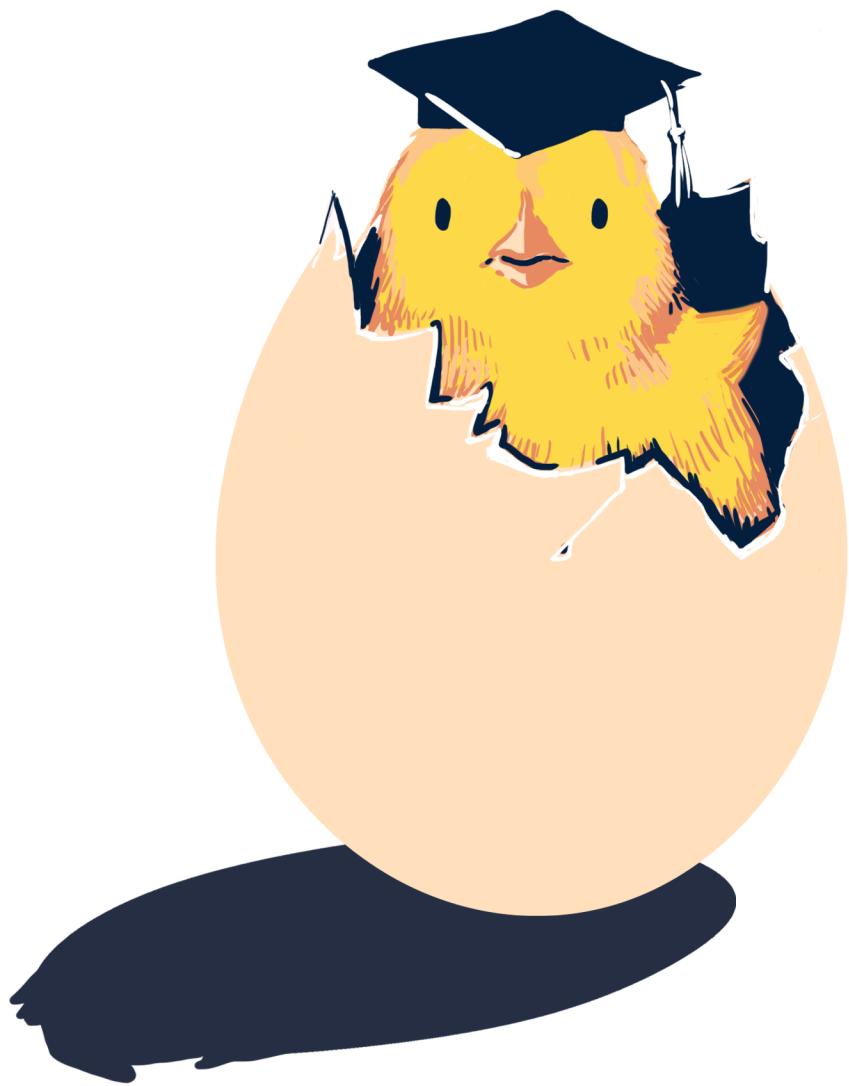


PROJECT HATCH

CUPERTINO HIGH SCHOOL FBLA



PARTNERSHIP WITH BUSINESS
PROJECT 2016-2017
CUPERTINO, CALIFORNIA

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INTRODUCTION

**AMERICA IS NOW RANKED
36TH IN EDUCATION**

**1/4 HIGH SCHOOL STUDENTS GRADUATE
COLLEGE-READY IN 4 CORE SUBJECTS:
ENGLISH, READING, MATH, & SCIENCE.**

**THERE ARE 7,000 HIGH SCHOOL
DROPOUTS EVERY DAY:
THAT'S 1 EVERY 26 SECONDS.**

**AMERICA RANKS:
24TH IN MATH
21ST IN SCIENCE
15TH IN LITERACY**

Many students across America lack adequate resources for quality education. With the large number of high school dropouts, low literacy levels, and deficient performance in math and science, the American education system is performing poorly relative to that of other countries.

As students in the heart of the Silicon Valley, members of Cupertino High School FBLA possess firsthand experience in understanding the increasing demand for accessible educational resources for high school students to succeed in their rigorous academic courses, standardized testing, and extracurricular activities. In today's innovative and globalized community, education has become a priority not only in the San Francisco Bay Area, but across the nation and the world. Recent advancements in technology and the prevalence of internet platforms has drastically changed the education system due to the variety of tools, resources, and methods of communicating concepts.

Every student has the potential to succeed academically and prepare actively for their future, but unfortunately, not everyone is able to compete on the same playing field. While many may have easy access to counselors and tutors in their local communities, others may not. In their quest to attain these resources, students are becoming increasingly eager to search for them online.

It is with this increasing demand in mind that, Cupertino FBLA's Partnership with Business Project of 2016-2017, Project HATCH, partnered with Chegg, Inc., a growing online educational service company, to bring effective educational resources to high school students. This partnership gave Project HATCH the opportunity to introduce Chegg to a fresh customer base and increase its impact in the education world, while providing tools and resources to aid students in the highly competitive educational system.



Home to Google, Inc. (left), Apple, Inc. (right), the Silicon Valley is known for its prestigious technology and business companies as well as highly competitive public schools





Lobby of Chegg, Inc., Santa Clara, CA

Based in Santa Clara, California, Chegg, Inc. is a company that was founded by several college graduate students who, faced with the imminent pressure to find a job, realized that it was impossible to find a job without experience in the same way it was impossible to have experience without a job. This chicken-egg type of quandary resulted in the creation of Chegg, a literal combination of "chicken" and "egg". The business is focused on providing online textbook rentals, homework help, tutoring, and test prep services to high school and college students. Chegg continues to be a central hub of education and has helped many achieve academic success through its plethora of resources and individualized guidance. Despite its popularity among college students, Chegg has been unable to penetrate the high school market and replicate its success. Project HATCH planned to change this issue.

PROJECT GOALS

1. MARKET RESEARCH & SURVEY

Conduct in-depth research on the target market of Chegg and evaluate high school students' usage of online educational services by administering a comprehensive survey

2. COMPETITIVE ANALYSIS

Use researched information on Chegg's competitors, including details on features, pricing, target market, and SWOT analysis, to provide feedback for Chegg to implement

3. PRODUCT DESIGN & MANAGEMENT

Participate in the product design & management process by providing ideas on improving user experience on Chegg's website and proposing new features to add on the platform

4. PROMOTIONAL CAMPAIGN

Spread awareness of Chegg to high schoolers locally and through social media by creating promotional material such as videos, flyers, and pamphlets

5. CORPORATE SOCIAL RESPONSIBILITY

Provide educational resources to low-income schools, libraries, and educational communities by holding a book donation drive

PLANNING & DEVELOPMENT

PLANNING

Starting on June 1st, the Partnership with Business project chair, Julia Liu, prepared extensively and contacted over 32 businesses through email, LinkedIn, and phone calls, to secure a partnership. Businesses such as Zumiez, Tilly's, and Zenfolio responded with interest and organized follow-up meetings with Julia.

However, the most promising company was Chegg, Inc., who agreed to set up a phone call on July 11th, to discuss the specific aspects of the proposed partnership. During the phone call, Julia debriefed the 8 sections of the project—which were later narrowed down to 5 for time purposes—and both parties agreed to a lunch meeting at Chegg offices in Santa Clara the week after on July 18th. Julia, along with the Cupertino FBLA Co-Presidents, Erin Song and Jehannaz Dastoor, and former Partnership with Business Project Chair, Edward Hsu, attended the lunch meeting and met Seong-Min Kim, the VP of Corporate Development, and Brian Nelson, Strategy and Competitive Intelligence Manager, at Chegg. After a brief introduction of Chegg's goals for the next year in regards to entering the high school student user pool, Julia and the others discussed ways for Chegg to accomplish their goals through the Project HATCH partnership. After the meeting, Julia planned the project and created a project calendar and partnership contract that described several important agreements regarding the duration and legal boundaries of the partnership.



Pictured above are Brian Nelson (Manager at Chegg), Julia Liu (Project Chair), Jehannaz Dastoor (FBLA Co-President), Erin Song (FBLA Co-President), and Edward Hsu (former Project Chair)

The project calendar outlined the tasks and goals for the project, delegating responsibilities for the project chair and members. The contract ensured that either sides must not withdraw from the partnership and that any information reported must stay within the scope of Chegg and Project HATCH.

After both parties signed the contract and continued to make phone calls to organize the 5 agreed sections of the partnership, Julia finalized the project calendar on September 8th. The project calendar detailed the dates and times of important events, such as committee meetings and presentations at Chegg, as well as a list of assignments and goals to accomplish.

ROLE OF BUSINESS EXECUTIVES



BRIAN NELSON

Manager of Strategy &
Competitive Intelligence

Brian helped finalize the partnership sections with the project chair and was the main point in contact for the project. He was present at every presentation at Chegg and participated in many of the project activities.



SEONG-MIN KIM

VP of Corporate
Development

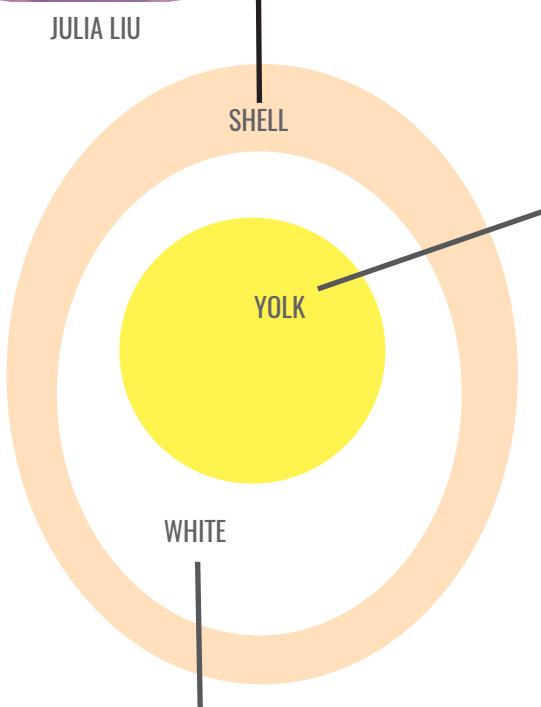
Seong responded to the interest email that the project chair sent and proceeded to set up a follow-up meeting to discuss the potential partnership. He also assisted in various parts of the partnership with Brian.



DEVELOPMENT

At the start of the school year, Julia presented an overview of Project HATCH at a Cupertino FBLA member meeting to peak interest in the members to attend a more detailed half-hour-long informational presentation on Thursday, September 29th. At the informational meeting, she addressed the various aspects of the project, committee member responsibilities, and details for applying to be a committee member.

In order to make the project more efficient and delegate more specific tasks to members, the project chair decided to create two committees, each with 7 members, Operations and Promotions committee, and structured the project using an egg metaphor (shown below). There were 14 qualified applicants chosen for the official project committee. Committee members were expected to attend weekly, hour-long meetings every Thursday to discuss upcoming tasks and activities for the project. The first committee meeting was held on October 13th.



PROJECT CHAIR

1. Plans project calendar and organizes project events
2. Facilitates activities and assigns tasks to committee
3. Leads committee meetings every Thursday
4. Keeps in contact with Chegg's representatives



OPERATIONS COMMITTEE

1. Create and present a comprehensive competitive analysis report
2. Provide feedback on product design & management and help implement ideas
3. Organize and execute corporate social responsibility initiative



PROMOTIONS COMMITTEE

1. Collect data from surveys to create market profile report and present findings
2. Design promotional material and create advertisement video
3. Help execute and generate publicity for corporate social responsibility initiative

IMPLEMENTATION

MARKET RESEARCH & SURVEY

GOALS

Conduct in-depth research on the target market of Chegg and evaluate high school students' usage of online educational services by administrating a comprehensive survey

SURVEY CREATION

The Promotions committee brainstormed and helped pick the best questions for the survey. The survey focused on high school students' study habits and preferences, familiar usage with online educational services, standardized testing experience, and personal opinions regarding online education. Examples of questions asked are "Do you prefer an in-person or an online tutor?" and "What specific types of services would you use if Chegg offered them?" The survey questions intended to reveal more about Chegg's target market and high school students' experience using online tools, such as homework help, tutoring, test prep, writing/productivity tools, and courses, in order to evaluate the areas which Chegg can concentrate on and improve.

SURVEY DISTRIBUTION

The online survey, consisting of 30 questions, was released on November 3rd, 2016 through the Zoho Survey platform. During the span of 2 weeks, both the Promotions and Operations committee actively participated in the survey distribution process by publicizing on various social media platforms and conducting in-person surveys. To promote the survey in Cupertino High School, Julia posted on the school announcements and committee members and the FBLA officer team actively advertised on Facebook. Julia also contacted other FBLA chapter presidents to distribute the survey to members of their high schools.

A raffle with top 3 prizes was used as incentive to take the survey. The high school FBLA chapter, excluding Cupertino FBLA, that garnered the most responses for the survey was awarded a free Chegg business tour.

DATA COLLECTION & ANALYSIS

A total of 249 completed responses was collected across 23 different schools from both the online and in-person surveys. There were a total of 569 survey visits and 178 respondents entered the raffle. Leland High School FBLA won for gathering the most survey responses.

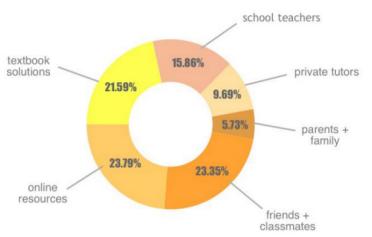
The Promotions committee organized data into clear and detailed infographics and analyzed the significance of the statistics. Members also compiled areas of improvement and personal feedback for Chegg. They found that Chegg could improve their marketing strategies and features, such as providing a large amount of textbook and homework solutions or adjusting pricing since high school students preferred cheaper prices.



Committee member Kevin Liu (right) conducts the in-person survey with his classmate, Brandon Hong (left)

Which types of resources do you use the most or are most effective for school/homework help?

Fortunately for Chegg, the majority of respondents (23.79%) chose online resources as the most used and effective tool for school and homework help. Friends and classmates follow closely in second place, along with textbook solutions in third. Incorporating these popular resources can boost Chegg's usefulness to high school students.



Results for one of the 30 survey questions are shown above



PRESENTATION AT CHEGG

On November 30th, 2016, the Promotions committee presented at Chegg to two representatives, Brian Nelson and Seong-Min Kim. The presentation lasted 1 hour, with each of the Promotions committee members presenting their assigned section of survey results and analysis from the 20-page Market Research and Survey Report. It also contained intercalary sessions of Q&A where the representatives from Chegg asked clarifying questions and Project HATCH built upon the statistical results from the survey and detailedly explained their significance to Chegg.



Promotions committee members Ruchi Shah and Riju Narang present their section of the report

GOALS

Use researched information on Chegg's competitors, including details on features, pricing, target market, and SWOT analysis, to provide feedback for Chegg to implement

COMPETITOR RESEARCH

Each Operations committee member focused on one competitor of Chegg and conducted an in-depth research on its features, pricing, target market, social media presence, and SWOT (Strengths, Weaknesses, Opportunities, and Threats). We collected these pieces of information from the company's own website, customer reviews, and personal experience using the platform. Information collected about the strengths and weaknesses revealed those that Chegg also had.

More importantly, Each member also compared and contrasted the services between Chegg and those of the competitor. Operations committee members were able to effectively relate the competitors to Chegg and develop specific ways for Chegg to improve its features and marketing strategies in order to stand out among its competition.

Target Market



Targets students of all ages but primarily caters towards concepts popular in high school



Strengths

1. Free services
2. Accessible worldwide as long as you have internet
3. Covers a wide range of topics from humanities to STEM, so anyone can use Khan Academy as a learning tool
4. Has interactive features to make learning more interesting and to make users more motivated to use Khan Academy
5. User friendly - customize one's own learning

Weaknesses

1. Lacks focus on non-STEM subjects
2. Non-profit funding is limited, relies on user donations
3. Some inaccuracies in videos, so may not provide the highest quality of learning
4. Does not cover subjects thoroughly or at a professional/advanced level; only suitable for a high school understanding

Operations committee member Cindy Zhang analyzed Khan Academy

COMPETITIVE ANALYSIS

The competitors analyzed were

1. Udemy
2. Wyzant
3. Photomath
4. Khan Academy
5. Coursera
6. Shmoop
7. StudyBlue
8. Book Renter
9. Quizlet

PRESENTATION AT CHEGG

The Operations committee compiled the research into a 20-page Competitive Analysis report, which it presented to Chegg on November 30th. The presentation was primarily focused on describing the strengths and weaknesses of the competitors and their similarities and differences with Chegg. In addition, committee members answered questions about their own personal usage of many of the competitors and gave Chegg more insight into high school students' preferences. Each member gave clear feedback for improving Chegg, such as being more active on social media.



Venugopal Chillal presents about his Coursera analysis (left)
Vicky Yu presents about her Photomath analysis (right)

PRODUCT DESIGN & MANAGEMENT

GOALS

Participate in the product design & management process by providing ideas on improving user experience on Chegg's website and proposing new features to add on the platform

RESEARCH

The Operations committee used information from the Market Surveys and Competitive Analysis to decide the focus of the product design & management process. All committee members were given access to a Chegg Study trial account that they used to analyze Chegg's different services, specifically those for homework help and SAT test prep. Promotions Committee focused on research for Product Design, while Operations Committee focused on research for Product Management. In addition, 23 interviews were conducted by Operations Committee members to collect feedback on high school students' real-time experience using Chegg Study.

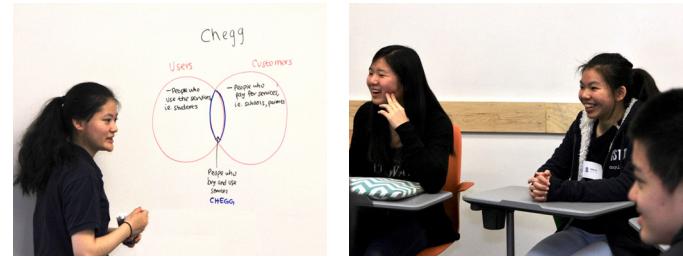
UX DEMONSTRATION SESSION

Operations committee members gained another research opportunity through a User Experience (UX) Demonstration Session on January 18th, 2017 where Twyla Campbell from Chegg gave a 1-hour presentation on understanding the behaviors and needs of users to help identify and evaluate product requirements. Concepts learned included three steps to designing a product and methods of getting feedback from users, such as surveys, beta-testing, ratings, interviews, eye-tracking, and snowball recruiting. The committee applied the concepts of user experience when assessing the effectiveness of Chegg's services by focusing on the various factors of product design and implementing the interview method.

PRESENTATION AT CHEGG

After the Operations Committee collected feedback, compiled research and attended the UX demonstration, it presented its findings and suggestions to Chegg in a 90-minute presentation on February 9th, 2017 which included an open-ended discussion. The presentation was split between Product Design and Product Management. The former included an analysis on data collected from the Market Survey and Competitive Analysis reports and identification of conditions, goals, and restraints for Chegg. The latter included feedback from interviews conducted by Operations committee and feedback on Chegg Study and Test Prep.

Members relayed student responses for Chegg Study and discussed how the various factors of UI design and features could be improved. They also pitched several new ideas, such as adding an online counseling service, refining Chegg's internships page, and changing their test prep platform to allow for more user interaction.



Project chair, Julia Liu, takes notes on the whiteboard; committee members ask thoughtful questions and learn concepts

PM General Feedback

- Most thought the service was pretty helpful
- Well-designed, easy to use and functional
- People are unwilling to pay for online services
- Q&A service easy to use but responses may vary in speed
 - Also costly for high schoolers
- Inconsistency across textbooks
 - Textbook solutions and explanations are useful
 - Some solutions are not provided
- Internship matching service has favorable views among high schoolers
- Overall resources are lacking compared to Khan Academy, which has more widespread materials and prep
- More variety of materials, i.e. practice tests, study guides, notes

A Product Management section slide of the presentation



Julia Liu helps present the Product Management research to Chegg. Pictured above also are committee members, Kevin Liu (left) and Aarabhi Achanta (right), and Brian Nelson.



PROMOTIONAL CAMPAIGN

GOALS

Spread awareness of Chegg to high schoolers locally and through social media by creating promotional material such as videos, flyers, and pamphlets

VIDEO WEEK

Project HATCH published daily promotional videos for a week on Facebook, showcasing a series of 5 videos depicting the importance and necessity of Chegg in a high school student's life. The Promotions Committee, with the help of the Operations Committee, wrote a script that pertained directly to typical students' academic problems in order to effectively relate to the viewers of the videos. Akshita Gorantla, a member of the Promotions Committee, helped direct the filming with the help of Ruth Lee, another Promotions Committee member, who filmed most of the videos. Many members of both committees acted in the skits. Finally, the project chair edited and released the videos daily on Facebook starting February 13th, 2017.

thumbnails of each of the 5 videos are shown. Day 1-4 videos intended to depict typical struggles of high school students, with Day 5 bringing a conclusive solution by introducing Chegg.

DAY 1: HOMEWORK HELP



DAY 2: TEXTBOOKS



DAY 3: TEST PREP



DAY 4: ONLINE TUTORING



DAY 5: INTRODUCING CHEGG



RESULTS OF VIDEO WEEK

The 5 videos collectively received 195 likes, loves, and reactions, 1774 views, and 6866 people reached on Facebook, indicating the extent of publicity they received. The videos, though released in Cupertino FBLA, reached other high school students on the platform, generating 40 new views of Cupertino FBLA.

Because these videos realistically portrayed everyday problems that high school students face, Project HATCH appealed to their wishes of finding an effective online educational service like Chegg. As a result of these videos, thousands of high school students were exposed to Chegg and Project HATCH, increasing their tendency to use Chegg services in the future.



Brian Nelson from Chegg as the guest speaker at FBLA meeting

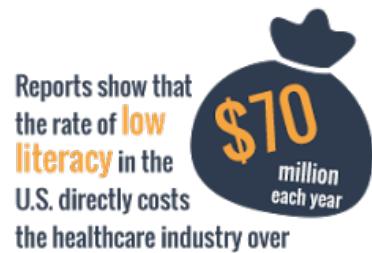
FLYERS & PAMPHLETS

Two Promotions committee members, Ruth Lee and Ethan Qi, created flyers and pamphlets (see Appendix) to advertise Chegg and Project HATCH. This helped spread more awareness to high school students about Chegg's products and services as well as increased the publicity of Project HATCH.

GUEST SPEAKER EVENT

On February 9th, 2017, Brian Nelson from Chegg spoke at an FBLA chapter meeting. About 70 people attended and listened to Brian talk for 40 minutes about Chegg and his educational experience leading up to college and work. Brian promoted Chegg's online homework help, tutoring, and internship services, while also explaining Chegg's goals and insight to help students both inside and outside of school. There were 10 minutes at the end for a Q&A session where members asked for additional advice about college and future careers.

CORPORATE SOCIAL RESPONSIBILITY



GOALS

1. Raise over 50 books and \$100 from the book donation drive
2. Spread awareness about the purpose of the book drive throughout the campus
3. Benefit at least 100 people and provide them books for further literacy and education.
4. Engage the community in a volunteer effort

OVERVIEW

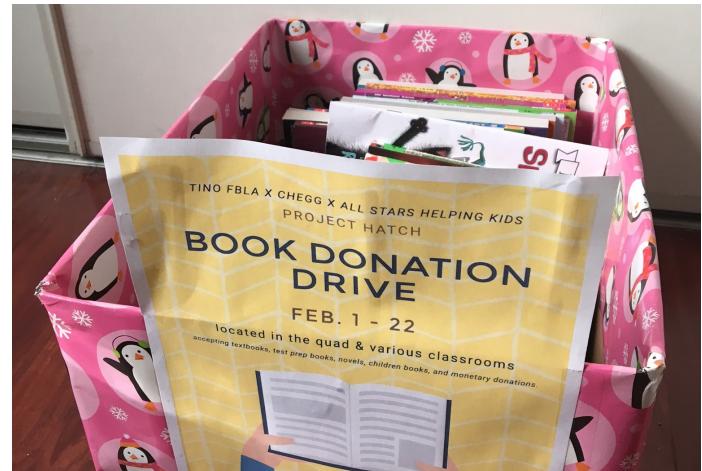
A virtuous corporate image is just as important as well-received products or services. Therefore, Project HATCH and Chegg worked with All Stars Helping Kids in their 2nd annual book drive to collect new and gently used books for under-resourced schools. This book drive is a community initiative that helps create or supplement school and classroom libraries for children in local schools. Last September, All Stars' supported a book drive that collected over 20,000 books to help teachers in underserved schools build their own classroom libraries. Books collected for this donation drive event will also be going to other future Chegg book drives.

INITIATION

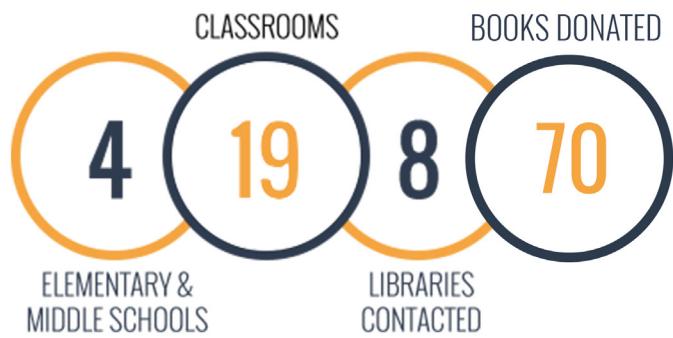
The book drive started on February 13th, 2017. Book drive boxes were located on the campuses of Cupertino High School and other elementary and middle schools in the Cupertino Union School District such as West Valley Elementary, Sedgwick Elementary, Collins Elementary, and Hyde Middle. Books of any genre and monetary donations were accepted for the drive.

PLANNING & IMPLEMENTATION

To plan a successful book drive, both the Promotions and Operations Committee members discussed how to market the book drive, where to set up the drive, and how to incentivize students to donate books. The committee members contacted their language arts and social studies teachers and received permission to set up book donation boxes in 15 classrooms. The book drive was then advertised through announcements, flyers, and social media posts, and the project chair publicized it at a Thursday Cupertino FBLA Chapter meeting. The project chair also emailed 23 schools in the Cupertino Union School District and 8 libraries in the Santa Clara Country to set up the boxes for the donation drive. 4 schools set up the book drive on their campuses.



32 books were collected by West Valley Elementary School by March 1st for the book donation drive event



The number of schools and institutions contacted and books that were donated are shown

DEGREE OF INVOLVEMENT

MARKET RESEARCH AND SURVEY

Both Project HATCH and the Cupertino FBLA officer team spent dozens of hours promoting the survey by changing profile pictures on Facebook and advertising the survey link, successfully contributing to the total of 249 completed responses across 23 schools and 569 survey visits.

Project HATCH committee members actively contacted high school students from other schools to reach a wider and diverse group of respondents. They conducted over 20 in-person surveys at school. Members also took part in drafting the report and delivering the formal presentation at Chegg.

The project chair contacted about 15 FBLA chapters' presidents to ask them to promote the survey within their chapter. She also kept in contact with Leland High School FBLA, who was awarded a free business tour at Chegg for giving the most survey responses.

BOOK DONATION DRIVE

The project chair and Project HATCH committee members contacted their teachers and received permission to set up book donation boxes in 15 classrooms around Cupertino High School. Committee members also spend hours during and after school to wrap the boxes and donate their own books to the initiative.

The project chair emailed 23 schools in the local district and 8 libraries to set up the boxes for the donation drive. She also promoted the drive on the school announcements and social media.

PROMOTIONAL CAMPAIGN

Project HATCH committee members spent many hours of lunch and after school filming and acting in the videos. The committee and FBLA chapter members participated in liking and sharing the videos, which helped spread them to more people on social media. 490 members in Cupertino FBLA were engaged, and there were over 40 new views of Cupertino FBLA's page during the 1 week campaign.

In addition, Project HATCH and FBLA members distributed flyers and pamphlets around school and the community to promote Chegg and Project HATCH.

The project chair arranged a guest speaker event at an FBLA member meeting, which about 70 club members attended and listened to Brian give a presentation about Chegg and his educational experiences. During the 10 minutes reserved at the end of the presentation for a detailed Q&A session, committee members actively asked questions in order to encourage other chapter members to participate.

PRODUCT DESIGN & MANAGEMENT

Project HATCH Operations committee members spent about 20 hours testing Chegg's trial account services, creating the presentation, and offering invaluable insight and advice to Chegg.

The members also interviewed 23 Cupertino High School students for the research component, adding a variety of feedback to the presentation.



HOURS SPENT
ON PROJECT



FBLA CHAPTER
MEMBERS INVOLVED



SCHOOLS & ORGANIZATIONS
WORKED WITH



NEWS OUTLETS
WORKED WITH



PAGES OF
REPORT WRITTEN

RESULTS, CONCEPTS, & IMPACTS

Throughout the partnership, Chegg gained invaluable feedback on the high school community and increased its popularity among high school students in the San Francisco Bay Area. Students are now exposed to more effective online educational resources such as homework solutions, online tutoring, and test prep materials. Project HATCH successfully contributed to the growing trend of improvement in online education.

MARKET RESEARCH AND SURVEY

Chegg gained useful data reflecting the needs of high school students, determined its market potential, identified opportunities to grow, and introduced itself to more than 100 potential high school users.

The report was sent to Esther Lem, Chief Marketing Officer, and Bonny Brown, Director of Consumer Insights and Marketing of Chegg. Brown was able to incorporate the survey feedback into the design and structure of Chegg's "CheggHeads" ongoing student survey program. Lem has forwarded the report to her social media advertising team, which has incorporated many of the findings into its social media strategy.

Committee members gained the opportunity to understand how market research is conducted by using in-person and online surveys to gather information about the preferences and needs of high school students in regards to online educational tools.

COMPETITIVE ANALYSIS

The competitive analysis report gave Chegg a better understanding of their competition in the high school market. The report gave them the necessary information to evaluate the strengths, weaknesses, opportunities, and threats of other competitors. Detailed feedback given by the Operations Committee clarified the next steps Chegg should take to improve its platform.

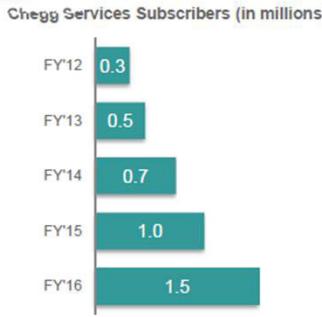
The report was sent to Heather Tatroff, Chief Strategy Officer, and Seong Kim, Director of Strategy and Corporate Development of Chegg. The Strategy team has heavily utilized FBLA's research and input in formulating and refining its M&A target list, pursuant to strategic priorities. FBLA's work has increased the number and scope of potential M&A and partnership targets.

Members gained experience in making business-style reports and communicating the results of competitor analysis and research to a business effectively.

On-Demand Learning Services Drive Rapid Growth



Chegg Services Subscribers
quintupled over the past 4 years



“

Working with the Cupertino FBLA team has been a tremendous experience for Chegg. The students have been extremely diligent, creative, and effective in helping us think about our customer base, competitive landscape, and product design. As a student-facing company, their perspectives have been invaluable.

Brian Nelson, Strategy Manager at Chegg

”

PRODUCT DESIGN & MANAGEMENT

Committee members provided valuable feedback about what high school students expect in an online educational service, and gave ideas to implement changes in Chegg's website design and marketing outreach to appeal to a high school audience.

Analysis reports were sent to the General Managers of both Chegg Study (Girish Krishnaswamy) and Chegg Test Prep (Gagan Singh Rana).

As a result of FBLA's recommendations, Chegg Study and Chegg Test Prep will consider doing:

1. Continue to expand variety and number of textbook offered
2. Offer study guides for AP exams
3. Incorporate more free features to draw students
4. Continue to increase focus on offering SAT
5. Feature examples of essays to complement SAT essay lessons
6. Include shorter practice exercises / individual passage practice within SAT verbal section

Committee members had the opportunity to learn more about the product design and management process used by corporations through the UX Demonstration session and were able to demonstrate the skills learned in the research and presentation completed for this section of the partnership.

CORPORATE SOCIAL RESPONSIBILITY

Chegg collected about 70 books to help All Stars Helping Kids with raising donations to contribute to under-resourced libraries and classrooms.

The book drive helped committee members understand what corporate social responsibility is and gave them the chance to promote Chegg while helping underprivileged communities.

PROMOTIONAL CAMPAIGN

Project HATCH helped Chegg introduce its resources to high school students through a video promo week, flyers and pamphlets, a guest speaker event, and word of mouth. Because of the success of the promotional campaign, Chegg gained an immense amount of publicity and increased awareness of its company to high school students, reaching over 1000 students.

The videos showed the various services that Chegg offered and how they could be used by students to tackle their daily academic struggles. The guest speaker event at the Cupertino FBLA chapter meeting not only provided more insight about Chegg to the members but also helped Chegg realize the needs of high school students through the Q&A session.

The Project HATCH committee members learned how to use different marketing, outreach, and promotional strategies such as video advertisements, social media advertising and surveys to successfully promote a business to a certain target market..

 Cupertino FBLA
Published by Julia Liu [?] · February 17 at 6:00pm · 8

It's finally here!
What happens on Day 5?
Watch the video to find out!... See More



Project HATCH

1,885 people reached

601 Views

Boost Post

PUBLICITY & RECOGNITION

MARKET RESEARCH AND SURVEY

Project HATCH has been the recipient of immense recognition, both on social media and in the community at large. The initial portion of the project, which was Market Research & Survey, reached over 560 high school students in the data collection process and provided a vast wealth of new information, which offered Chegg insightful, user-driven feedback that was used by the company to develop a profile of their most likely users, augmenting and enhancing their ability to serve their users.

23
DIFFERENT SCHOOLS **249**
COMPLETED RESPONSES **569**
SURVEY VISITS **178**
ENTERED IN RAFFLE

Results of the publicity gained from the Market Research & Survey are shown above

PROMOTIONAL CAMPAIGN

One of the primary achievements of the promotional campaign was the creation of a series of videos, which were uploaded to Facebook and widely shared. Collectively these videos reached the impressive number of about 7000 people, receiving approximately 2000 views and 200 reactions on Facebook. This generated an immense amount of publicity for Project HATCH and Chegg.

6866
PEOPLE REACHED **195**
LIKES/LOVES/REACTIONS **1774**
TOTAL VIEWS

Results of the publicity gained from the video promotional week are shown above

GUEST SPEAKER EVENT

Project HATCH hosted a guest speaker, Brian Nelson, at a weekly lunch meeting. Over 70 FBLA members attended the event. The event received high praise from student attendees, due to its relevance to high schoolers and the encouragement for them to overcome challenges in their college and career pursuits.



Overall, Project HATCH has done a phenomenal job in impacting a diverse amount of communities, ranging from the student body to the corporate environment. I couldn't be more impressed by the work and dedication put into this project and the results clearly show that work and dedication.

Erin Song, FBLA Co-President

Project HATCH was really unique in that the partnership between the students and the company was completely symbiotic. The company benefitted from the partnership just as much as the students, and it's safe to say that both entities grew and learned enormously throughout the course of Project HATCH. The level of impact that our students and their thoughts had on Chegg and its operations was incredibly impressive and rare for a business partnership.

Jehannaz Dastoor, FBLA Co-President



APPENDIX

Partnership Agreement Contract

This partnership agreement is made and effective starting on 20 of September, 2016 (the "Effective Date").

BETWEEN: Cupertino FBLA Partnership with Business Project
10100 Finch Ave.
Cupertino, CA 95014

Full name of Partnership with Business Project Chair: Julia Liu

AND:
Chegg, Inc.
3990 Freedom Circle
Santa Clara, CA 95054

Full name of main participant: Brian Nelson

PURPOSE AND SCOPE OF WORK

The main purpose of this partnership is to establish an effective and mutually beneficial relationship between Cupertino FBLA PWB ("Cupertino FBLA") and Chegg, Inc. ("Chegg"). Cupertino FBLA's responsibilities shall include the following activities (collectively referred to as "Services"):

1. Market survey
 - a. Cupertino FBLA will conduct surveys of high school students to assess their need for / interest in online services like Chegg, their experience using Chegg, etc.
2. Competitive analysis
 - a. Cupertino FBLA will, using publicly available resources, research and collect information and statistics on Chegg's direct and indirect competitors
3. Product Design & Management
 - a. Cupertino FBLA will provide useful and relevant feedback on the design and features of Chegg's products and services
4. Community volunteering
 - a. Cupertino FBLA will work in conjunction with Chegg to organize volunteering events involving Cupertino FBLA students and Chegg employees

DURATION OF PARTNERSHIP

The partnership will commence as of the Effective Date and continue thereafter until the 5th of April, 2017. The partnership shall come to a conclusion before the California States Leadership Conference, which will be from April 6-9 2017, and take place in Sacramento, California.

PARTNER DUTIES & CONTRIBUTIONS

Both participants will be expected to maintain frequent communication with each other as well as with the project members. Meetings will be held at the convenience of both partners and will be held monthly. The primary place of business will be at Chegg's offices in Cupertino High School. Meetings will be held in person or virtually to ensure that both participants are up to date

Detailed information about the partnership may not be disclosed to other FBLA high school chapters in order to guarantee that Cupertino FBLA PWB's partnership with Chegg is not sabotaged in any way and that other chapters' PWB projects do not gain an unfair advantage.

I have read and agree to all the sections listed above.

Name:

Chegg, Inc.

Chegg, Inc.

Signature

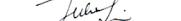


Name:

Cupertino FBLA Partnership with Business Project

Cupertino FBLA Partnership with Business Project

Signature



PARTNERSHIP CONTRACT

Snippets from the partnership contract are shown above with official signatures

CUPERTINO FBLA PRESENTS PROJECTS INFORMATIONAL MEETINGS

tutorial in Room 913 on 9/28 & 9/29

WEDNESDAY, 9/28



THURSDAY, 9/29



TINO FBLA PRESENTS PROJECT HATCH



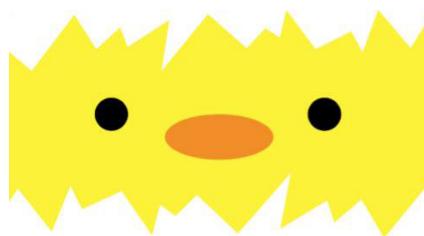
NO LATE APPLICATIONS
WILL BE ACCEPTED

APPLY HERE:
[HTTP://TINYURL.COM/PWBAPPS](http://tinyurl.com/PWBAPPS)
DUE SUNDAY OCTOBER 2, 11:59 PM

PARTNERSHIP WITH BUSINESS

INFORMATIONAL MEETING

FBLA PROJECT HATCH MARKET SURVEY



TAKE THE SURVEY AT:
tinyurl.com/fblahatch

BE ENTERED INTO A RAFFLE WITH PRIZES UP TO \$30!
DEADLINE: NOV. 20 11:59

COMMITTEE APPLICATIONS

TINO FBLA X CHEGG X ALL STARS HELPING KIDS PROJECT HATCH

BOOK DONATION DRIVE

FEB. 1 - 22

located in the quad & various classrooms
accepting textbooks, test prep books, novels, children books, and monetary donations.



donations will help supplement classroom libraries for under-resourced schools.

SURVEY PROMOTION

CHEGG®

Textbook Rentals **Textbook/Homework Solutions**
Chegg Study **Chegg Tutors** **Test Prep**
Interships.com/Easybib.com

CUPERTINO FBLA | PROJECT HATCH | CHEGG.COM

CHEGG + FBLA PROJECT HATCH

WHAT IS CHEGG?

Chegg, the student hub, is transforming the way millions of students learn by connecting them to the people needed to succeed throughout their high school and college career. The company offers an array of required and non-required course materials, including eTextbooks, study tools, and homework help and textbook solutions, course organization and scheduling, as well as college and university matching tools and scholarship connections. Students nationwide use Chegg 365 days a year to make learning easier, more accessible and more productive.

CURRENT SERVICES

- Rent, Buy and Sell Textbooks
- Textbook/Homework Solutions
- Expert Q&A + Online Tutoring
- Test Prep
- Chegg Help
- College + Career Advice
- Scholarship Finder
- College Browsing Tools
- easybib.com (bibliography generator)



FOR MORE INFO VISIT
CHEGG.COM

WHAT IS PROJECT HATCH?

Cupertino Future Business Leaders of America presents the Partnership with Business Project, Project HATCH, which is partnering with Chegg to work together to tackle the weaknesses of the American education system by providing access to online educational resources, including Textbook Rentals, Research & Survey, Product Design & Management, and Promotions Campaign. Project HATCH has succeeded in making notable impacts.

WHAT WE ACCOMPLISHED

- Surveyed over 350 students district-wide
- Presented suggestions, opportunities and challenges to Chegg from target audience research
- Implemented ideas and participate in the product design & management process
- Held guest speaker event at CHS with over 100 students in attendance
- Filmed and posted a week long series of promotional videos to social media
- Facilitated bookdrive across school campus

PROJECT HATCH: AT A GLANCE

7
MONTHS
14
MEMBERS

FLYER AND PAMPHLET

