can use for each of these issues.

Work readiness:

92 percent of senior executives in the United States say American workers are not as skilled as they need to be.

44 percent of these executives say American workers lack critical “soft skills,” such as collaboration, critical thinking, communication, and creative problem solving.

These soft skills are foundational to the future success of any worker in the workplace. They also impact the ability of workers to effectively apply technical skills they have learned. These skills are at the core of Junior Achievement’s work readiness programs.

JA work readiness programs align with national standards associated with 21st century skills.

JA alumni research shows that most former students credit JA for giving them a better understanding of how business works.

Nearly 1 in 3 JA alumni credit JA for giving them an idea of what kind of career they wanted to pursue;

1 in 5 JA alums say they have worked in the same field as the JA volunteer they had in school;

Nearly all JA alumni express satisfaction with their career, compared to just about 40% of the general population.

6.1

LANGUAGE— TALKING ABOUT JA[®] (CONT.)

JA gets at the root of many societal issues facing our nation. The following pages include talking points you can use for each of these issues.

Graduation rates and education attainment:

High school graduation rates are on the rise in the United States, but are still below the 90 percent mark. A recent study revealed in the District, while numbers have improved significantly over the past several years, the rate was 69 percent.

African-American and Latino students continue to lag behind white students in graduating high school. Even when students graduate high school, 59 percent of those who go on to start college don't finish.

However, JA alumni research shows that former JA students have a higher level of graduation attainment compared to the general U.S. population.

93 percent of JA alumns have graduated high school;

JA alumns are 30 percent more likely to have a four-year degree than the general population and are 67 percent more likely to have an advanced degree;

JA programs are shown to help kids have a better understanding of how education ultimately benefits their lives.

6.2

LANGUAGE— AP STYLE CHEAT SHEET

Any writing or documents produced by staff members of JA[®] of Greater Washington should adhere to Associated Press (AP) style guidelines.

This section contains certain elements of the AP Style guidelines that the Communications Team feels are most relevant to the work of JA employees.

If you have outstanding questions, Purdue Online Writing Lab offers an online resource with other commonly used style guidelines that can be found at:

<https://owl.english.purdue.edu/owl/resource/735/02/>.

6.2

LANGUAGE— AP STYLE CHEAT SHEET

Months, Dates, and Times

: r > OL>O

Always capitalize months. Spell out the month unless it is used with a date. When used with a date, abbreviate only the following months: Jan., Feb., Aug., Sept., Oct., Nov. and Dec.

Spell out the month when it is used without a specific date.

For days of the month, use only numerals. Do not use nd, rd or th.

Do not abbreviate days of the week. You usually do not need both a day of the week and a date.

Use numerals, a space, lowercase letters, and periods for a.m. and p.m. Do not use extra zeros on times.

OE R bLO

Aug. 13, June 6, May 31

In September the volunteers will...
Classes resume in February 2017.

Aug. 2, Sept. 3, April 4.

Wednesday, Monday
The next event is Oct. 13

7 p.m., 10 a.m., 1:45 p.m.

6.2

LANGUAGE— AP STYLE CHEAT SHEET

Names, Titles, Classes

First Reference

For all people (adults and students), use full names on first reference. On second reference, use only the last name.

Formal titles are only capitalized when they appear immediately before a name.

Sophomore, junior, senior and freshman are lowercase unless at the start of a sentence.

Titles of departments and names of classes are not capitalized unless they are also a language or nationality.

For academic degrees, Use an apostrophe and spell out academic degrees. Use abbreviations for degrees only when you need to include a list of credentials after a name.

Second Reference

Jane Smith, a high school junior, ... later Smith realized ...

Jenny Smith, class president
Under Mayor Bob Jackson, the town seemed to thrive

For sophomore Sarah Smith, it was...

math, science, English, Spanish

She has a bachelor's degree. Peter White, Ph.D., was the keynote speaker.

6.2

LANGUAGE— AP STYLE CHEAT SHEET

States and Cities

The 3 states that JA[®] of Greater Washington employees are mostly likely to reference are the two states and one district that we serve through our work: Maryland, Virginia, and the District of Columbia.

- When the name of a state name appears in the body of a text, spell it out.
- When the name of a city and state are used together, the name of the state should be abbreviated. (Ex. Carson City, Nev.)
- When used in an address the correct abbreviations are: DC, MD, VA
- NOTE: State abbreviations in AP style differ from the two-letter ZIP code abbreviations. Ex. Maryland is abbreviated in AP style as “Md.” and Virginia is abbreviated as “Va.”

6.2

LANGUAGE— AP STYLE CHEAT SHEET

Numbers/Money

In most usages, spell out numbers under 10. (Ex. six kids, nine pencils)

Exceptions beyond dates and times shown above:

- Addresses: 6 Maple St.
- Ages, even for inanimate objects: Beth, a 15-year-old; the 2-year-old building
- Dollars and cents: \$5; 5 cents.
- Measurements (such as dimensions and speed): 6 feet tall, 9-by-12 rug; 7 miles per hour
- Temperature: 8 degrees
- Millions, billions: 3 million people
- Percentages: 4 percent (and spell out “percent”)

6.2

LANGUAGE— AP STYLE CHEAT SHEET

Serial (Oxford) Comma

While AP Style does not require the use of the serial (Oxford) comma, JA[®] of Greater Washington always utilizes the serial comma in written lists of three or more things.

The serial comma is the comma that precedes the conjunction before the final item in a list of three or more items. For example:

Sam, Sophia, and Rachael went for pizza.

The comma after Sophia is the serial comma.

*Any questions regarding JA® of Greater Washington's
brand or style guidelines should be directed to:*

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