



PROJECT *spark*

American Enterprise Project 2018-2019
Cupertino High School | Cupertino, California

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INTRODUCTION

PROMOTING UNDERSTANDING OF THE AMERICAN ENTERPRISE SYSTEM

Located in the heart of Silicon Valley, Cupertino High School is surrounded by tech giants and rising startups, all operating on the fundamental principles of the American Enterprise System. With limited government involvement, the American Enterprise System is designed to provide people with both the opportunity to create successful, long-lasting businesses and the ability to spend freely, ultimately fostering a mutually beneficial relationship between corporations and consumers. Project Spark focused on three aspects of the American Enterprise system: entrepreneurship, marketing, and networking. By creating events and curriculum centered around these topics, Project Spark was able to effectively raise awareness for and promote understanding of the American Enterprise System.

AE CONCEPTS	CONNECTION TO PROJECT SPARK
Entrepreneurship	Project Spark held the Holiday Marketplace Program at Sedgwick Elementary School where fifth graders learned various business concepts, created their own businesses, and sold products to raise funds for Science Camp. Project Spark also worked with Hyde Middle School students, assisting them in writing business plans that were presented at the final Shark Tank event.
Marketing	Project Spark partnered with a local tutoring and counseling center, Insight Education. Project members compiled a competitor analysis report and designed surveys to help Insight Education gauge a better understanding of its target audience.
Networking	Project Spark hosted a guest speaker event, inviting Richard Lowenthal, cofounder of Chargepoint, to discuss his experiences creating and running a business. Additionally, Project Spark held a business tour at Google, followed by a question and answer panel with working professionals. Project Spark also hosted a district wide job fair, giving high school students the opportunity to network and look for summer jobs or internships.

SUPPORTING THE AMERICAN ENTERPRISE SYSTEM

Working with Insight Education, a small business, Project Spark encouraged growth in local commerce. Led by Project Chair Zoe Liau, Project Spark also organized a series of lessons, guest speaker events, business tours, and work sessions in order to educate students in entrepreneurship, marketing, and networking. Through Project Spark, elementary, middle, and high school students were able to receive exposure to and gain skills in business, inspiring and enabling them to become the next generation of business leaders and entrepreneurs, thus supporting growth of the American Enterprise System for many years to come.



Project Spark Chair Zoe Liau

FUTURE ACTIVITIES

Summer Internship Fair

In collaboration with BAYCO (Bay Area Youth Career Opportunities), Project Spark will hold a job fair at Cupertino High School, creating networking opportunities connecting high school students with potential jobs and internships. Following the job fair, Project Spark will work with Monta Visa, Lynbrook, Homestead, and Fremont's FBLA chapters in a series of workshops preparing students for employment.

Business Social

Project Spark will organize a business social at Sedgwick Elementary School to encourage business learning among students of all ages. Project members will be paired with the fifth grade students who participated in Holiday Marketplace and organize different booths such as a mini monopoly game and logo designing for younger students to rotate through and learn basic business concepts in a fun, interactive manner.

Business Partnership

Continuing its partnership with Insight Education, Project Spark will redesign Insight Education's website, create promotional material, and improve the company's presence on social media by designing content, actively maintaining the company's Instagram page, and developing original hashtags.

RESEARCH

To create a project beneficial to both Cupertino FBLA's chapter and the local community, Project Spark planned, executed, and evaluated research to best determine the project's focus topic, audience, and curriculum.

SELECTING A PROJECT FOCUS

In June 2018, the project chair began brainstorming potential project focuses based on the various facets of the American Enterprise System, narrowing it down to three options: personal finance, career exploration, and entrepreneurship. A survey was then conducted to determine which topic Cupertino FBLA members would be most interested in learning about. An overwhelming 73% of students reported an interest in entrepreneurship while only 18% and 9% of students selected career exploration and personal finance respectively. Before finalizing the project focus, a table of advantages and disadvantages for each potential topic was constructed to assist the decision making process.

PROJECT FOCUS	ADVANTAGES	DISADVANTAGES
Personal Finance	<ul style="list-style-type: none">• Applicable life skill• Instill smart spending habits in students from a young age	<ul style="list-style-type: none">• Topic may be boring for younger students• Lack of interest among FBLA members
Career Exploration	<ul style="list-style-type: none">• Provides students with the opportunity to gain exposure in various careers• Assists students in making well informed career decisions	<ul style="list-style-type: none">• Plethora of CTE (Career Technical Education courses already offered at Cupertino High School
Entrepreneurship	<ul style="list-style-type: none">• Nourishes creativity and innovation, especially in young students• Relevant to Silicon Valley's increasingly entrepreneurial society	<ul style="list-style-type: none">• Financially difficult to create and sustain a business

SCHOOL NEEDS

Cupertino High School is located within Silicon Valley, home to numerous tech giants including Google and Apple. While students are surrounded by the spirit of innovation, they are primarily focused on school studies in core subjects, hindering the development of an entrepreneurial mindset. As a result, Project Spark aimed to educate students about entrepreneurship, all the while igniting innovation, fostering leadership, and encouraging risk taking. While possessing the entrepreneurial spirit is largely beneficial, succeeding in the business world is a daunting task, with 30% of businesses failing within the first year. Thus, Project Spark decided to expand its focus beyond entrepreneurship, also teaching students about marketing and networking, two concepts that increase the likelihood of business success. To generate ideas for activities, Project Spark created another survey, asking students what skills they hoped to gain or improve throughout the project. The top three skills of interest were graphic design (41%), public speaking (37%), and leadership (22%). Using these results, Project Spark tailored its curriculum to address these areas of need.



COMMUNITY NEEDS

In the local Cupertino area, high school is often the first opportunity students have to take a business course. Young students in elementary or middle school are not given any exposure to business, with schools opting to focus on other core subjects. Therefore, Project Spark targeted two schools near Cupertino High: Sedgwick Elementary School and Hyde Middle School. By working with younger students, Project Spark hoped to inspire the next generation of entrepreneurs and business leaders. To best determine interests of elementary and middle school students, Project Spark received guidance from the fifth grade teachers at Sedgwick Elementary School and Cupertino FBLA's Middle Level Chairs.

RESEARCH

CREATING CURRICULUM

After selecting the project's focuses and target audience, Project Spark aimed to find optimal methods of teaching that would quickly and effectively educate students about business and the American Enterprise System in the limited duration of the project. After extensive research, Project Spark chose to teach students through hands-on learning by incorporating interactive activities such as simulations, games, and crafts into the project's curriculum. Studies have shown that hands-on learning increases both engagement and retention, while also improving problem solving skills. Additionally, Project Spark planned to offer students, especially high schoolers, real world experience to better prepare them for future employment.

EVALUATION OF RESEARCH

At each step of the research process, the project chair consulted Cupertino mayor, Darcy Paul, Cupertino Chamber of Commerce, Anjali Kausar, the chapter adviser, and fellow officers, receiving feedback and building off of constructive criticism to improve the project.

RESEARCH BY THE NUMBERS



73%

of students interested in entrepreneurship

3



local schools & age groups

studies show

12%

higher success rate with active learning



PLANNING

PROJECT GOALS

After selecting a project focus, Project Spark created a list of goals to provide direction to the project and planned initiatives to reach these goals in order to ensure project success.

PROJECT GOAL	ACTION ITEMS
Impact a high school member base of at least 90 students.	<ul style="list-style-type: none">• Promote the project to all Cupertino FBLA members• Hold weekly project meetings• Hold at least two work sessions to increase member involvement• Offer at least five volunteering opportunities for students• Hold at least one schoolwide event promoting the American Enterprise System
Spark an interest in students of all ages to learn more about business.	<ul style="list-style-type: none">• Design interactive curriculum tailored for elementary, middle, and high school students• Organize the Holiday Marketplace Program at one local elementary school• Hold the Shark Tank Program at one local middle school

PLANNING

PROJECT GOAL	ACTION ITEMS
Educate students in the local community about business and the American Enterprise System.	<ul style="list-style-type: none"> • Hold an introductory workshop promoting understanding of the American Enterprise System • Hold weekly presentations at local middle schools and elementary schools • Partner with a local business • Invite a guest speaker to to Cupertino High to share his or her experiences as an entrepreneur
Improve soft skills in public speaking, teamwork, and professionalism.	<ul style="list-style-type: none"> • Create two committees and encourage collaboration between members • Have project members lead presentations at elementary and middle schools • Have project members contact local businesses for tours and business professionals for guest speaker events
Equip students with opportunities and resources to become successful entrepreneurs.	<ul style="list-style-type: none"> • Introduce the basics of business to elementary and middle school students • Hold one business tour • Give students experience in a real world working environment • Organize a job or internship fair • Host one networking activity

HOLIDAY MARKETPLACE PROGRAM

In July 2018, Project Spark contacted teachers and administrators at 15 local schools to organize the Holiday Marketplace Program. Ultimately, Sedgwick Elementary School was chosen because of its flexible schedule and close proximity to Cupertino High School. Project members attended an informational workshop with Ms. Tracey Rodriguez, Ms. Alyssa Goularte, and Ms. Cathy Ho at Sedgwick Elementary school to gain skills in designing curriculum for elementary school students and managing classroom behavior. Project members created a list of Do's and Don'ts to aid volunteers unable to attend the training.

PARTNERSHIP WITH INSIGHT EDUCATION

In June 2018, Project Spark reached out to a multitude of local businesses about collaborating for the project, ultimately deciding on Insight Education because of the company's relevance to high school students. The Project Chair's primary contact was marketing manager, Ms. Holly Spence. Together they signed a memorandum of understanding (MOU) to formalize the partnership, processed non-disclosure agreements, and drafted a year plan.

AMERICAN ENTERPRISE WEEK

In September 2018, members of Project Spark brainstormed ideas to raise awareness for both the American Enterprise Project and the American Enterprise system to celebrate American Enterprise Day on November 15. Project Spark planned to open activities to all Cupertino High School students to increase participation and impact.

BUSINESS TOURS AND GUEST SPEAKERS

Project Spark curated a list of contacts and sent out emails and phone calls to secure business tours and guest speakers. Project Spark also received assistance and guidance from Cupertino Chamber of Commerce, Ms. Anjali Kausar, and Cupertino FBLA Community Relations officers.

SHARK TANK PROGRAM

Working with the Cupertino FBLA Middle Level Chairs, Project Spark determined the interests of Hyde's FBLA members. The Project Chair worked alongside Hyde Middle School's officer team to coordinate workshops, meetings, and presentations.



Cupertino FBLA Middle Level Chairs

DEVELOPMENT

INTRODUCING PROJECT SPARK

At the start of the school year, the project chair, Zoe Liao, introduced Project Spark to over 220 members at the weekly FBLA member meeting, reviewing the project's goals and events planned for the school year. Members were encouraged to attend a Projects Social, held in collaboration with the Community Service and Partnership With Business Project Chairs, where members learned of the specific ways they could participate by volunteering, attending meetings, and joining committees. A total of 87 students attended the Projects Social.



COMMITTEE SELECTION

Following the Projects Social, applications for the Education and Operations Committee were released. A total of 62 members applied, and of the 62, sixteen members were selected, eight for each committee. Through a series of questions, applicants were judged based on their experience, personal skills or qualities, ideas, and availability.



EDUCATION COMMITTEE

The Education Committee focused on teaching high school, middle school, and elementary school students about business and the American Enterprise System. Committee members developed curriculum, created lessons and workshops, delivered presentations, and volunteered at both Holiday Marketplace and Shark Tank. Committee members also worked on the competitor analysis portion of the Insight Education Partnership.

OPERATIONS COMMITTEE

The Operations Committee handled behind the scenes work for Project Spark, organizing and promoting events. Committee members coordinated volunteers and rides for events, designed promotional flyers, planned American Enterprise Week, and contacted business professionals for tours or guest speaker events. Committee members also created and distributed surveys for the market research portion of the Insight Education Partnership.



EVENT RATIONALE

After planning the major initiatives for the year, Project Spark created a detailed year plan of workshops, lessons, and work sessions leading up to large culminating events, each fulfilling the project's goals.

EVENT	RATIONALE AND GOALS FULFILLED
American Enterprise Workshop (October 12) Project members were introduced to the five pillars of the American Enterprise System and their larger impact on the economy today.	This event addressed the goal: <ul style="list-style-type: none">Educate students in the local community about business and the American Enterprise System
Google Business Tour (October 15)	This event addressed the goal: <ul style="list-style-type: none">Equip students with opportunities and resources to become successful entrepreneurs
Holiday Marketplace Lessons at Sedgwick Elementary School (October 22, 29, November 5, 26, December 3, 10)	These events addressed the goals: <ul style="list-style-type: none">Spark an interest in students of all ages to learn more about business
Holiday Marketplace Fair at Sedgwick Elementary School (December 14)	<ul style="list-style-type: none">Equip students with opportunities and resources to become successful entrepreneursEducate students in the local community about business and the American Enterprise System

DEVELOPMENT

EVENT	RATIONALE AND GOALS FULFILLED
<p>Holiday Marketplace Work Session (October 19, 26, November 2, 23, 30, December 7) Project members developed curriculum, designed interactive activities, and created presentations for the Holiday Marketplace lessons.</p>	<p>This event addressed the goals:</p> <ul style="list-style-type: none"> • Improve soft skills in public speaking, teamwork, and professionalism • Educate students in the local community about business and the American Enterprise System
<p>AE Week Work Session (October 19) Project members brainstormed and finalized activities for American Enterprise Week.</p>	<p>These events addressed the goals:</p> <ul style="list-style-type: none"> • Educate students in the local community about business and the American Enterprise System • Equip students with opportunities and resources to become successful entrepreneurs • Spark an interest in students of all ages to learn more about business
<p>AE Week Poster Making Social (October 26) Project members and other Cupertino High School students worked together to paint a "The American Enterprise System..." poster for AE Week.</p>	
<p>American Enterprise Week (November 12-17)</p>	
<p>Guest Speaker Event (November 15)</p>	<p>This event addressed the goals:</p> <ul style="list-style-type: none"> • Educate students in the local community about business and the American Enterprise System • Equip students with opportunities and resources to become successful entrepreneurs
<p>Insight Education Competitor Analysis Work Session (November 30)</p>	<p>These events addressed the goals:</p> <ul style="list-style-type: none"> • Educate students in the local community about business and the American Enterprise System • Equip students with opportunities and resources to become successful entrepreneurs • Improve soft skills in public speaking, teamwork, and professionalism
<p>Insight Education Competitor Analysis Work Session (November 30)</p>	
<p>Shark Tank Work Session (February 11, 18, 25) Project members created example business plans, planned activities, and designed workshops.</p>	<p>This event addressed the goals:</p> <ul style="list-style-type: none"> • Educate students in the local community about business and the American Enterprise System • Improve soft skills in public speaking, teamwork, and professionalism
<p>Shark Tank Workshops (February 13, 20, 27)</p>	<p>These events addressed the goals:</p> <ul style="list-style-type: none"> • Spark an interest in students of all ages to learn more about business • Equip students with opportunities and resources to become successful entrepreneurs • Educate students in the local community about business and the American Enterprise System • Improve soft skills in public speaking, teamwork, and professionalism
<p>Shark Tank Conference at Hyde Middle School (March 6)</p>	
<p>Summer Job Fair Work Session (March 1) Project members recruited local businesses to attend the Summer Job Fair.</p>	<p>These events addressed the goal:</p> <ul style="list-style-type: none"> • Equip students with opportunities and resources to become successful entrepreneurs
<p>Summer Job Fair (March 18)</p>	

IMPLEMENTATION

HOLIDAY MARKETPLACE PROGRAM

OVERVIEW

In October, November, and December, project members went to Sedgwick Elementary School on a weekly basis, teaching students about the American Enterprise System and concepts including marketing, finance, and networking, aiding them in the creation of their own businesses. At the culmination of these lessons, project members held the Holiday Marketplace Fair, where each business sold homemade goods such as garlic bread, necklaces, and slime, raising \$1180.01 towards Sedgwick's Science Camp funds.

LESSON 1

In the first lesson, project members briefly introduced the Holiday Marketplace Program to the fifth graders, giving them an overview of activities for the six-week program. Students then learned about different types of businesses, the differences between goods and services, and the various components or attributes of a successful business to serve as guide in designing their own companies. After splitting up into four to five member business groups, the lesson concluded with a game of telephone charades, teaching students the importance of communication and teamwork.

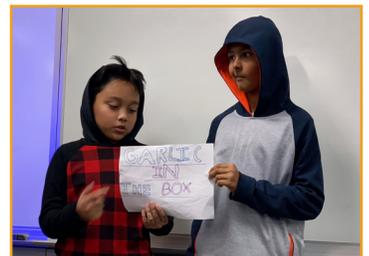


LESSON 2

In the second lesson, students were introduced to the American Enterprise (AE) System through a two round simulation, where the class was divided into buyers and sellers. In round one, sellers were limited to selling paper trucks and were given rules, such as coloring the truck red and the wheels black. Buyers were limited to buying from one company. In round two, sellers had the freedom to sell bikes, cars, trains, and trucks of any color and at any price. Buyers were allowed to purchase goods from any company, emulating the Free AE System. Through the simulation, students learned about the various characteristics of the AE System, including economic freedom, voluntary exchange, private property, profit motive, and competition.

LESSON 3

In the third lesson, project members taught students fundamental marketing and design skills. Students learned about establishing a target market, building a brand through logos and slogans, and designing successful logos. Students participated in a fun game of Logo/Slogan Wars where they identified logos and slogans of prominent business such as McDonalds, Apple, and Nike, drawing inspiration for their own businesses' logo and slogan creation.



LESSON 4

In the fourth lesson, project members educated students on the importance of personal finance. Students learned to differentiate needs and wants in a sorting game, where they divided magazine cutouts, photos, and drawings into two separate piles. Students were also taught about budgeting and put their newfound knowledge to practice in the Personal Money Tracker Challenge, where they recorded money earned and spent for two weeks.

LESSON 5

In the fifth lesson, students learned about networking and improved public speaking skills through a series of activities. Project members taught students about making a good first impression in the business world and practiced these skills in an activity where students went around the room giving each other handshakes and introducing themselves. Students also learned about, created, and presented their own elevator pitches for their companies. Before presenting their elevator speeches, students practiced speaking loudly with good enunciation in a fun tongue twister competition.



IMPLEMENTATION

LESSON 6

In the sixth lesson, students played a review Kahoot, testing their knowledge in topics learned over the six-week program. Students determined the pricing of their products after researching the costs of supplies and the retail value of a comparable product. Students also worked on posters for the Holiday Marketplace Fair that included the company's name, logo, slogan, product, and price.

HOLIDAY MARKETPLACE FAIR

With assistance from Sedgwick Elementary School Administrators and the fifth grade teachers, project members set up tables for the students to display their products. At the entrance, a ticketing booth was managed by project members, where money was exchanged for tickets to buy products at the fair. Students operated booths, selling products such as cookies and calendars that they made using their knowledge gained through the six different lessons. In total, 105 students were in attendance, collectively earning \$1180.01 towards Sedgwick's Science Camp funds.



PROJECT MEMBER INVOLVEMENT

Throughout the Holiday Marketplace Program, project members designed lesson plans and presentations, volunteered at lessons on a weekly basis, wrote newsletters to parents detailing information, activities, and announcements from each week's lesson, created permission slips, handouts, and promotional flyers, and advertised for the Holiday Marketplace door-to-door in the Cupertino area.

PARTNERSHIP WITH INSIGHT EDUCATION

OVERVIEW

From October to March, Project Spark worked with Insight Education, a counseling, test prep, and tutoring center located in Cupertino. Through the partnership, project members provided Insight Education with helpful market research and competitor analysis while simultaneously learning about entrepreneurship, marketing, and networking and gaining experience in a real world working environment.

MARKET RESEARCH

Project members collaborated with Insight Education employees to create a ten question survey collecting data about high school students' preferences in tutoring centers. Issues of interest included pricing, curriculum, and scheduling. With over 100 responses, Insight Education benefited from the direct input from of high school students, giving them an edge in standing out among competitors in the Bay Area.



COMPETITOR ANALYSIS

In order to learn more about entrepreneurship and how companies can succeed in a sea of competitors, project members helped conduct competitor analysis of college counseling and test prep centers in partnership with Insight Education. Members researched a total of nine businesses and submitted a ten page report, focusing on areas such as services offered, prices, locations, marketing strategies, strengths and weaknesses.

SUGGESTIONS FOR IMPROVEMENT

Using knowledge gained from market research and competitor analysis, project members submitted a report to Insight Education detailing a list of proposed changes to improve the business. Some suggested improvements included giving prospective students a free consultation, offering incentives for students to refer others, and creating workshops or webinars offering students tips during testing season.

IMPLEMENTATION

AMERICAN ENTERPRISE WEEK

OVERVIEW

In celebration of American Enterprise Day on November 15, Project Spark held a series of weeklong activities open to the Cupertino High School student body. Through American Enterprise Week, Project Spark hoped to raise awareness for the American Enterprise System, reach a diverse audience, and educate students about entrepreneurship.

NOVEMBER
12
MONDAY

To kickoff American Enterprise Week, project members created an infographic about the American Enterprise System, posting it on Cupertino High School bulletin boards, at the Cupertino Library, and on various social media platforms including Instagram and Facebook.



NOVEMBER
13
TUESDAY

On Tuesday, a poster with the sentence "The American Enterprise System..." was posted in the Cupertino High School quad. Students were encouraged to complete the sentence on post its and stick them to the poster. 142 responses were posted, including "is the reason I can buy, sell, and trade shoes" and "lets me choose my job".



NOVEMBER
14
WEDNESDAY

During brunch, project members distributed lollipops to Cupertino High School students, each with a snippet of American Enterprise trivia attached. With over 70 lollipops distributed to the student body, Project Spark was able to effectively reach a wide audience of students beyond Cupertino FBLA and Project Spark members.



NOVEMBER
14
THURSDAY

At the weekly member meeting, Richard Lowenthal, the co-founder of ChargePoint, shared his knowledge in creating and running a business with the 86 Cupertino FBLA club members present at the meeting. His presentation concluded with a question and answer panel where attendees gained valuable insight into the business world.



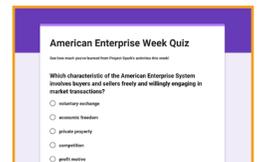
NOVEMBER
15
FRIDAY

In celebration of American Enterprise Day, the Cupertino High School student body was encouraged to participate in "Formal Friday". For the event, 15 students donned formal business attire, bringing awareness for the American Enterprise System and educating other students about the dress code in the business world.



NOVEMBER
16
SATURDAY

Project Spark released a ten question online quiz, testing students about their knowledge of the American Enterprise System. The quiz generated 120 responses, with a mean score of 9.25 and 85% of participants scoring at or above 9/10, demonstrating the plethora of knowledge gained during American Enterprise Week.



NETWORKING OPPORTUNITIES

GUEST SPEAKER

In November, Richard Lowenthal, the former mayor of Cupertino and the co-founder of ChargePoint, discussed his successes and struggles as an entrepreneur with FBLA members. Additionally, Lowenthal touched upon the effect of the free enterprise system on his career which enabled him to pursue opportunities in business, management, and politics. The event concluded with a question and answer session where Lowenthal offered students advice in pursuing business careers.



BUSINESS TOUR

In October, 35 project members signed up to tour Google's headquarters. Members learned the value of company culture and how it encourages innovation. Attendees also learned about day-to-day responsibilities of the employees and the qualifications necessary for a position at Google.

IMPLEMENTATION

SHARK TANK PROGRAM

LESSON 1

In the first lesson, project members introduced the Shark Tank Program to Hyde Middle School FBLA members. Students were given a brief preview of the next three weeks for the program and were introduced to the Shark Tank prompt: create a business idea that addresses a problem in the school or community. Students then learned about creating a company profile and understanding the importance of industry analysis. After the presentation, students formed groups of 3-4 students whom they would work with to create a business plan. Project members were paired as mentors to each of the groups, assisting them with brainstorming potential business ideas.



LESSON 2

In the second lesson, students were given a sheet with a product or service and asked to compile a list of companies that sold that particular product or service. After creating a list of companies, students determined the company's primary audience and competitors. Following the activity, students learned about conducting competitor analysis and finding a target market. Students were then given time to research existing businesses in the market with similar business ideas. They listed each business's strengths and weaknesses, drawing inspiration from successful companies and attempting to improve upon flaws in order to create effective marketing strategies and a revised business idea. At the end of the lesson, each group met with their mentor to receive feedback and finalize their plans.



LESSON 3

In the final lesson, students were given a well-known business and asked to identify the most effective marketing platforms and strategies for their products. After completing the activity, project members went into detail about marketing strategies and the logistics behind creating a prototype for a product. Students were then given time to research and create marketing material which could be used to advertise their product to their target audience. At the end of the lesson, mentors reviewed each group's marketing strategies and assisted them in creating a presentation in preparation for the final Shark Tank Event.



SHARK TANK CONFERENCE

At the Shark Tank Conference, each group presented their business ideas in front of fellow classmates and a panel of judges composed of committee members and the Hyde FBLA advisor. Students used various visual aids in their presentations including slides, posters, and tri-folds to better help the panel understand their ideas. Following each presentation, judges gave presenters feedback on both their speaking and their ideas. After listening to all the product pitches, the judges awarded members of the winning idea, Hyde Rides, with Starbucks gift cards. Students then participated in a mini gallery walk where they were given the opportunity to learn more about other students' business ideas.

FEATURED BUSINESS

The winning business idea was Hyde Rides, an app coordinating carpools between students at Hyde Middle School. By lessening the amount of cars on the road, the app would effectively minimize traffic and reduce carbon emissions, thus not only increasing convenience, but also improving the environment.

PUBLICITY

CUPERTINO FBLA

Project Spark provided updates on the project's progress and activities at weekly member meetings. Additionally, Project Spark was featured on Cupertino FBLA's website (tinofbla.org). Chapter members, officers, and Cupertino High School students had access to a calendar detailing upcoming events as well as sign-ups and applications to become involved in the project. During the year, Project Spark's events and accomplishments were also published on social media through Facebook (@tinobusinessleaders) and Instagram (@tino.fbla), reaching a total of 1168 students, parents, and alumni.

THE PROSPECTOR: CUPERTINO HIGH SCHOOL NEWSLETTER

Project Spark was featured in The Prospector, the Cupertino High School newsletter. The Prospector's online editor interviewed the project chair and project members, publishing an online article about the successes of the Holiday Marketplace Program at Sedgwick Elementary School.

SEDGWICK ELEMENTARY SCHOOL

Sedgwick Elementary School promoted and highlighted the successes of the Holiday Marketplace Program in the Sedgwick Dolphin, the school's newsletter distributed to over 600 students and their families, as well as the daily morning announcements and the school's twitter account (@DJSedgwickElem).

LOCAL NEWS OUTLETS

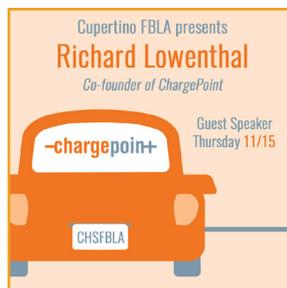
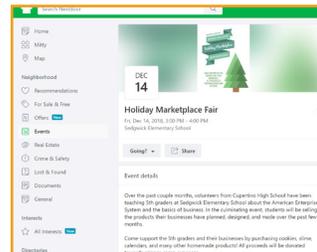
Project Spark was publicized in two local news outlets, Cupertino Patch and Nextdoor. Cupertino Patch published an article commending Project Spark's impact on students in the Cupertino community. Nextdoor promoted Sedgwick's Holiday Marketplace Fair and encouraged local community members to attend the event.

HOLIDAY MARKETPLACE FLYER DISTRIBUTION

To extend Holiday Marketplace Fair attendees beyond Sedgwick Elementary School students and families, Project Spark aimed to promote the event in the local community. Project members created printed flyers and posted them throughout Cupertino High School and at various locations throughout the community, including the Cupertino Library and Recreation Center. The flyers were also handed out door to door in the surrounding neighborhood, distributed electronically to Sedgwick Elementary School parents, and posted on social media.

SOCIAL MEDIA PROMOTION

To promote Project Spark's events including committee applications, guest speakers, and business tours, project members applied their graphic design skills to create profile photos and graphics posted by the Cupertino FBLA Officer Team and members of the Education and Operations Committee.



BENEFITS AND IMPACT

IMPACT ON SCHOOL

Through Project Spark's various initiatives, 148 project members gained knowledge and experience in entrepreneurship, marketing, and networking. During AE Week, Project Spark expanded its audience to the entire student body, reaching a total of 391 students who produced improved test results after a week's worth of engaging activities. In developing the Shark Tank Program, project members were able to improve their leadership and collaboration skills as they mentored middle school students, lead workshops, and created curriculum. During the Holiday Marketplace Program, project members taught fifth graders through classroom presentations and communicated with parents and teachers to maximize project success. Combined, 11 volunteer events were offered and 72 volunteers contributed to the implementation of the two programs. By partnering with a local business, project members gained real world working experience. In a survey taken after the project, 91% of project members reported improvement in soft skills.

391 AE week participants



72 project volunteers



16 weekly project meetings



11 volunteering events



IMPACT ON COMMUNITY

Elementary School Students

After six weeks of preparation, fifth grade students at Sedgwick Elementary School showcased their business and entrepreneurship skills gained from the Holiday Marketplace program by selling their homemade goods and creating profit for their own businesses. Several business concepts that they were introduced to include marketing, finance, networking, adaptation, products, and customer service. Additionally, students learned about the five characteristics of the American Enterprise System. In the end, \$1,180.01 was raised, enabling all students to have the opportunity to attend the once in a lifetime experience of science camp. Following the event, students and teachers alike expressed interest in continuing the program next year. Said fifth grader Bhupali Jain, a participant of Holiday Marketplace, "I really enjoyed all the different activities and games we had to help us learn about business especially the simulation. After Holiday Marketplace, I can't wait to join FBLA in middle school next year!"

\$1180
raised for
science camp

105
fifth grade
students

6
weekly
lessons

12
instructional
hours

Middle School Students

Over the span of four weeks, Hyde Middle School students were able to learn the basics behind creating a business and used their skills to pitch their own business ideas to the judging panel comprised of teachers and project members. Students collaborated with one another as they created an idea which would solve a growing issue within their community. They also improved public speaking skills in preparing for and presenting at the Shark Tank Conference. Through three weekly workshops, students learned about entrepreneurship, creating business plans, and strategies to succeed in the competitive business world. Morgan Caldera, an eight grade student and Shark Tank participant, thoroughly enjoyed the program, saying "Although I was a little disappointed that my group didn't win, I still had a lot of fun working with them and creating a business idea. The presentation seemed scary at first, but I think the program helped me become more confident in my speaking skills."



Local Business

After conducting market research and competitor analysis, Project Spark offered Insight Education feedback and suggestions for improvement. Holly Spence, the company's marketing manager, expressed interest in implementing the project member proposed referral rewards system to help acquire new students.

EVALUATION

EVALUATION OF GOALS

PROJECT GOAL	ACHIEVEMENTS
Impact a high school member base of at least 80 students.	<ul style="list-style-type: none"> Recruited 148 project members through presentations at Cupertino FBLA member meetings, the Projects Social, and social media Held 16 weekly project meetings Held 13 work sessions open to all project members Hosted 11 volunteering events and received 72 volunteers Hosted American Enterprise Week, a schoolwide event with 391 participants
Spark an interest in students of all ages to learn more about business.	<ul style="list-style-type: none"> Created 10 unique lessons designed for high school, middle school, and elementary school students Taught 105 fifth graders about the American Enterprise System, entrepreneurship, marketing, and networking through the 7 week Holiday Marketplace Program at Sedgwick Elementary School Guided 32 students in creating business plans through the 4 week Shark Tank Program at Hyde Middle School
Educate students in the local community about business and the American Enterprise System.	<ul style="list-style-type: none"> Held an introductory workshop promoting understanding of the American Enterprise System to project members Held 9 lessons at two local elementary and middle schools Partnered with Insight Education, completing market research and competitor analysis Invited Richard Lowenthal for a guest speaker event
Improve soft skills in public speaking, teamwork, and professionalism.	<ul style="list-style-type: none"> Established the Operations and Education committees, each with 8 members 72 project members led 6 classroom presentations at Sedgwick Elementary School and 3 workshops at Hyde Middle School Organized 1 guest speaker event and 1 business tour Recruited 5 businesses to attend the job fair
Equip students with opportunities and resources to become successful entrepreneurs.	<ul style="list-style-type: none"> Introduced 137 elementary and middle school students to the basics of business through the Holiday Marketplace and Shark Tank Programs Held a business tour at Google Provided project members with the opportunity to work directly with employees of Insight Education Planning to hold a job fair at Cupertino High School in partnership with BAYCO

RECOMMENDATIONS FOR CHANGE

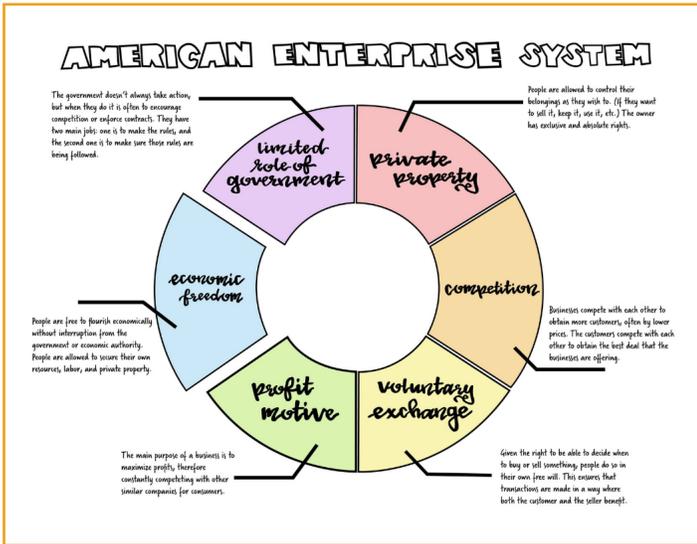
Throughout the development of Project Spark, feedback was given from project members, event attendees, teachers, and business contacts. The following recommendations for change were recorded and will be used to improve programs in the future.

In addition to the business tour at Google, project members expressed interest in touring a startup to learn about the differences in working at a well established and newly developed company. For the Holiday Marketplace Program, the fifth grade teachers at Sedgwick suggested that each group of students should focus on just one product for the marketplace to minimize supply cost and maximize profit. Holly Spence, the project's contact at Insight Education, recommended that project members and Insight Education representatives meet in person more often to accelerate progress and improve communication.

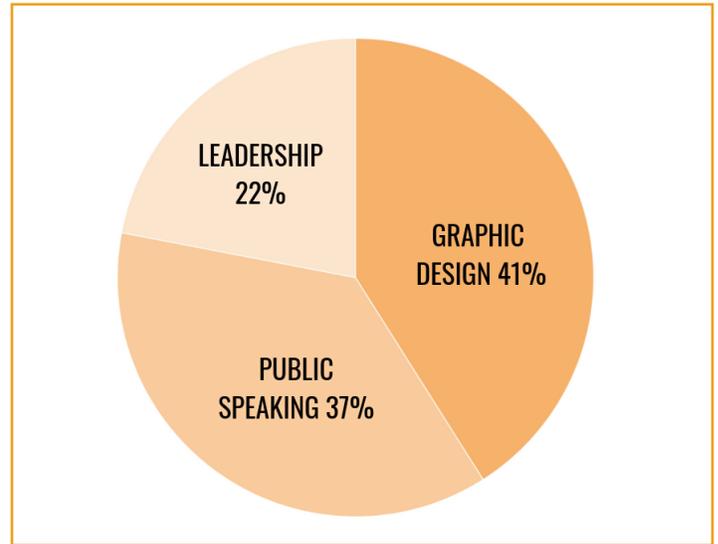
CONCLUSION

Project Spark successfully educated students with essential knowledge in entrepreneurship, marketing, and networking while raising awareness for the American Enterprise System. Undoubtedly, Project Spark made a life-changing impact on participants, allowing them to discover their potential as future business leaders of America.

APPENDIX



American Enterprise System Infographic



Skills Interest Survey Results

C2 EDUCATION

COMPANY INFORMATION

SERVICES OFFERED

Subject tutoring, tutoring for standardized tests, college prep

PRICE

\$70/hour, discount for buying more hours, may be shared within family

LOCATION

Cupertino: 1139 S De Anza Blvd, San Jose, CA 95129
 Sunnyvale: 730 El Camino Real Suite D, Sunnyvale, CA 94087
 Los Altos: 2310 Homestead Rd Suit H, Los Altos, CA 94024

MARKETING STRATEGIES

Free consultation, 2-hour tutoring session, diagnostic test, webinars
 Testimonials posted throughout C2 center and website
 Bonus hours for referring other students
 Website: <https://www.c2educate.com/test-prep/sat-prep/>
 Blog: <https://www.c2educate.com/blog/>
 Yelp: <https://www.yelp.com/biz/c2-education-of-cupertino-san-jose>
 Facebook: <https://www.facebook.com/c2education/>
 LinkedIn: <https://www.linkedin.com/company/c2-education/>
 Twitter: <https://twitter.com/c2education?lang=en>

STRENGTHS & WEAKNESSES

STRENGTHS

- K-12, large range of students
- Free practice tests (SAT, SAT subject tests, ACT, AP tests, HSPT)
- Large variety of subjects that students can get help with
- Area where students may work any time (does not use hours)
- Small class size allows tutor to focus on each student (3:1 student to teacher ratio)
- Flexible scheduling

WEAKNESSES

- Only has 1-2 counselors for all students
- Tutors teach many subjects, not always qualified
- Teachers change often
- Expensive

Sample Page of Competitor Analysis Report

Partnership Agreement Memorandum of Understanding

Cupertino FBLA American Enterprise (AE) Chair and Insight Education

This document describes the agreed-upon responsibilities and expectations for the partnership between Zoe Liau (Cupertino FBLA AE Chair) and Insight Education. The purpose of this partnership is to provide students with the opportunity to learn about marketing, networking, and entrepreneurship in a working environment.

Zoe Liau is partnering with Insight Education for this project. This project contains three components: (1) competitor analysis; (2) promotional material design; and (3) curriculum feedback.

RESPONSIBILITIES AND EXPECTATIONS

To ensure completion of the project, both parties must adhere to the following responsibilities and expectations:

Both parties will be in constant communication throughout the partnership. Cupertino FBLA will provide Insight Education with monthly reports online or in-person. Should both parties agree to meet, the principal place of business shall be at 1601 S De Anza Blvd #108, Cupertino, CA 95014, and any other place or places that may be mutually agreed upon by the both parties. Both parties are allowed to add, modify, or remove ideas from the project throughout the year, but only with approval from the other party. All activities may only be executed with the consent of both parties.

PUBLICITY

Except where prohibited, Insight Education grants Cupertino FBLA the permission for the use of the photograph(s) or electronic media images in the American Enterprise Project Report. Images will be stored in a secure location and be kept as long as they are relevant. Insight Education also gives Cupertino FBLA the permission for being quoted in printed material (American Enterprise Project Report).

TERM

This Memorandum of Agreement shall remain in place from July 12, 2018 through January 31, 2019 unless modified in writing before that date. Should the partnership be extended, the term of memorandum of Agreement will be amended.

Signed Memorandum of Understanding