



AIMING FOR
Advancement

AMERICAN ENTERPRISE PROJECT
CHEYENNE CENTRAL HIGH SCHOOL
2018-2019

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Introduction

Purpose of Project

The United States has been known as the economic powerhouse of the world for decades; However, other multiple countries with strong economies have been increasing in power in the twenty-first century. Alternate economic systems have increased influence across the world due to some temporary success. For example, the command economic system utilized by the Soviet Union demonstrated success to the extent of becoming a world power and instilling great fear through the Cold War. In modern times, the idea of introducing increased government control to the economy is beginning to increase in popularity. Most of the public does not understand the detrimental impact of increasing government control. Implementing large scale changes to the American Enterprise System could be catastrophic. Changing to a socialist style system or to a communist style system could not only impact America's status as an economic powerhouse but the lives of every American within.

With this realization of the increasing influences on America's economic system, Central High School's FBLA chapter sprung quickly into action. Central High School's American Enterprise committee made the decision to properly educate Central High students and the Cheyenne community to ensure America keeps its economic system in solid standing.

First, the economic system had to be clearly defined to ensure that the committee knew exactly what they were trying to protect and how they were going to effectively educate the public. The committee, consisting of Saleh Asrar, Bailey Bowcutt, and August Gaer, with thorough research, defined the American Enterprise System and established three goals to guide the project. The goals are as follows:



Committee members: August Gaer, Saleh Asrar, and Bailey Bowcutt

1 Educate the community/school about American Enterprise System theory

2 Emphasize the significance of the system

3 Inspire students to apply their knowledge beyond the project

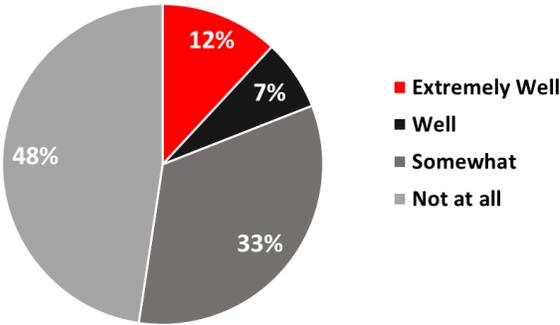


Research into Community/School Needs

Central High School

To understand what the premise of the project should be, the committee determined that the best way to gauge how much Central High School and Central’s FBLA chapter knew about the

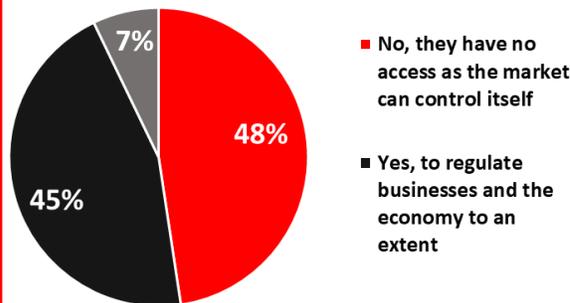
How well do you understand the Free Enterprise Project?



Data from Central High School before project

survey and a turn in bucket. The surveys in the library were left for students to fill out for two weeks. At the conclusion of the survey period, the surveys were collected and recorded. The surveys from the school library and from the chapter meeting revealed that there was a crisis centering around the knowledge of the American Enterprise System among Central students. The percentage of correct answers was below thirty percent.

Can the government be involved in a Free Enterprise System?



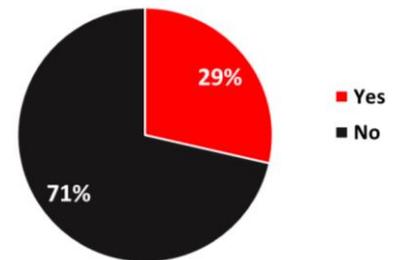
Data from Central High School before project

American Enterprise System was to start with a survey. The survey was three questions that asked to what extent students and members knew of the system, if capitalism was the same as the American Enterprise System, and how much the government is involved in the American Enterprise System. Chapter members were surveyed at a biweekly meeting, while the student body was surveyed at a set up in the school library. The survey set up consisted of the



Library Surveys

Is the Free Enterprise System the same as Capitalism?



Data from Central High School before project

With this baseline of the knowledge that students at Central High School had of America’s economic system, the committee began devising a plan to effectively implement methods of disseminating information relating to the American Enterprise System. The team realized that it was necessary to infuse a sense of pride and protection over the American Enterprise System in the community and school.



Cheyenne Community

The American Enterprise committee also decided to determine to what extent students knew about the American Enterprise System within the Cheyenne community. Chapter members were asked in a chapter discussion, after they were finished with their survey, how much they knew of the career clusters around Cheyenne, how the American Enterprise System impacts Cheyenne, and what the system looks like in Cheyenne. Students were not able to communicate with the committee effectively; therefore, the committee determined it best to promote the American Enterprise System within the school as well as the community. Since Cheyenne Central High School has received a below average rating for college readiness by the Wyoming Department of Education, the committee believed that it was important to educate the students, both present and future, as well as the community, of the college majors and types of careers students could potentially pursue. College readiness is important for students to continue with the next stage of higher institute learning. Even though students have the choice to not go to college, most of the student body will continue with their learning at a higher-level institution. The committee felt it necessary to promote the American Enterprise System within the Cheyenne community to offset the lack of public and student knowledge of the college process. Therefore, methods were also developed to disseminate information to the Cheyenne community.

Project Plan and Development

Upon review of the conducted school and community research, the committee determined the best way to promote the American Enterprise System was to start small then build up to large scale promotion. The committee developed three main categories, chapter, school, and community, and developed methods accordingly. While developing these categories, the committee also established three main goals to gear the campaign: to educate the community and school about the American Enterprise System, to emphasize the significance of the system, and to inspire students to apply their knowledge beyond the work implemented in the duration of the project. These goals guided the project phases and helped develop the mediums by which the committee spread information about the American Enterprise System.



Developed Infographic

Chapter

To begin, the committee began with the chapter to ensure chapter support and participation. The committee sat down and planned chapter involvement activities as well as ways to educate the chapter about the project and the American Enterprise System. The committee identified the chapter as being an integral part of the project and wanted to get started



immediately. The committee decided that after the survey, members would be shown an informational video to ensure content retention allowing members to tell other students about the American Enterprise System the next day.

Next, the committee wanted to involve the chapter directly, so the committee drafted and revised many versions of a handout to be distributed to members at a chapter meeting. This way,

members could have a part in diffusing information to the student body as well. The committee sought for members to be directly involved and having them disseminate information to students was a perfect way to include promotion of the American Enterprise System as well as complete chapter involvement. Lastly, the committee wanted to develop a strategy to effectively measure if chapter members retained the information learned at previous chapter meetings. To ensure chapter participation, retention of the material will be measured in a fun and engaging way. The committee decided that

two weeks after initial exposure to the American Enterprise System, the chapter would engage in a Kahoot game (a fast-paced review game via Kahoot.it). This was deemed necessary to ensure that the committee's efforts were validated through knowledge retention. Through this first phase of the project, goals one and two would be effectively met, as these goals guided the development of these mediums.

Central High School

After developing phase one (chapter) of the project plan, phase two was next on the to-do list. The committee concluded that in conclusion of the poor results from the survey in the library, Central High School also needed to be educated on the American Enterprise System. The committee collaborated to determine the best method of promoting information regarding the American Enterprise System around Central High School. The committee determined that the best way to promote it would be a Career Fair showcasing the sixteen different career clusters. The Career Fair will help students understand the range of options for careers available to them in the American Enterprise System that is not available to other economic systems. These ranged from finance to natural resources. Based on the research and survey results, students needed a strong foundation on the basis of the American Enterprise System, prompting the committee to begin with the career clusters. The committee believed that a Career Fair would effectively engage all students at Central High School and be instrumental in



American Enterprise System



What is the American Enterprise System?

- An economic system in which the government places few restrictions on the market system.
- This type of system is often referred to as a free market or capitalism.

How to Support:

- Educate yourself and others about AES.
- Talk to and support local businesses.
- Get involved in a career cluster.
- Take advantage of the freedom of choice and intern or job shadow before joining a career cluster.

Spreading and supporting the Free Market System will preserve American values!

Flyer given to students



Making posters for Career Fair



reaching out to the junior high school students as well. The committee did not want to stop at the Career Fair, however.

For the next part of phase two, the committee deemed it necessary to design and hang posters around the school to keep the American Enterprise System campaign in motion. These would be hung after the Career Fair to effectively keep students engaged in learning about the American Enterprise System. To further promote the American Enterprise System, the committee thought it vital to make a professional presentation board addressing what the American Enterprise System is, benefits, and the significance of the system. This board would be placed in the Central Library to catch student's attention as they were in the school library. Then after a few weeks, the committee thought to put together an announcement blurb to submit to the school news network, Central Intelligence, to air and remind students of the importance of the American Enterprise System and to have students continue to think of the system in the future. These mediums would effectively meet all goals, and especially goal three: to inspire students to apply their knowledge beyond the duration of the project.

Cheyenne Community

Upon evaluation of members responses during the chapter discussion session, students were unaware of the impact or involvement of the American Enterprise System in the Cheyenne

Wyoming



Map of Cheyenne in relation to Wyoming

Community. Therefore, the committee thought it would be best to begin phase three by making an infographic and hanging it around Cheyenne to effectively educate students and the public about the importance of the American Enterprise System. The committee thought the best places of promotion would be the Laramie County Library, Dazbog Coffee, Starbucks, and a local cafe called Paramount Cafe. The committee planned to implement the infographic in these institutions since students and adults avidly visit these places. Additionally, the committee realized that because many students and adults are on social media, one of the best ways to broadcast information would be to post on the chapter Instagram about the American Enterprise System. The Career Fair implemented within the

school would also effectively involve the community, as different business professionals would be involved, and the McCormick Junior High would be invited. The local news station, KGWN, who would help further educate the public of the importance of the American Enterprise System, would also be invited. This phase would effectively achieve all goals as the three goals were used as guiding tools to develop and revise this phase.

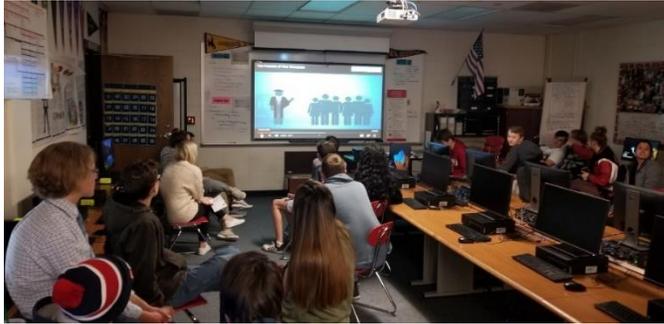
With all three categories, chapter, school, and community, planned and mediums drafted, the committee felt comfortable effectively implementing the project plan accordingly.



Project Implementation

Chapter

The committee effectively implemented phase one via chapter involvement and participation. The committee felt that the FBLA chapter should be involved in creating a larger impact on the community. The chapter was heavily involved in the initial research, as surveys were handed out during one of the meetings. In addition, the FBLA members were given a personal

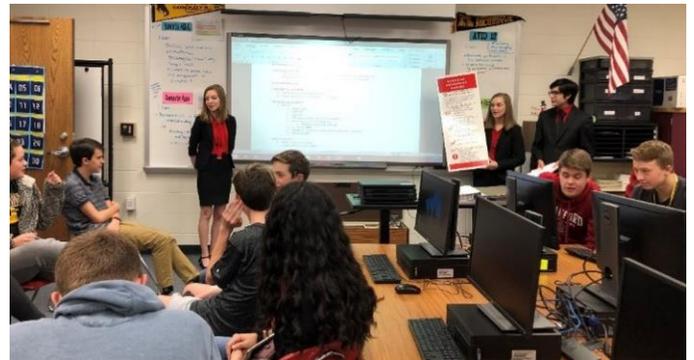


Students viewing an informational video about the American Enterprise System

information session. This information session included a speech and an informational video about the American Enterprise System. The consequent meeting, the students played an American Enterprise System themed Kahoot to effectively measure knowledge retention of the American Enterprise System. This information was used to create the before and after results for the research and effectively initiated chapter involvement.

During the Career Fair, multiple members volunteered and encouraged other Central High students to talk to the business professionals and guest speakers present. Additionally, when the McCormick Junior High School students came through the Career Fair, FBLA members made sure to let the students know which careers matched with various electives for the elective fair that was completed in conjunction with the Career Fair.

This was also an opportunity to recruit members for FBLA. This initiated the McCormick students talking about careers and their freedom of choice to choose a career, one of the main pillars of the American Enterprise System. The Career Fair was geared towards every student's potential dreams, but with a heavier emphasis on how to get started in college and how different careers impact the American Enterprise System.



Informing students about the American Enterprise System

In addition, students from Central High School were asked about their future goals and plans after graduation. This was done to help students who were unsure on what careers they wanted to pursue and educate them on the variety of the different possibilities out there. The FBLA members then provided students with information on how to reach the career counselors and various other opportunities.



At a subsequent chapter meeting, members were also involved in the spread of various fliers emphasizing the significance of the American Enterprise System. The flyer included information



Chapter members playing the review Kahoot game

on what the American Enterprise System was and why students should care about this system. Every student in the chapter was given at least two flyers to give to a friend or family member. This resulted in great success. After, many students came up to various FBLA members asking about the flyers and what they meant. This implementation effectively started a wave of inquiry about the American Enterprise System throughout Central High School. Therefore, the chapter helped to contribute to the project goals of educating the community about the American Enterprise System and emphasizing the significance of the system.

Central High School

During phase two of the project plan and implementation, Central High School was involved. Students effectively participated in actively viewing the flyers and infographics posted around the school. In addition, the student body of Central High School attended the Career Fair. Over 500 students walked through the Career Fair and interacted with the guest speakers. The Career Fair helped students understand the opportunities available to them interacting with the American Enterprise system. Students also interacted with the American Enterprise System information through the Central Intelligence announcement that was aired school-wide.

The informational presentation board was placed in the library to grab the attention of library foot traffic as well. This board was implemented in the library for two weeks. Therefore, the student body of Central High School was instrumental in being involved with the implementation of information mediums,



Infographic in school library

as they were receptive to the committee's events and flyer information. Central High School was heavily involved and effectively helped the committee achieve the first and second goals of the project plan.



Students at Career Fair



Cheyenne Community

The committee implemented phase three in the Cheyenne community. The community was involved by the committee hanging up the infographic posters in multiple locations throughout town. The locations of the library and three coffee shops were chosen as they are the most frequently visited locations for most ages, from middle school age to elders. This expanded the reach of the project information to a significantly greater amount of people, including a range of people from students who were just beginning to understand the impact of the American Enterprise System to adults who would be able to recognize and implement programs or situations that could positively impact the system in their respective career fields. Additionally, the community was reached via the social media platform Instagram. Followers were encouraged to look for the informational posters promoting the American Enterprise System to gain more insight.



Hanging poster at Starbucks

Evidence of Publicity

In order to implement the project plan and have successful results, information needed to be effectively distributed and advertised.

Chapter

Chapter events were coordinated via message and social media reminders. Additionally, the chapter distributed flyers concerning the American Enterprise System to students, adults, or family members to further promote the American Enterprise System.

Central High School

Posters and infographics were posted around Central High School to promote the American Enterprise System as well as catch the attention of

students to remind them of the ongoing events. The Career Fair was effectively advertised and promoted with posters hung around the school to remind students to walk through. Additionally, the committee developed a statement to be aired on the school news network, Central Intelligence.

This segment aired for a week to remind students of the importance of the American Enterprise System. Additionally, this helped establish that this ongoing project held significance not only within Central High School but also individual students.



Central Intelligence Segment



Cheyenne Community

Infographics were posted around various locations in Cheyenne that the public frequently visits. Additionally, the local news network, KGWN TV, was invited to the Career Fair to speak on behalf of the Arts, Audio/Video Technology and Communications career cluster. In between waves of students walking through the Career Fair, the committee was interviewed on behalf of the chapter by KGWN. August Gaer said, “Career fairs are vital for students to get initial exposure to the career clusters. The Career Fair is a great way for students to get introduced to the American Enterprise System and understand why exactly it is so important for the system to be preserved, as supporting and promoting the American Enterprise System will effectively preserve American values.” This segment aired that night on the local news station, where the anchors effectively explained the goals of the project and how the committee was implementing its project goals within Central High School.



KGWN TV interviewing August Gaer

Impact on Community/School

Degree of Impact

As a result of the successful implementation of the project plan in the chapter, Central High School, and the Cheyenne community, many students, adults, and professionals were positively impacted via the American Enterprise System promotional campaign.

Chapter

The chapter was significantly impacted as members were educated about the importance of the American Enterprise System, and even by extension how their elective classes aligned with the career clusters. Also, the chapter was positively affected as they were able to participate in

this informational and promotional project to effectively reach out and establish connections with community members, students, and each other.



Students at Career Fair



School

Future students, those from McCormick Junior High School, have benefited from the exposure of the Career Fair. They met with members of the community and learned more about each of their careers. Graduating students were able to see the variety of careers available to them and learned how they could develop prosperous careers. In addition, all students from Central High School learned about the potential opportunities available to them beyond high school, based on the activities and clubs offered in the high school. Upcoming students from the junior high were able to learn what activities and clubs to join to further develop their interests. The Career Fair was able to teach students what to get involved in and how to make the most of their formative years of high school. The entire Career Fair was meant as an educational opportunity; it helped students with their prospects especially.



Infographic in window of school library

Community

These members of the community contributed their time and greatly helped with the formation of the event. They met with multiple students and saw how much the project could develop in the future. The business professionals volunteered to talk with and to educate



Students talking to recruitment officers

students about their respective career clusters. These included a wide range of professionals, from the stereo business Stitch Headz to the Cheyenne Water Department to Job Corps. The Career Fair also allowed for community members to gain knowledge from each other, which showed that you can learn and use similar skills in a variety of careers.

Benefits

Since Central High School was hosting an elective fair in conjunction with the committee's Career Fair, it was crucial that the committee also enlightened students how to successfully move from one stage of life into the next. The Career Fair was an educational opportunity for everyone. It allowed for our chapter to develop communication skills with the business professionals, the present and upcoming



Representative from a community college talking to students



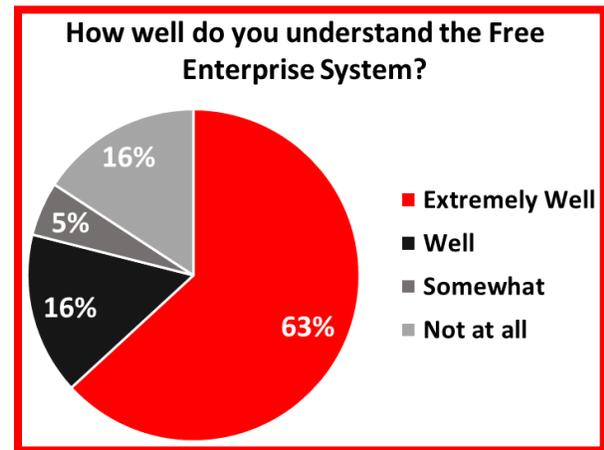
students could learn how to make the most of high school, and community members could gain more insight about the American Enterprise System. Working class Americans in the 16 career clusters are freely allowed to establish businesses that help them aim for advancement. Gathering insight and information from someone in a field that a person is inspired by is an irreplaceable experience because a young adolescent could now aspire a career they never knew existed before.

Project Evaluation

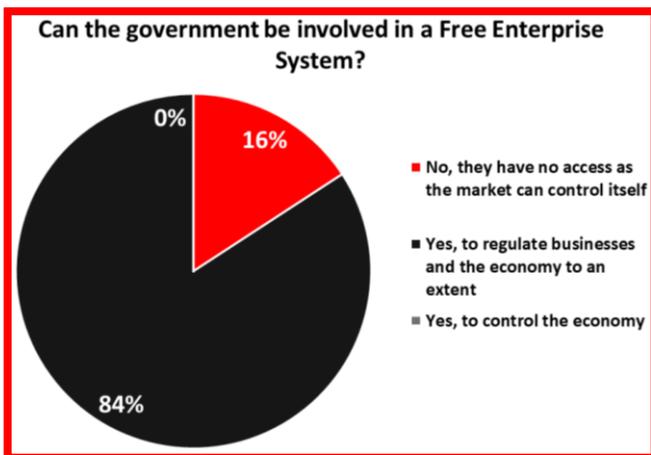
Over the course of Central High School's American Enterprise Project, numerous levels of success were found. The committee was able to discover how desperately the Cheyenne community and Central High School lacked a basic understanding of the American Enterprise System, the free market system, and capitalism.

Future Improvements

After witnessing the success of the promotional campaign, multiple groups of younger FBLA students from the Central High FBLA chapter reached out to the current committee members with interest in continuing the project next year. Despite the great impact felt after the completion of this project, in order to increase the impact within the community and within Central High School, multiple improvements should be made. These improvements included additional social media coverage, community workshops, and encouragement for students to take



Data from Central High School after project



Data from Central High School after project

advantage of the American Enterprise System on different levels. They were based around the limitations discovered while completing the project.

Additional social media coverage would have allowed the chapter and community to follow the project while the committee planned and executed various portions. This would likely increase involvement and knowledge of the event. While the current committee did increase advertisement from years past by advertising on the Central High FBLA chapter's social media platforms, there could have been a greater impact. The current committee

suggests that the future committees instead create their own social media platforms specifically for the American Enterprise Project. Although this does create initial problems, such as creating a beginning follower base, by requesting to follow students within the school the social media platform could easily grow. In addition, the passwords and usernames could be saved for future



American Enterprise Projects. The current committee took the first steps by creating these accounts but want to pass them onto the future committee for proper use.

Community workshops were an initial idea that the current committee chose not to pursue due to the belief that the community would not have enough prior knowledge to understand the significance of the American Enterprise System and why they should learn about it. The committee wanted to first provide information on why the American Enterprise System is important, in hopes that next year's committee could provide deeper evaluation on the factors of the system. This could be done through various workshops on the theory of American enterprise with healthy debate on its alternatives and on how to be successful within the system. These

could include workshops on how to dress to be successful, proper manners at a business dinner, interview tips and more.

Finally, the committee felt they could suggest the school and community utilize the American Enterprise System on alternate levels than the traditional thought process. With the initial research, the committee spoke to Mrs. Cook, a school counselor. She stated that, "Many students fail to realize that they have alternatives to college. It is difficult for them to understand the value of a trade school or internship, as they do not realize that these are options. They think it is between working at a fast food restaurant and getting a college degree."

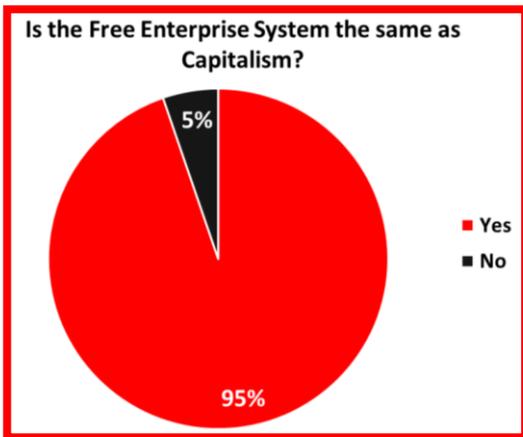
The committee originally planned to do a "Successful

Alternatives to College" event but chose to implement other portions of the plan instead. This "Successful Alternatives to College" would invite only trade schools or similar options to speak to students and community members at an after-school event. Additionally, signing events, like signing events used for schools who sign athletes, would provide encouragement for students who choose to go to these alternatives. This would help the current problems of blue-collar work steadily decreasing due to more students choosing college but not using their degrees.

Goals

The project's three main goals were met after the completion of this project.

- 1 Educate the community/school about American enterprise system theory
- 2 Emphasize the significance of the system
- 3 Inspire students to apply their knowledge beyond the project



Data from Central High School after project

The goal of educating the community was met through the spread of posters as well as the increased publicity from the local news KGWN. Educating the school and chapter was accomplished through the large infographic poster, the publicity through the announcements, the posters, the chapter events, and the handouts to friends.

The goal of emphasizing the significance of the system was achieved through the encouragement of supporting the freedom of choice in the school announcements and through the video shown. This helped students realize how the impact of the American Enterprise System is much preferred to any other economic system overall.

Finally, the goal of inspiring students to apply their knowledge beyond the project has just begun to take off. The students started showing interest in how they could further improve the American Enterprise System and strengthen it, as shown by the multiple younger members reaching out on how they thought they could improve the project, and their excitement in taking over next year.

Conclusion

The committee was overall impressed by the number of students who began to show interest in the project. At the beginning, students failed to understand why the American Enterprise System would matter or why they should bother to listen. However, in the end, they realized the threat other economic systems have on America currently and how students need to act today to preserve American values. A member of FBLA, Kathryn Carrier, stated “I saw a tangible difference in the way students approached their career opportunities and the American Enterprise System. I can’t wait to build upon this in future years.” Rather than deteriorating the strong economic system America has built, the youth of today must “Aim for Advancement”.

AMERICAN ENTERPRISE SYSTEM

WHAT IS THE AMERICAN ENTERPRISE SYSTEM?

- An economic system in which the government places few restrictions on the market system.
- This type of system is often referred to as a free market or capitalism.

CHARACTERISTICS



- Freedom of Choice
- Private Property Rights
- Profit Motive
- Owner Control
- Customer Sovereignty

BENEFITS



- Increased Productivity
- Rewards Success & Hard Work
- Self Regulating
- Optimum Use of Resources

LIMITATIONS



- Economic Inequality
- Lack of Public Goods

WHY SHOULD YOU CARE?



- Creates Jobs
- Provides Opportunity
- Fosters Innovation
- Progresses Society
- Better Quality of Life

Close up of Infographic

