

PROJECT THINK

CUPERTINO HIGH SCHOOL FBLA
PARTNERSHIP WITH BUSINESS
PROJECT 2015 - 2016
CUPERTINO, CALIFORNIA

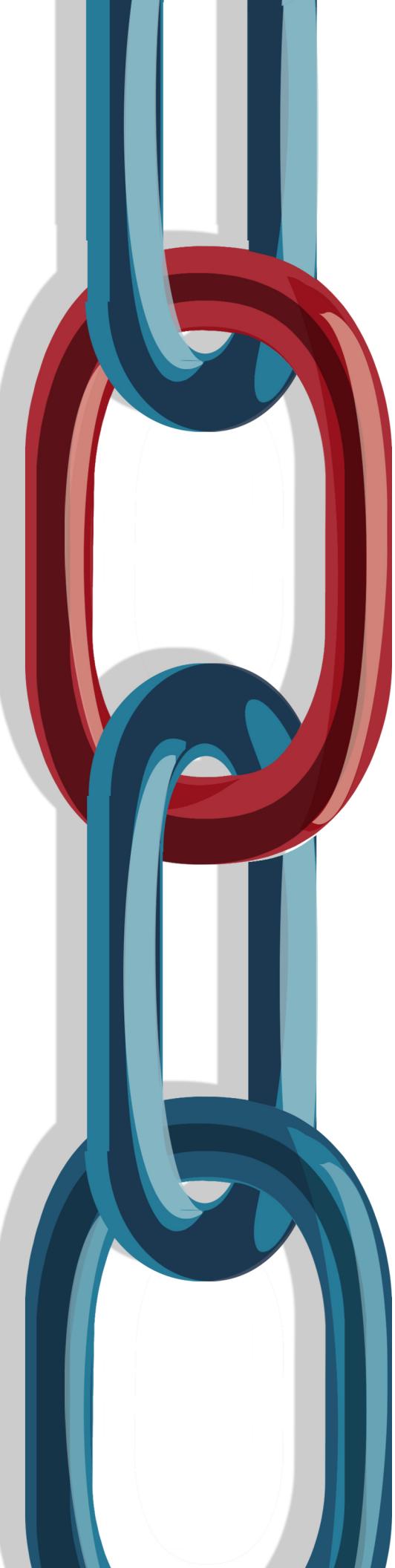




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PROJECT OVERVIEW

INTRODUCTION



(Upper) ThinkTank Learning's logo (Above) The Cupertino, California location of ThinkTank Learning

In today's modern society, the value of high-quality education and academic performance has grown exponentially. Unfortunately, in many areas around the nation, the only means of receiving academic assistance requires paying large sums of money to private corporations, a luxury that many students do not have. Project THINK, Cupertino FBLA's 2015-2016 Partnership with Business Project, aimed to grant students, primarily in the Bay Area, the opportunity to achieve a higher education, to educate its members about the corporate world, and to help ThinkTank prosper as a business. Project THINK strived to not only benefit students who wish to improve their academic performance, but also members of Cupertino FBLA and the administration of Cupertino ThinkTank Learning itself.

PROJECT GOALS

FINANCES

Help ThinkTank with its marketing budget to maximize its audience engagement

COMPETITOR MANAGEMENT

Provide ThinkTank with insight into local competitors to implement changes in its business strategy

OUTREACH

Give a chance for socioeconomically disadvantaged students to become aware of the college admissions process by providing valuable advice about college admissions

PROMOTIONS

Launch a marketing initiative that would create engagement with English speakers of the Bay Area and ThinkTank Learning



PROJECT OVERVIEW

COMPETITOR MANAGEMENT

Businesses that offer services similar to those of ThinkTank Learning are common in the Bay Area, where higher education and learning are especially valued by parents and teachers. Therefore, the primary goal of competitor analysis reports was to help ThinkTank Learning pinpoint the strengths and weaknesses of the competitors in its vicinity. To accomplish this, members of Project THINK researched the strengths, weaknesses, opportunities, and threats (SWOTs) of ThinkTank's competitors, evaluated their findings, and compiled the data to come up with a plan of action for ThinkTank to implement into its services. Finally, committee members sent the report to business executives at ThinkTank Learning, where the executives reviewed Project THINK's research and plan of action.

OUTREACH

The outreach initiative provided valuable information regarding the college admissions process through a seminar to students who belonged to a school away from the chapter's immediate region. In order to maximize the impact on students, Project THINK members wanted to work with a school that had a lower Academic Performance Index (API) than other schools within the Fremont Union High School District. Working together with Fremont High School's FBLA chapter, Project THINK held the seminar at Fremont High School in Sunnyvale, California. The content presented at the seminar was outlined by Project THINK members and college counselors from ThinkTank Learning. At the end of the two-part seminar, students of Fremont High School had a better grasp on several aspects of college admissions: financial aid, choosing a major, favorable summer activities, and college admissions factors.

FINANCES

To help ThinkTank Learning manage a portion of its finances, Project THINK members targeted the area in which ThinkTank Learning needed the most help in

marketing. With a tight budget of \$3500, ThinkTank Learning needed a plan that would most effectively reach its target customer base while not exceeding its marketing budget. Project THINK members began by looking at ThinkTank's customer base at the time and explored undiscovered and underdeveloped channels that would help ThinkTank Learning reach a broader pool of customers. In addition to presenting their plan to ThinkTank Learning executives, Project THINK members presented their experience to chapter members, explaining what they learned, and emphasizing the roles of finance and budgeting in business.

PROMOTION

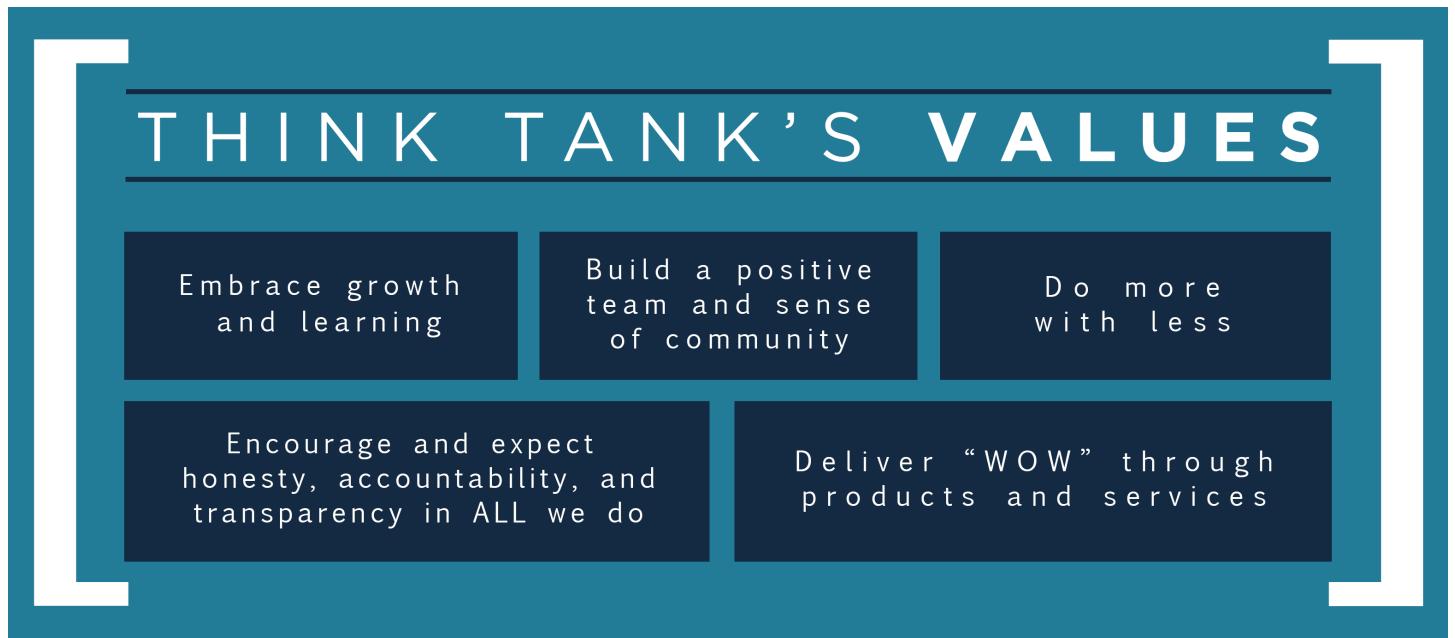
With a predominantly Asian-American customer base, ThinkTank Learning struggled with reaching students and families of other demographics. Project THINK members found a gap in their marketing strategies: no marketing outlets to the English-speaking population. Project THINK strived to expand ThinkTank Learning's marketing base to diversify the customers it serves through a variety of methods, including graphic design and in-person promotion.



PROJECT PLANNING

In June of 2015, project chair Edward Hsu began to plan for the project. Before goals were developed, the planning process began with understanding the purpose of the Partnership with Business Project. Edward then met with various business executives from around the Bay Area before deciding to exclusively partner with ThinkTank Learning. He believed that the Bay Area's drive for learning and higher education would create a greater impact on the business, chapter, and community.

While each business is different, Edward wanted the project to have two main focuses – improvement of the business' internal activities and increased upfront interaction with its current and potential customers.



Located in the heart of Silicon Valley, Cupertino ThinkTank aims to help students of all ages and backgrounds develop a strong sense of growth through learning by offering educational programs at an affordable price. Prior to executing the project, Project THINK committee members met with business executives at ThinkTank to lay the groundwork for fundamental goals of both parties. One of ThinkTank's primary objectives involved providing services to a wide range of students. Based off of this, Project THINK members discussed with ThinkTank business executives about the business's current marketing channels, and found that they were only taking advantage of channels that targeted Asian communities. As a result of such narrow means of marketing, customers of ThinkTank tend not only belong to the Asian demographic, but also tend to belong to families who report having an above higher-than-average salary range. Therefore, Project THINK, which wanted to reflect ThinkTank's value of building a "sense of community," launched a new marketing campaign that would target English speakers and the non-Asian communities.

Although one of ThinkTank's values is to "embrace growth and learning", they had a hard time bringing that to the community. Project THINK members and ThinkTank executives agreed to launch an outreach initiative that would help students who are socioeconomically disadvantaged and raise awareness of the benefits of higher education and the process of college admissions. These initiatives would help to increase a person's chances of getting into a college of his or her choice. Founded on ThinkTank's company values, Project THINK developed a goal to improve ThinkTank's community engagement, as well as educate socioeconomically disadvantaged students to be more aware of the process of college preparation and career development. At the same time, Project THINK members would learn many skills through participation in the committees, including communication, marketing, event planning, and graphic design skills.

CUPERTINO CENTER NEEDS

While ThinkTank Learning's customer-facing personnel were very capable, its Cupertino branch also had specific departments that needed help. Specifically, ThinkTank Cupertino needed assistance in competition management and budgeting for marketing. With a tight marketing budget, ThinkTank needed the help of Project THINK to continue engagement with current customer bases and strategize to create new customer bases across the area.

In addition, businesses that offer similar services as ThinkTank are especially prevalent in the area, totalling up to 10 competing businesses, such as FLEX College Prep and Elite Education Institute, just within the city limits. Project THINK offered a fresh perspective to ThinkTank through the research of competitors and planning of business strategy. Overall, Project THINK focused on helping ThinkTank in two areas: finance and competitor management. Project THINK members would gain a deeper insight into the behind-the-scenes operations of ThinkTank and understand the significance of budgeting and competition management in a business.

ROLE OF BUSINESS LEADERS & CHAPTER MEMBERS IN PLANNING



Towards the beginning of the partnership, Edward and other committee members met with Mr. Phillips, Mr. Ding, and Ms. Sun, the business executives at ThinkTank, to discuss the goals of the partnership based on the company's values and the Cupertino branch's needs. Chapter members and business executives met once a week for three weeks to develop a comprehensive action plan for the school year. During that time, business executives of ThinkTank Cupertino coordinated with ThinkTank Learning's upper management board to bring up partnership goals that were manageable, achievable, and quantifiable. In addition, chapter members contributed by providing input to project chair and committee members regarding hopes for the ThinkTank Learning partnership.

(Left) A Committee member speaks with a ThinkTank Learning executive about Project THINK's goals

THINKTANK LEARNING EXECUTIVES



DAVID PHILLIPS,
CENTER
MANAGER



CRYSTAL SUN,
ACCOUNT
MANAGER



BEN DING,
ACCOUNT
MANAGER



PROJECT DEVELOPMENT & IMPLEMENTATION

Project THINK was introduced at an general chapter meeting towards the beginning of the school year, encouraging members to attend a second informational meeting more specifically about participation in the project committee. At the meeting, Edward introduced the partnership with ThinkTank Learning and summarized the various goals and aspects of the project, in hopes of recruiting committee members:

1. *Analyze weaknesses and implement changes to the internal operations of a business*
2. *Strategize against a business's competitors*
3. *Experience the opportunity to communicate and reach out to various customers of the business*
4. *Educate themselves on the financial aspect of a business*

Following the meeting, a total of 20 members applied to join the two committees offered. Six members were admitted to the Internship Committee, while ten members were admitted to the Operations Committee, for a total of 16 committee members. Committee members were expected to attend hour-long, weekly meetings every Thursday, beginning in the middle of September, to discuss, develop, and implement Project THINK's plan. In addition, committee members completed extra assignments outside of meetings and communicated with the project chair on plans and updates.

INTERNSHIP COMMITTEE

The Internship committee was in charge of the internal management aspect of the partnership, which was composed of finances and competitor analysis. Members of this committee worked at ThinkTank Cupertino for two hours every two weeks. During their time at the center, the interns sat down with Mr. Ding, Mr. Phillips, and Ms. Sun to discuss the logistics of proper finance budgeting as well as

competitor management. The finance budgeting plan was focused on meeting ThinkTank's marketing needs while staying under the budget outlined by ThinkTank's central headquarters to the Cupertino center.

FINANCES

To fully understand ThinkTank's financial situation, the Internship Committee individually sat down with Mr. Phillips to discuss the marketing budget and how finances work and play a role in the company. All funds that are given to the Cupertino branch are dispensed by higher executives that manage all twelve locations of ThinkTank Learning. With an annual budget of \$3,500, ThinkTank is left with very little flexibility to change or experiment with marketing channels and strategies. To combat this, the Internship Committee pinpointed marketing methods that were different than ThinkTank's traditional marketing practices. The committee made several proposals ranging from more college seminars and online marketing that would save ThinkTank the most money and maximize the reach of audiences across the Bay Area.

The Internship Committee brainstormed numerous ways to improve and modify current marketing strategies that revolved around a tight budget, some of which included calling potential customers by phone rather than spending money on products, and offering free consultations to potential customers.

FINANCES PRESENTATION

In the process of preparing and presenting their budgeting plan to ThinkTank executives, members of the Internship Committee gained knowledge that they wanted to share with the chapter members. On January 21st, 2016, the Internship committee gave a presentation to chapter members to teach them the importance of understanding the finances of a business. The presentation specifically highlighted the committee's work on ThinkTank's finances and budgeting, but also discussed other aspects of finance that



were not a part of the Internship committee's work with ThinkTank, such as financial statements, investments, and internal control.

Said Isabel Lin, the president of Cupertino FBLA, "The presentation allowed me to see committee members taking on active roles as leaders and public speakers. I was impressed by the knowledge they had gained from the internship and the growth they exhibited through the experience of making and giving the presentation."



(Far above) Finance Presentation given to chapter members
 (Bottom left) Chapter members listen attentively to Internship Committee member Alex Wang speaking about cash flow (bottom right) Internship Committee member Michelle Ma speaks about marketing

INTRODUCTION - CLAIRE LIN|

- What is finance?
 - Finance is the management of large amounts of money, generally by a corporation or a government
- Finance Departments in Everyday life
 - Help to assist with debt management, mortgages, planning
 - Often called in to address risky situations (small companies)
- Finance Departments in companies
 - Plans, organizes, and accounts for the company's finances
 - Produces the company's financial statements
 - Implements cost-lowering measures
 - Provides knowledge helpful for strategic planning
- CFO
 - In charge of managing risk
 - Prominent in investor relations and relaying information to the board of directors
 - 3 General Types
 - Expert - The type familiar with the workings of the company as well as financial regulation, international accounting, etc.
 - Particularly suitable for companies that are small or not centralized
 - Generalist - Executive that has a broad range of experience not only in finance, but also in operations, advanced degrees in fields outside of finance/accounting
 - Specializes in business operation and strategy
 - Performance Specialist - Usually has lots of prior experience as a CFO, specializes in cost management and standardization of data
 - Ideal for companies with aggressive growth or companies that need to be carefully managed

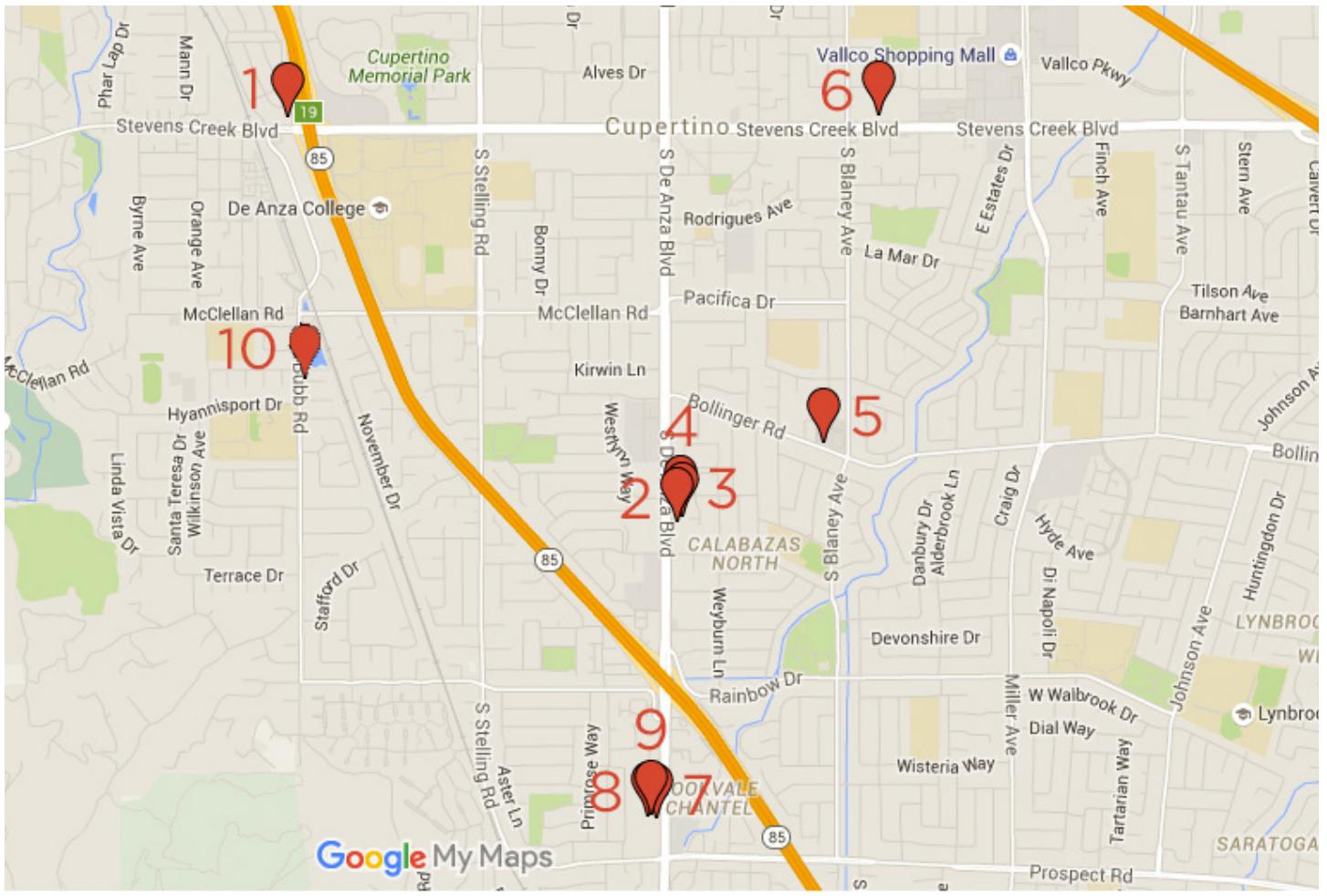
(Above) Internship Committee member Claire Lin's notes outlining presentation information. At the presentation, Claire gave a brief introduction to finance and spoke about cash flow statements.

COMPETITOR MANAGEMENT

In order to evaluate the performance of other test preparation and tutoring companies, members of the Internship Committee researched other local businesses similar to ThinkTank to compare the services and products that each business offered to its customers. To gain a thorough understanding of each competing business's performance, the Internship Committee visited the locations of the competing businesses in person and talked to the counselors and employees about not only the products and services, but also the quality of the teachers that worked there and the methods in which the business accommodates each student. Furthermore, the committee recollected their experience of visiting the competing businesses and rated each center's physical location, quality of learning material, and overall customer service.

In addition to in-person research, the Internship Committee also researched the competing businesses online and in the news. Members of the committee worked to gather data on how students accepted into prestigious colleges utilized the services and products of competing businesses of ThinkTank Cupertino. Information gathered online and in-person were then compiled into a raw data pool, where the data would be evaluated and further analyzed by Internship Committee members for a plan of action.



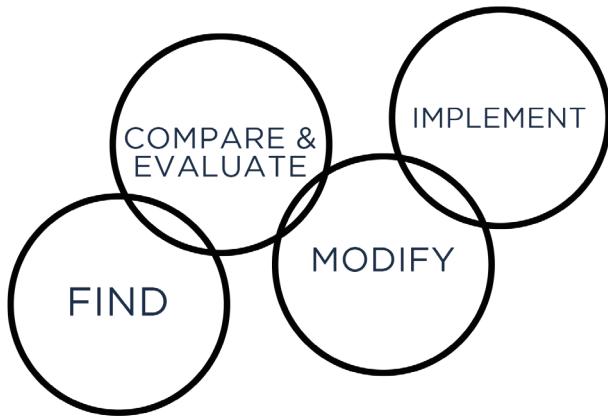


COMPETITOR LOCATIONS

- 1 Shareworld**
- 2 FLEX**
- 3 C2 Education**
- 4 Mega Prep**
- 5 HS2 Academy**
- 6 Excel SAT Prep**
- 7 IvyMax**
- 8 Insight Education**
- 9 Elite**

Upon compiling data from competing businesses, members of the Internship Committee convened to discuss their findings. They evaluated all factors ranging from the price of services to the overall customer experience, and compared them to those of ThinkTank. Committee members then used the information to analyze strengths, weaknesses, opportunities, and threats, better known as SWOTs, of ThinkTank Cupertino. The final product of the competitor analysis report, which included initial findings from physical and online investigation, also included a plan of action for ThinkTank Learning to implement in order to improve its products and customer-facing practices. Based on the SWOT factors, the Internship Committee generated a plan of action which summarized target weaknesses for ThinkTank to improve on. Therefore, ThinkTank would be able to incorporate certain changes to its business strategy to combat its weaknesses.

PROJECT THINK'S STRATEGY



THINKTANK, FLEX, AND EXCEL COMPETITOR ANALYSIS
Compiled by Mahak Bandi

| THINKTANK * 4 tier system: diagnostic test to be enrolled in correct level. | FLEX |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <p>ACT BOOT CAMP \$2300 // 14 WEEKS in 4.5 HOUR SESSIONS // CLASS SIZE: 6</p> <p>ACT ENGLISH & READING // \$850 - \$910 // 12 WEEKS in 2 HOUR SESSIONS // CLASS SIZE UNKNOWN</p> <p>ACT MATH & SCIENCE // \$850 - \$910 // 12 WEEKS in 2 HOUR SESSIONS // CLASS SIZE UNKNOWN</p> <p>ACT STRATEGIES VIDEO COURSE // \$200 // 10 VIDEOS // 4 MONTHS ACCESS TIME</p> <ul style="list-style-type: none"> • Proportionally, cost/minute for FLEX is 1.7x that of ThinkTank • FLEX splits up its classes into multiple branches with variations in difficulty and in days off (for example, some classes are not held over the holidays while others are) • ThinkTank's Strength: Small class size • ThinkTank's Weakness: The boot camp is extremely comprehensive and well-suited for students struggling in all aspects of the ACT, but poorly suited for students struggle in only some subjects | |

COMPETITOR ANALYSIS

STRENGTHS

- + Close proximity to high school
- + Long time slots for classes

OPPORTUNITIES

- + Expanding ThinkTank's base of online courses
- + Creating programs meant to address portions of a standardized test rather than all

WEAKNESSES

- Lack of variety in classes
- Proportionally higher prices

THREATS

- Strong similarities to ThinkTank's programs
- Close proximity to ThinkTank's location

(Above) Internship Committee member Mahak Bandi's Competitor Analysis Report comparing ThinkTank Learning to Flex and Excel

OPERATIONS COMMITTEE

The Operations committee sought to improve Cupertino ThinkTank Learning's corporate identity by spreading its name to a larger audience. Comprised of students with expertise in design and promotion, the Operations committee was responsible for helping ThinkTank meet client needs, managing both outreach and promotions. Because ThinkTank Learning's primary customer base is comprised of students, the Operations committee reached out to schools who would be willing to host educational seminars, during which ThinkTank faculty members educated students about academic performance. In addition, the Operations Committee researched various customer bases and designed graphics that advertised ThinkTank's services.

OUTREACH

Project THINK committee members and ThinkTank Cupertino both agreed that students who are socioeconomically disadvantaged have limited access to resources on college admissions. Based on this information, members of the Operations Committee first researched local schools who have a substantial amount of socioeconomically disadvantaged students, as well as a lower Academic Performance Index (API) than that of Cupertino High School. Committee members narrowed down the selection by looking at schools with an FBLA chapter within the Bay Section. Fortunately, Fremont High School, located just miles away from Cupertino, fit the criteria. The Fremont FBLA chapter welcomed the idea of the college seminar from ThinkTank by helping the Operations Committee organize the seminar and booking a facility on the Fremont High School campus where the seminar would be held.



A LOOK AT FREMONT HIGH SCHOOL

English Proficiency Math Proficiency



Graduation Rate UC/CSU Eligibility

STUDENT DEMOGRAPHIC



Hispanic 45%
White 19%
Asian 17%
Filipino 11%
Two or more races 4%
Black 3%
Pacific Islander 1%

FREMONT API

767

MAJOR TOPICS

**1 SUMMER
PREP**

**2 CHOOSING A
MAJOR**

**3 COLLEGE
ADMISSION FACTORS**

4 FINANCIAL AID



(Above) ThinkTank Center Manager David Phillips speaks to Fremont FBLA members

Prior to the day of the event, the Fremont High School FBLA chapter promoted the seminar around the school campus and also on morning announcements and the school webpage, encouraging students to attend.

Prior to developing seminar topics, Project THINK committees surveyed chapter members, a sample of typical high school students, about the areas of which they felt uncertain in relation to college admissions. The survey yielded the following topics: selecting a major, dealing with financial aid, summer preparation, and college admissions factors. Using the following information, the Operations Committee researched the topics online, collaborating with Mr. Phillips and ThinkTank college counselors in the process. Together, the Operations Committee and college counselors prepared the presentation that would be presented to Fremont High School students.

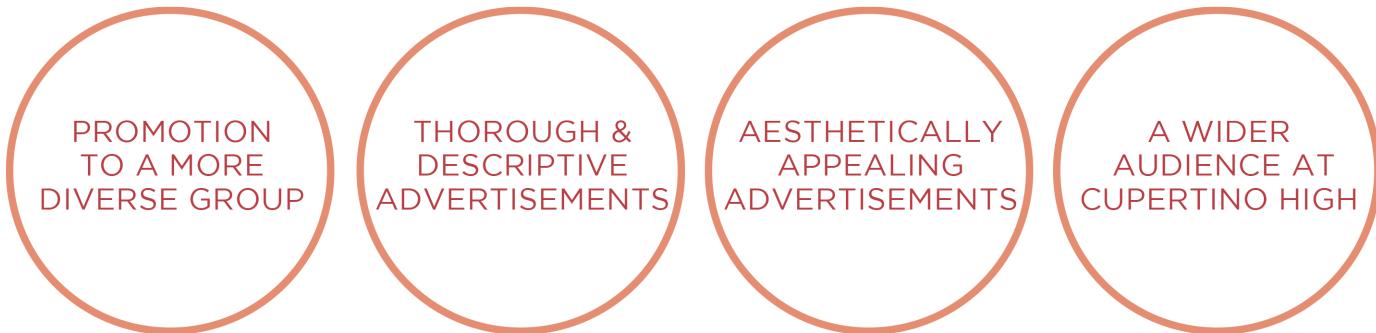
On February 12th, 2016, the seminar was held at Fremont FBLA's chapter meeting. Branch manager Mr. Phillips, a college counselor himself, presented a one and a half hour presentation on the four major topics, followed by a half hour Q&A session. Over 20 Fremont FBLA members attended the seminar.

PROMOTIONS

Before designing promotional graphics, members of the Operations Committee needed to understand what ThinkTank wanted in its promotional materials that would effectively target the English-speaking audience. Mr. Ding and Ms. Sun expressed their thoughts on incorporating better graphic design in ThinkTank's promotional graphics. Members of the Operations Committee directed their attention to past and current public relations officers of different clubs as well as art teachers on campus to gain a better understanding on how to successfully integrate the principles of design into the promotional graphics for ThinkTank. In addition, Mr. Phillips also wanted the promotional graphics to include messages that would better appeal to a broader range of English-speakers, such as low prices for high quality learning material and emphasis on the prestige and experience of college counselors and teachers at ThinkTank.

For the creation of promotional graphics, Operations Committee members used various graphic design softwares, such as Adobe Photoshop and Canva. The advertisements were intended to develop clear and persuasive message across to families who were seeking services in tutoring, college counseling, and standardized test preparation. Committee members also took into consideration the need for aesthetic appeal, using simple and attention-grabbing text and images, to appeal to the targeted audience. Committee members included concise pieces of information that described Think Tank's products and services and placed emphasis on the extensive experience of ThinkTank's staff in the advertisements. Examples of several promotional graphics that the committee members created are displayed to the right.

RESULTS OF PROJECT THINK'S PROMOTION



NATIONALLY TOP 40 RANKED

College Admission Consultation
Personalized Tutoring & Classes
Standardized Test Prep (SAT, ACT)



90% of our students are accepted to their 1st choice school

Students accepted to the TOP 40 Nationally Ranked Universities:



Contact Info:
Think Tank Cupertino:
10650 Bubb Rd, Cupertino, CA 95014
Phone: (408) 253-8300
Website: <http://ttlearning.com>

ONE STEP CLOSER TO YOUR DREAM

**Exceptional college counseling
Personalized tutoring and classes
Top 1% on the SAT and ACT**

SPRING CLASSES Now Enrolling

#1 TOP 40-

90% of our students are accepted to their 1st choice school 83% accepted to the top 40 nationally ranked universities

Visit our website: www.TTLearning.com

Cupertino (408) 253-8300 Palo Alto (650) 288-3710 SF (Irving St) (415) 876-5110 San Jose (Evergreen) (408) 724-4240
Fremont (510) 623-0800 Pleasanton (925) 226-7930 SF (Taraval St) (415) 668-6686 San Mateo (650) 286-0858

(Far above) Promotional advertisement created for Think-Tank Learning by Sooyeon Oh (Directly above) Promotional advertisement created by Julia Liu, used officially by ThinkTank Learning.



(Above) Partnership with Business Operations Committee
(front row, left to right) Ruchi Sha, Sanika Mahajan, Dhanya Jayagopal, Erin Song, Thu-An Hanley (back row, left to right) Bhavesh Manivannan, Matthew Atmadja, Cindy Zhang, Sooyeon Oh, Julia Liu, and Project Chair Edward Hsu



(Above) Partnership with Business Internship Committee (left to right) Mahak Bandi, Alex Wang, Claire Lin, Leo Rassieur, Rhea Lamba, Michelle Ma, and Project Chair Edward Hsu

ROLE OF BUSINESS LEADERS AND CHAPTER MEMBERS IN DEVELOPMENT & IMPLEMENTATION

As the chair of Project THINK, Edward managed the partnership with ThinkTank Learning and Cupertino FBLA, facilitating communication among the business, chapter, and community. In order to implement Project THINK more efficiently, Edward led a committee of 16 Cupertino FBLA chapter members to aid in the development and implementation of the project. Along with Edward, the committee discussed partnership goals with business executives and developed the plan of action for the partnership.

On the other side of the partnership, business executives from ThinkTank Learning collaborated with Project THINK, coordinating with ThinkTank Learning's higher executive board to execute the project goals. Three main business executives of ThinkTank Learning were involved in the primary stages of the project, providing initial statistics of ThinkTank Learning's performance so Project THINK could identify which key aspects of the business to further advance.

Project THINK took into consideration to involve as many Cupertino FBLA chapter members as possible. A total of 95 Cupertino FBLA chapter members participated in Project THINK, engaging in activities such as educational presentations held by committee members, promoting ThinkTank Learning to various schools, and providing customer feedback of other academic learning centers.

PROJECT CHAIR AND COMMITTEE MEMBERS

Coordinated with business executives regarding potential events

Worked to help manage ThinkTank's finances and operations

BUSINESS EXECUTIVES

Provided guidance in business operations to members of the Internship committee

Led seminars and speeches given to chapter and committee member

CHAPTER MEMBERS

Took surveys regarding college seminar topics

Attended events hosted by ThinkTank and committee members

Helped to spread awareness of ThinkTank Learning

RESULTS, CONCEPTS LEARNED, AND IMPACT OF PROJECT

FINANCES

Shortly after receiving the finance budget plan, Mr. Phillips incorporated certain parts of the plan into their current marketing model, such as the addition of seminars. From finding more cost-effective means of promotion, ThinkTank now has 15% more of its budget to spend on its actual services (teachers, facilities). In the end, the partnership provided new ways for ThinkTank to market itself on social media, a previously unused media used to promote the business. ThinkTank plans to implement parts of the budget plan as the next promotional season approaches in the fall.

COMPETITOR MANAGEMENT

After the thorough evaluation of competitors by the Internship Committee, analysis reports were sent to Mr. Phillips and Mr. Ding for review. Shortly after, a majority of proposed changes in the competitor analysis reports were implemented into ThinkTank Cupertino's business practice, such as improved customer service methods and modifications to ThinkTank's class curriculum. In addition, because of the Internship Committee's outstanding work, Mr. Phillips forwarded the competitor analysis reports to higher executives who manage all ThinkTank Learning locations, to implement in all of its centers.

OUTREACH

Over 20 students of representing the student body attended the two-hour long seminar and Q&A session. Abhinav Kotra, the president of Fremont FBLA, said,

(Right) Promotional material designed by Julia Liu compared with ThinkTank's original design

"The seminar was very informative, as it was regarding [the topic] that concerned all high school students – college. Every student walked out of the seminar armed with a lot of knowledge regarding how they can get into the college of their dreams."

PROMOTIONS

Mr. Phillips, Mr. Ding, and Ms. Sun all expressed appreciation for the end product of the promotional graphics. They admired the beauty and cleanliness of the graphic made by Julia Liu, an Operations Committee member. The promotional graphic made by Julia was cleaner and more streamlined than the previous promotional graphic that ThinkTank used for its Chinese marketing outlets. Mr. Phillips said that Julia's promotional graphic would be used before ThinkTank's class registration season in the fall of 2016.



RESULTS OF PARTNERSHIP



OVERALL IMPACT

Cupertino FBLA has created considerable impact to ThinkTank Learning Cupertino across all aspects of a business: finance, competitor management, promotions, and outreach. The 95 members involved in the project have truly experienced the significance of the numerous departments that are essential a business's existence.

"What a great outcome from partnering with FBLA has been! The committee helped us as a company to collect some valuable data about our major customers – high school students. I was able to conduct interviews with a couple of FBLA members to ask their opinions about our business and learn more about their opinion about our industry as a whole. I wish we can have more partnership opportunities with FBLA in the future in order to help us to develop the most suitable products and services to help more students to achieve their college dream. Thank you FBLA for helping us to get better and better." - Ben Ding

DEGREE OF INVOLVEMENT

Overall, 95 chapter members actively participated in the partnership with ThinkTank. Members were involved by being aware of ongoing events of the partnership and also showing up to meetings when presentations or debriefs about the project were held.

More than 260 hours were devoted to the planning, development, and implementation stages of the project. Within those hours, Mr. Phillips, Mr. Ding, and Ms.

Sun, the executive team of ThinkTank Cupertino, actively communicated and consulted with chapter members on better ways to execute tasks assigned for the project.

CONCEPTS LEARNED

All chapter members that were involved learned about general business operations such as the virtues of marketing and budgeting through Project THINK's work of promotions and finance. In addition, members who were involved with the Operations Committee received first-hand experience of graphic design and how to incorporate visual aspects to appeal to a target audience. In addition, members learned the importance of community outreach and the processes involved that can benefit a group within the community. Lastly, chapter members who were involved in competitor management learned the step-by-step processes in pinpointing other business's strengths and weaknesses, and learning what steps or modifications to make in a business practice in order to counter other business's weaknesses.

PUBLICITY

Project THINK was featured on Slant News for Cupertino FBLA's dedication and effort put into the partnership with Think-Tank Learning. Written by a University of Southern California undergraduate Diana Kruzman, who is currently studying journalism, the article reports on the impact that both parties of the partnership created through the Partnership with Business Project. Overall the article reached an international audience through Slant's online platform and was shared more than 75 times in a week.

Article can be found at:

<https://www.slantnews.com/story/2016-02-23-this-program-is-turning-silicon-valley-high-schoolers-into-mini-moguls-project-lead-edward-hsu>



(Above and right) Internship committee members meet up to celebrate their successes



APPENDIX

This Program Is Turning Silicon Valley High Schoolers Into Mini Moguls



by DIANA KRUZMAN Feb 23, 08:36

LIKE SLANT ON FACEBOOK: [Like](#)



Edward Hsu still remembers the first time he reached out to Think Tank, an SAT prep and college counseling company based in the Silicon Valley.

Hsu, a sophomore at Cupertino High School in Cupertino, CA, had never spoken with a company executive before, and he recalls the experience being somewhat difficult at first.

"I was initially extremely intimidated by the business executives that worked at ThinkTank and was afraid to speak my thoughts simply because they might have been too busy for me. Eventually, I did what I knew was necessary and really tried to open myself up so that they would be excited about the partnership."

Hsu was reaching out on behalf of the Partnership with Business Project, which comprised 17 high school students working to help a business expand at the same time as they developed business acumen and marketing skills of their own. The initiative, called Project THINK, was a division of the Cupertino High School Future Business Leaders of America, a local chapter of the national organization that promotes business and leadership education to students from middle school to college.

As the chair of the project, Hsu's job was to build a collaboration between a business that could use student assistance with its marketing and operations efforts, as well as allow students the opportunity to learn more about what it takes to run a company. Hsu, who started working on the project in September 2015, considered several options before he decided to reach out to ThinkTank.

"This year, I really wanted to target a smaller establishment that needed a boost to have a

Slant article written about Project THINK by USC undergraduate Diana Kruzman



(Above) Promotional flyer created and posted to Facebook to spread awareness of Project THINK

(Below) Recent Yelp reviews showing improvement in customer service and appreciation for ThinkTank services

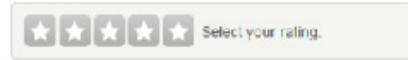
Recommended Reviews

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1 check-in

Very good service. The staffs are very welcomed and very patient to answer all kind of questions. The environment is very comfortable. The teacher is very experienced and very nice.

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★ ★ ★ ★ 3/1/2016

Dr. David Nguyen is knowledgeable and helpful! He gave a very nice support to my son's college application. Thanks!

Was this review ...?

