

PROJECT

BLOOM

CAREER DEVELOPMENT PROJECT

WESTWOOD HIGH SCHOOL
12400 MELLOW MEADOW DR
AUSTIN, TX 78750
APRIL 27TH, 2025

DAWOON JUNG ✕ ISABELLA SHI ✕ CHLOE OAKLEY

TABLE OF CONTENTS

I. Executive Summary	✕	1
II. Initiating	✕	4
a) Statement of the Problem		
b) Project Scope		
III. Planning and Organizing	✕	7
a) Project Goals		
b) Human Resource Management Plan		
c) Schedule		
d) Quality Management Plan		
e) Risk Management Plan		
f) Proposed Project Budget		
IV. Execution	✕	12
V. Monitoring and Controlling	✕	15
a) Monitoring		
b) Controlling		
VI. Closing the Project	✕	17
a) Evaluation of Key Metrics		
b) Lessons Learned		
c) Recommendations for Future Projects		
VII. Bibliography	✕	20

I. EXECUTIVE SUMMARY

PROBLEM STATEMENT:

Students from **first-generation immigrant families** face prevalent obstacles in the college application process and career advancement due to a **lack of familiarity with the American education system and inadequate support in building essential soft skills**. The majority of these students come from families with **little to no knowledge** of educational pathways and the nuances of college admissions, which restricts their ability to access higher education and fulfill their career potential. Additionally, the **deficiency of professional guidance in soft skills**, such as communication, collaboration, and networking, further exacerbates their difficulties in **securing job placement in a highly competitive job market**. These educational and professional disadvantages in tandem not only affect their personal success but also limits the contributions of these individuals to society.

OUR SOLUTION:

To help students from immigrant families combat their **unique challenges** and **empower** them to succeed in higher education and beyond, we launched our project **BLOOM**, with two main targets: **college applications and soft skill development**. Through the combined **efforts of our team and established professionals**, we aim to empower students to navigate the complexities of higher education and successfully transition into the workforce - **BLOOMING into success**.

TARGET 1: College

To provide students with **tailored programs** for navigating **college applications** so they can pursue the **degree** that will guide them to their **dream careers**.

*Rooted here.
Blooming
everywhere.*

TARGET 2: Soft Skills

To equip students with **necessary soft skills** to make them more valuable employees and **ensure job placement** after college.



TARGET AUDIENCE: Students from Immigrant Families

BLOOM OVERVIEW:

TARGET 1

BLOOM PACKET

We created an educational, all-in-one packet and distributed it within our community and online to reach our target audience. The packet includes information on various topics including:

- ✦ How to navigate application platforms

TARGET 2

ZOOM WORKSHOPS

An interactive way to master soft skills and learn from professionals, many from immigrant families, we hosted workshops that each focused on one soft skill. Our workshops:

- ✦ Included topics specifically addressing immigrant struggles in the workplace

BLOOM OVERVIEW CONTINUED:

- ✦ How to nail college essays
- ✦ How and when to submit test scores
- ✦ How to apply to scholarships and financial aid
- ✦ Additional resources catered to immigrants

BLOOM NETWORK

Fostering an inclusive environment, we hosted “Study Sessions” and made an online forum for students to collaborate and work productively.

- ✦ Assigned breakout rooms based on student needs
- ✦ Discussed unanswered questions

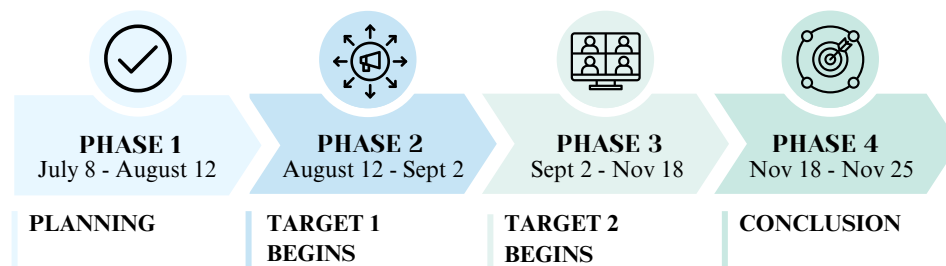
- ✦ Implemented games and real-life practice for students to grasp the topics
- ✦ Proved to students they too could be highly successful, despite their unique circumstances

MENTORSHIP

To further assist our students, our guest speakers also became their personal mentors that helped:

- ✦ Answer questions beyond Workshops, guide students through specific paths/projects, and offer personalized advice/support
- ✦ Students move through their career journey beyond BLOOM

SCHEDULE:



OUR BLOOM TEAM:



*from left to right

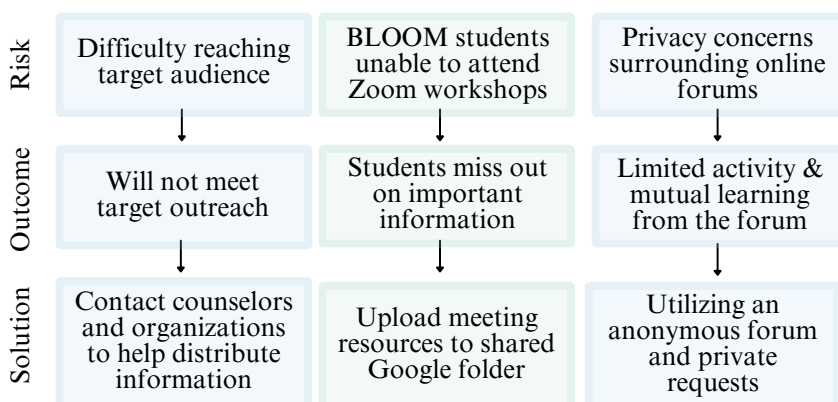
- ✦ **DAWOON JUNG** ✦
Packet/Website Team Lead
- ✦ **ISABELLA SHI** ✦
Language/Zoom Team Lead
- ✦ **CHLOE OAKLEY** ✦
Network Team Lead

BUDGET – \$500

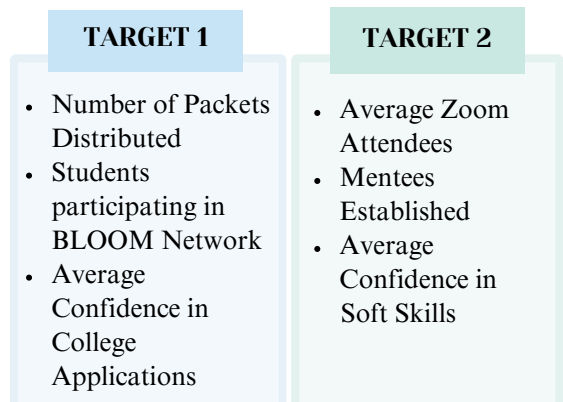
Provided by community partners in the local Austin area

Item	Quantity	Cost	Total Cost
‘BLOOM’ Packet Printing Fee	200	\$0.55/packet	\$110
Packet Front Page Lamination Fee	200	\$1.70/packet	\$340
Social Event Catering Fee	1	\$20/event	\$20

RISK MANAGEMENT PLAN:



KEY METRICS:



MONITORING:

Notion:

- ✦ Kept team members organized and sent reminder notifications

Gantt Chart:

- ✦ Divided tasks and set deadlines
- ✦ Held members accountable

Excel:

- ✦ Tracking spending against our budget
- ✦ Recording key metrics with every check-in form

Slack:

- ✦ Allowed for efficient communication

Check-ins:

- ✦ Gave feedback for us to improve
- ✦ Kept track of key metrics to highlight issues

CONTROLLING:

Running short
on BLOOM
packets



Distributed a digital
version of the packet to
increase accessibility.

Guest speakers
run out of time
due to questions



Collected student
questions in an **email**, then
relayed answers through
Slack.

Students **desire**
to collaborate
during Study
Sessions



Polled students for study
plans and created **breakout**
rooms during sessions
accordingly.

EVALUATION OF KEY METRICS:

TARGET 1

414

Packets Distributed

59

Active Participants in Bloom Network

6.16 point increase

*Average Confidence in College Applications

TARGET 2

38

Average Zoom Workshop Attendees

26

Mentees Established

5.03 point increase

*Average Confidence in Soft Skills

*means the value is an average of all BLOOM students who submitted feedback in various Check-In Forms

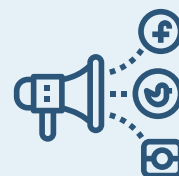
RECOMMENDATIONS FOR FUTURE PROJECTS:



Expand impact through
translating our packet into
more languages



Incorporate **more in-person**
events for students to connect
& effectively practice soft skills



Broaden our impact
through promotional
methods via **social media**

II. INITIATING

A. STATEMENT OF THE PROBLEM

Among all college attendees across the nation, higher education holds an especially **profound meaning** for one margin: **children in immigrant families**. For many, parents chose to immigrate to the United States to provide their family with **better education**, and in turn, more **career opportunities**, a goal denoted as the “**American Dream**”. However, children of immigrants can face challenges specific to their demographic that withhold them from **true career success** and **blooming** to their highest potential.

CHALLENGES IN APPLYING TO COLLEGE

Immersed in a **foreign education system**, children of immigrants are forced to navigate the unfamiliar structure **alone**. Applying to college in the United States, an imperative first step to reaching career goals, is a highly different process from that of attending college abroad. Here, a significant **knowledge gap** arises between students in immigrant families and American families as they **lack support and help** at home, placing them at a **disadvantage** and **holding them back** from success in college.

CHALLENGES IN MASTERING SOFT SKILLS

A college education can **propel career success**, but does not outright **guarantee** desired employment as many immigrants might believe. Untaught soft skills that traditionally hold less value abroad are **heavily emphasized** in the United States, and can make the difference in **securing a job** or **maximizing success** within a job. In fact, according to recent studies, many employers value soft skills nearly as equally as they do a degree. In teaching soft skills, children of immigrant families can **harness their career potential** - benefiting them in the long run.

“

I used to think getting into college was the hardest challenge I'd face, but it really only began after. So much is untaught.

-Jacob Hernandez '26, first-generation college student

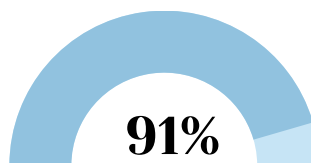
”

OVERARCHING THEMES

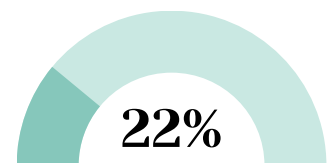
With many knowing little about how to get into college and lacking soft skills, children in immigrant families are disadvantaged in the **short and long term**. Teaching **college readiness** and **soft skills** can **bridge this gap** and allow for children in immigrant families to **maximize potential for success**.



of companies report **soft skills** matter as much or more than hard skills in today's business world.






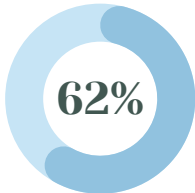
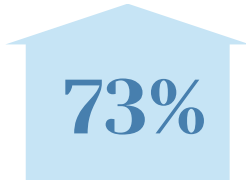
of first-generation high school students feel **unprepared to apply** for college.



of employers state soft skills can **make or break a hiring** decision.

B. PROJECT SCOPE

TARGET 1: COLLEGE

* APPROACH *	
 GUIDED PACKET	 Online Forum &  Study Sessions BLOOM NETWORK
* PURPOSE *	
<p>Our project's first aim is to provide students with the requisite knowledge and guidance to navigate college applications and achieve educational success after high school. BLOOM strives to supply students with resources required to make informed decisions and submit strong college applications. By educating students on how to attain higher education, we believe we can lay the groundwork for their careers and increase chances of success in the future.</p>	
* RATIONALE *	
 62% <p>62% of high school students report traditional preparation resources overwhelming and ineffective</p> <p>Through an all-in-one packet, students can be guided through college application readiness step by step. By providing this information directly and concisely, rather than directing students to a variety of links, we aim to encourage students to take control of their scholastic journeys.</p>	 73% <p>73% of immigrant students report boosted attitudes toward daunting college applications when peer supported</p> <p>Student groups are effective in boosting productivity and mental health through positive peer motivation. Especially for immigrant students, working in study sessions and collaborating on online forums via Bloom Network is less stressful than in a classroom environment.</p>
* EXPECTED BENEFITS *	
<p>Students will be able to better navigate college admissions, increase self-efficiency in college application requirements, and elevate chances of acceptance. Through doing so, we will lay the groundwork for their career goals.</p>	<p>With the productive environment offered by Bloom Network, students will be peer-motivated to work on college applications. Students will also find moral support from peers in similar situations, addressing an emotional aspect as well.</p>

TARGET 2: SOFT SKILLS

* APPROACH *



ZOOM WORKSHOPS

* PURPOSE *

To execute our second goal, we offered **weekly Zoom workshops** featuring industry **guest speakers**, effectively teaching students **soft skills** through real-world application. Many students from immigrant families have the mentality that simply a college degree will ensure the job of their dreams after graduation, but **this is untrue**. In order to ensure students can make the most of their degree and land the job of their dreams, they must master soft skills to help them in the **long-run**. Guest speakers also served as mentors to some students, offering them individual guidance.

* RATIONALE *



6/7 students perceive the benefit of **guest speakers** as enhancing their learning experience

Guest speakers have the **experiences and qualifications** to teach real-life applicable skills, and can personally explain the importance of them. Additionally, guest speakers **improve student engagement**.



5/6 college graduates recommend having **career mentors** when entering the workplace

Through mentorship, students can gain **valuable insights** and **practical yet personal advice** that will enhance their understanding of career development and real-world opportunities. Students may also **expand their network**.

* EXPECTED BENEFITS *

Students can **master soft skills** applicable inside and out the workplace, while also acquiring **motivation and inspiration** from the guest speakers' stories, as they were once in the same position as many BLOOM students.

Through personal counsel, students gain assistance specific to them, while also **building networks and soft skills**, simply through interacting with an industry professional.

III. PLANNING AND ORGANIZING

A. PROJECT GOALS

“

Rooted here. Growing everywhere.

”

BLOOM Project *Mission Statement*

Goal 1: College

To provide students with **tailored resources** to navigate college applications so they can pursue the **degree** that will guide them to their **dream careers**.

200

BLOOM Packets distributed

60

Students participating in BLOOM Network

6 point

*Increase in confidence in college applications

Goal 2: Soft Skills

To **equip** students with **strong soft skills** to prepare them for success in **finding a job** and **in the workplace** after college.

30

Average Zoom Workshop Attendees

25

Mentees Established

6 point

*Increase in confidence in soft skills

*means the value is an average of all BLOOM students who submitted feedback in various Check-In Forms



Bolstering Limitless Momentum

The name BLOOM reflects our mission to **cultivate college and career readiness** among immigrant students, as our own team members have experienced the same struggles coming from immigrant families. We strongly believe every student deserves the opportunity to pursue higher education and achieve their career dreams, **regardless of their background or circumstances at home**.

Our team has witnessed **countless misconceptions** in immigrant communities about achieving career success. Many of these are inaccurate because what **garners career success abroad does not necessarily in the United States**, creating a gap BLOOM has the potential to fill.

B. HUMAN RESOURCE MANAGEMENT PLAN

Throughout the project, we learned plenty from one another and complemented each other in our skill sets, personalities, and approaches. Working as a team was a **truly rewarding experience** as we combined our diverse perspectives to brainstorm and resolve problems throughout our journey. Additionally, we created a **RACI chart** to label our degrees of responsibilities.



Dawoon Jung

Packet Team Lead & Website Coordinator

- Worked to design and research necessary materials for the BLOOM packet
- Created BLOOM's website, organized necessary resources, & designed the forum
- **Strengths:** Strong organizational skills, coding experience



Packet Team: Westwood Graphic Design Volunteers, current college students who have successfully experienced the application process



Isabella Shi

Language & Zoom Workshops Team Lead

- Translated the BLOOM packet into 4 languages spoken in the local community
- Scheduled and hosted all Zoom Workshops
- **Strengths:** Strong linguistic ability, detail-oriented, collaborative skills



Language Team: Westwood Language Department, National Spanish Honor Society, Chinese, Korean, and Hindi Club Volunteers



Chloe Oakley

Network Team Lead

- Recruited Workshop guest speakers and mentors
- Invited experienced volunteers to answer student questions in BLOOM's Forum
- Managed weekly Study Sessions and Breakout Rooms
- **Strengths:** Passionate & strong leadership experience, networking abilities



BLOOM Network Team: Austin Co.act Members, Guest Speakers

RACI Chart:

	Dawoon	Isabella	Chloe		Dawoon	Isabella	Chloe	Key:
Packet Creation	R	C	C	Forum Planning	A	C	R	R Responsible
Packet Translation	I	R	I	Study Session Planning	A	I	R	A Accountable
Packet Distribution	R	A	A	Workshop Planning	I	R	A	C Consulted
								I Informed

C. SCHEDULE

I. MILESTONES

Establishing distinct milestones from the beginning of our project allowed us to track important aspects of our project. It aided our group in accountability and ensured we **achieved our target objectives**. We paid **special attention** to reaching these milestones and took careful steps to ensure each one was achieved in a timely manner.

Target 1

MILESTONE #1: August 10th

Finish the BLOOM packet



Our team first met in July to decide what topics we wanted to cover. Soon after, Dawoon researched content and enlisted a design team. Isabella held consistent meetings with the Language Team to translate the packet efficiently.

MILESTONE #2: August 16th

Distribute our first 100 packets



We started distribution at our school and passed them out to counselors and career-based teachers. All three of us connected ahead of time with cultural and local organizations in the community to distribute at their events as well.

MILESTONE #3: August 18th

Host our first Study Session



We sent out a reminder message before the first meeting in our Slack channels to ensure student attendance. We also created a soothing playlist, creating a comfortable, digital atmosphere.

Target 2

MILESTONE #1: August 26th

Contact all Guest Speakers



After planning which topics we would cover, Chloe began reaching out to industry professionals and those with immigrant experiences in the workplace in our area. After arranging a date with them, we incorporated their topic into our schedule.



MILESTONE #2: September 2nd

Host our first Zoom Workshop

To make sure our first workshop went smoothly, we kept close contact with all guest speakers, ensured presentations were ready, and soon began the meetings. We also reminded students via Slack to join the meeting.



MILESTONE #3: November 18th

Host BLOOM Teamwork Social

Meticulously planning each teamwork game, we polled attendees on their availability to establish a date. We also encouraged students to bring food from their cultures to have a potluck.

II. TIMELINE

Cumulative Total: **20 WEEKS**



PHASE 1

July 8 - August 12

- Planning begins
- Contacting partners
- Packet creation & translation
- Website creation



PHASE 2

August 12 - September 2

- Packet distribution at schools, churches, etc.
- Forum & Study Sessions begin



PHASE 3

September 2 - November 18

- Weekly Zoom Workshops begin
- Forum & Study Sessions continue



PHASE 4

November 18 - November 25

- BLOOM Teamwork Social
- Project conclusion
- Evaluating results

D. QUALITY MANAGEMENT PLAN

Before executing our project, we defined what **poor**, **good**, and **excellent** quantitative values for each of our **key metrics** looked like. Establishing these guidelines helped us ensure that the quality of our project stayed consistent with our goals and standards and gauge the success of Targets 1 and 2. To measure non-tangible metrics such as confidence and stress, we had Check-In Forms for both BLOOM Packet users and Workshop attendees, and tracked progress on Excel.

*the value is an average of all BLOOM students who submitted feedback in a Check-In Form at end of Packet Sections

Target 1: College

METRIC	CURRENT	EXCELLENT	GOOD	POOR
Number of BLOOM Packets Distributed	0	>200	161-199	<160
Students participating in BLOOM Network	0	>60	26-59	<25
*Confidence in college applications (increase)	2.13	>8	7-5	<4

- One aspect of our quality management plan was to work **alongside a design team**. The graphic designers, experienced peers from our school, worked closely with us to create a **visually appealing** and captivating packet, while not distracting from the information presented.

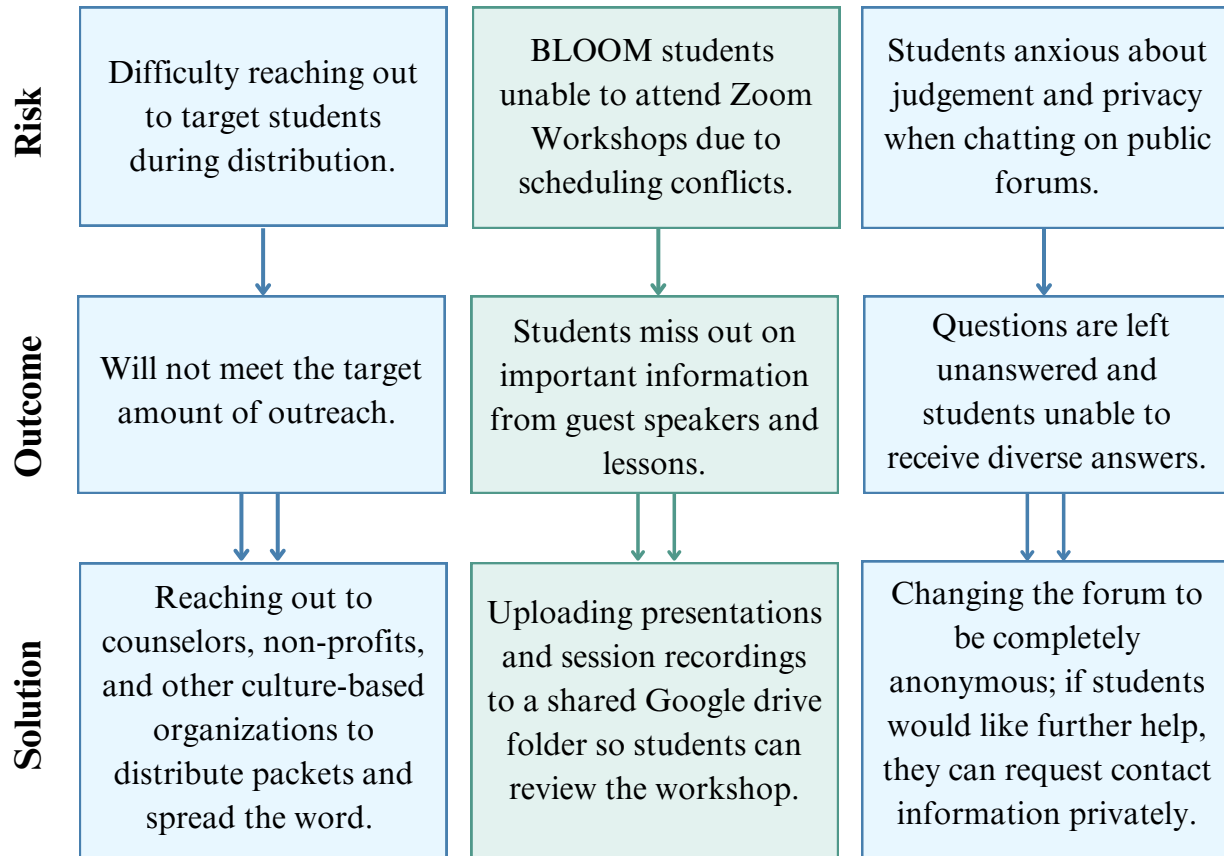
*the value is an average of all BLOOM students who submitted feedback in a Check-In Form at Weekly Zoom Workshops

Target 2: Soft Skills

METRIC	CURRENT	EXCELLENT	GOOD	POOR
Average Zoom Workshop Attendees	0	>30	16-29	<15
Mentees Established	0	>25	16-24	<15
*Confidence in soft skills (increase)	2.89	>8	7-5	<4

- To ensure that the topics we covered at Zoom Workshops were still **relevant and effective**, we **consulted several of our guest speakers beforehand** to seek their ideas and perspectives. If possible, we sent our presentations for them to look over and offer advice.

E. RISK MANAGEMENT PLAN



F. PROPOSED PROJECT BUDGET

To achieve our goals in BLOOM's program, adequate funding is necessary across several key areas. We are grateful for the support from our **partner community organizations** for their **sponsorships and donations** to cover our necessary fees. The following estimated budget allows for maximum impact:

<u>Item</u>	<u>Quantity</u>	<u>Cost</u>	<u>Total Cost</u>
<u>'BLOOM' Packet Printing Fee</u>	<u>200</u>	<u>\$0.55/packet</u>	<u>\$110</u>
<u>Packet Front Page Lamination Fee</u>	<u>200</u>	<u>\$1.70/packet</u>	<u>\$340</u>
<u>Social Event Fee</u>	<u>1</u>	<u>\$20/event</u>	<u>\$20</u>

TOTAL COST:

\$470

IV. EXECUTION

Phase 1

July 8 - August 12

1A: Planning Begins

- We **interviewed** multiple students from immigrant families who had different experiences to learn more about the gaps in college and career readiness, then brainstormed where BLOOM can help.
- We started a Gantt Chart to plan BLOOM's **future course of action**.

1B: Contacting Partners and Fundraising

- As a part of outreach, we contacted local **community and cultural-based organizations** to share our passions and goals with them.
- From these partners, we received **\$500 in sponsorships and donations**.
- We specifically connected with the **Austin Cooperation Act (NPO)**, a nonprofit that shares similar goals of helping immigrant students. Many of our **Network Team** members were recruited from the Austin Cooperation Act as well.



Figure 1:
Austin Co.act Logo

1C: Packet Creation & Translation

- Our team came together to discuss how we wanted to structure our packet and what information was **uniquely critical** to immigrant students to help them succeed.
- Our packet team and lead Dawoon worked to research and **gather information** for the **BLOOM packet** while collaborating with a design team to ensure high packet quality.
- Utilizing advice and insight from current college students, packets were separated into sections that covered information like navigating application portals, writing essays, scholarships for first-gen students, and career pathways.
- At the end of sections, we linked a **Check-In Form** to measure confidence in college applications.
- After finalization, our language team lead, Isabella, worked with a team composed of multilingual students at Westwood to create **4 different language versions** for our packet: **Spanish, Chinese, Korean, and Hindi**, the most frequently spoken languages other than English in immigrant households in our local community.
- Before printing the packet, Isabella and Dawoon sent the final draft of all versions of the packet to the RRISD Language Department and multiple CTE teachers for final approval.
- After approval, we printed out a total of **200 packets** (120 English, 20 for each other language) and laminated the front page of each packet.

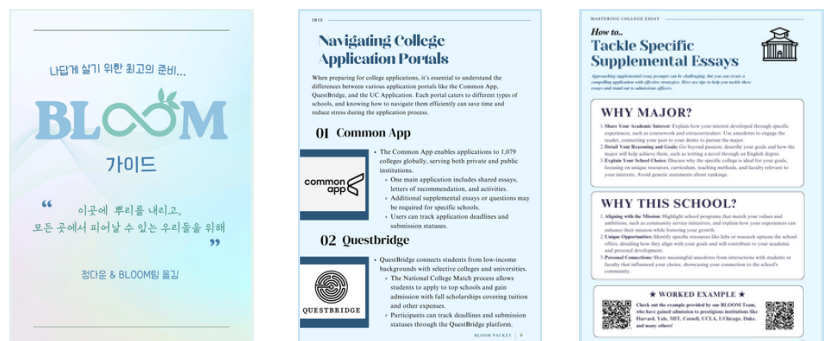


Figure 2: BLOOM Packet (Korean Ver., Pg. 6, Pg.15)

1D: Website Creation

- We designed a website to house a variety of **resources for BLOOM** and achieve Target 1.
- The **QR code** to our website was included in the “Important Resources” of the BLOOM Packet.
- The website articulated our mission and provided contact information, links to our BLOOM Packets, Zoom Workshop, Study Sessions, our shared Google Folder with Workshop Notes & Recordings, the **BLOOM Forum**, Slack, and any other resources that may benefit students.
- After adding our Packets, we were able to track the **number of downloads** for each version of our packet, helping us quantitatively measure impact.

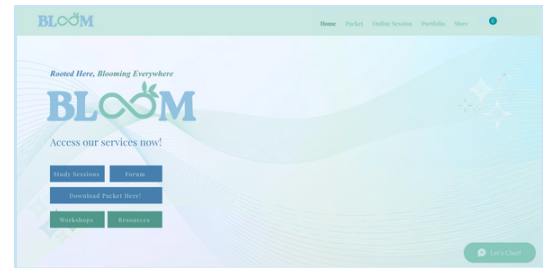


Figure 3: BLOOM Website

Phase 2

August 12 - September 2

2A: Packet Distribution

- Over the course of 2 weeks, we **distributed our printed packets** in numerous locations: Westwood High School, Spicewood Library Branches, Austin Korean Youth Group, cultural community events, local university events, and more.
- After a week into distribution, we began running low on packets, so we redirected the remainder of our students to our **website**, where we soon linked PDFs to all versions of our BLOOM packet.
- Using Google Analytics, we learned that we reached more than **190 students** digitally, in addition to **200 students** through paper copies.



Figure 4:
Distribution
Process



Figure 5: Austin Korean Youth Logo
Figure 6: Spicewood Library Distribution



2B: Study Sessions Begin

- Our BLOOM Packet, Website, and Forum all **encouraged students to join** our weekly study sessions occurring on Zoom.
- Meetings lasted **1-2 hours** and started at 7 pm **every Sunday**.
- Students had the option to go into a **breakout room** with one of our team members or their peers to receive help or work on a specific topic. Otherwise, they could stay in the main room.
- We incorporated quick 5-minute **study breaks** and **played music** based on requests.

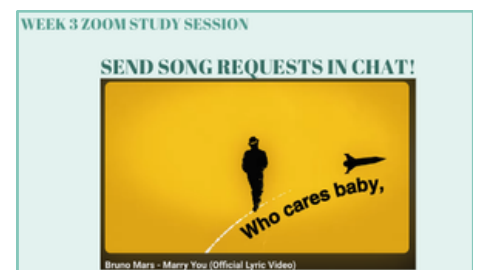


Figure 7: Study Session Break Time Slides

2C: BLOOM Forum Goes Live

- Shortly after BLOOM Packets were thoroughly distributed, our BLOOM Forum went live.
- Packets had a **QR Code** to the Forum, and we often **encouraged students** to check it out in Workshops, Study Sessions, and on their Slack channel.
- The forum was split into **4 categories** to help organize activity: **1. Grades, GPAs, Test Scores, etc, 2. College Applications, 3. Zoom Workshops, 4. Miscellaneous.**
- Our Network Team Lead, Chloe, did **daily checkups** to solve any issues and delete spam posts found in the forum.
- We worked with the BLOOM Network Team to **answer questions**, provide **additional one-on-one help**, and **join in** on student conversations.

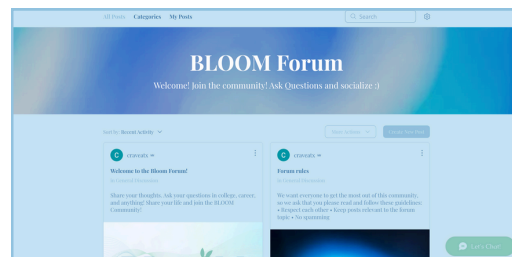


Figure 8: BLOOM Forum's Main Page

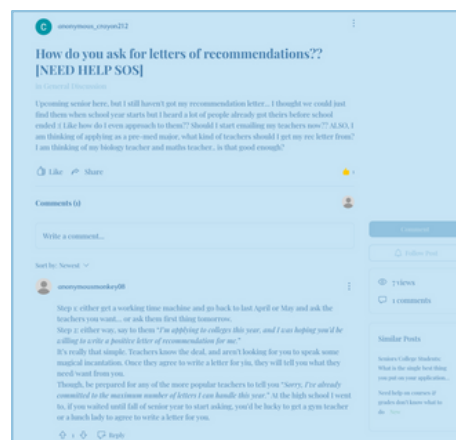


Figure 9:

BLOOM Forum Post

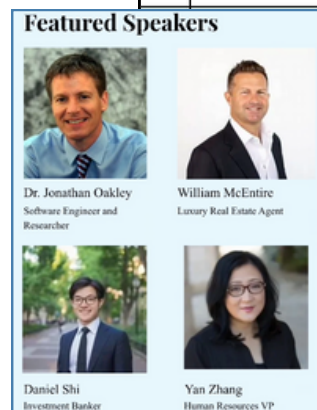
Phase 3

September 2 - November 18

3A: Weekly Zoom Workshops

- We had a total of **11 Workshops**, each on different skills.
- We invited many **guest speakers** with in-depth knowledge of specific topics to give **interactive lessons**, some of the fan favorites being- the 2nd workshop where we invited **3 successful immigrants share their stories and advice** from 3 individual career fields, our **Mock Interview Workshop**, where we invited past guest speakers to offer personalized advice to students, and finally, Ms. Zhang's **"Presentation in Corporate America,"** where she compared presentation strategies used in China vs. the US.
- As a bonus, we introduced a **corporate jargon phrase of the week** to start each meeting as a fun way to get everyone talking.
- Upon each meeting, we sent out a **Check-In Form** to **assess our key metrics**, asking students about their confidence in soft skills and career-related anxiety.

Workshop Schedule	
Date	Topic
9/2	What Sparks You?
9/9	Speaker Event: Corporate, Health, Computer Science Immigrant Experiences
9/16	Sell Yourself (Resume + LinkedIn)
9/23	Public Speaking
9/30	Formal Writing
10/7	Speaker Event: Networking + Practice!
10/14	Presentation in Corporate America



3B: Mentorship

- We had a total of **7 mentors**, each with **3 or 4 mentees**.
- We distributed a **Mentorship sign-up form** within our first workshop, and distributed pairing with contact information shortly after.
- Mentors aimed to meet every week, both **online and in person**, where mentees often received guidance and even gained **networking opportunities**.

Figure 10: Workshop Schedule

Figure 11: Featured Speakers

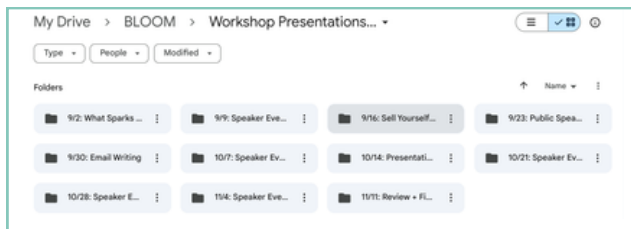


Figure 12: Workshop Drive Folder

Figure 13: Workshop Check-In Form

Phase 4

November 18 - November 25

4A: BLOOM Teamwork Social

- To **conclude our journey** with our BLOOM students, we hosted a **teamwork social**.
- We invited all of our Zoom Workshop and BLOOM Network students.
- We played various games focused on **practicing conflict resolution, quick thinking, and teamwork skills**.
- We **shuffled teams** every game to help everyone connect & socialize.
- After, we enjoyed a **potluck dinner** together.



Figure 14: Teamwork Social

V. MONITORING AND CONTROLLING

A. MONITORING

To ensure the quality and effectiveness of our project, we utilized a diverse set of **project management tools** to monitor our project. In addition to the various **Google tools** that we used, (**Gmail, Drive, Docs, Forms**), we specifically chose the following to help us stay organized.

Notion & Gantt Chart

Our BLOOM team utilized Notion, a software specializing in project management and organization, and created a Gantt Chart to assist us in:

- **Dividing tasks and setting deadlines** for each phase early in advance
- Offering the team a **visual view** of our progress journey
- Keeping each other **accountable**

Task name	Status	Due	Priority
Packet Creation	Done	July 28, 2024	High
Packet Design	Done	July 31, 2024	High
Chinese Ver. Translation	Done	August 3, 2024	High
Korean Ver. Translation	In progress	August 3, 2024	High
Hindi Ver. Translation	Done	August 3, 2024	High
Spanish Ver. Translation	In progress	August 3, 2024	High
Email for confirmation	In progress	August 4, 2024	Medium
Print Packets	Not started	August 11, 2024	Medium
Lamination	Not started	August 11, 2024	Low

Figure 15: Notion App



Figure 16: Gantt Chart

Excel

Our team decided to use Microsoft Excel as a tool to help us with:

- **Tracking spending against our budget** throughout our project
- Recording our updated **key metrics** with every check-in form

Initial Budget: \$500			
DATE	SPENDING	BALANCE	DESCRIPTION
8/10/2024	\$110	\$390	BLOOM Packet Printing Fee
8/11/2024	\$340	\$50	BLOOM Packet Front Page Lamination
11/13/2024	\$20	\$30	BLOOM Social Event Fee

Figure 17: Excel Budget

Slack

We made a Slack Workspace, a communication platform for our various teams to:

- Ensure **smooth communication** between team leads and all corresponding team members
- Send out **reminders**, opportunities, and bonus resources to BLOOM students

B. CONTROLLING

While facing challenges during our project was inevitable, we were able to **mitigate such difficulties** as a part of our controlling process. Our team utilized our quick problem-solving skills and communicated efficiently to provide solutions to issues and keep our project **on track for success**.

Problem	Solution
Running short on BLOOM packets	We linked a digital version on our website which we distributed the QR codes of to our students, making it accessible to all.
Guest speakers ran out of time during workshops to answer all questions	We compiled student questions and emailed them to the guest speakers to answer. After they replied, their responses were relayed to our students on their Slack channel.
Students expressed desire to collaborate during Study Sessions	We polled students the day before on what they planned to work on during the Study Sessions, and assigned them to breakout rooms based on their replies (ex. a breakout room for essays, etc.). We also left a breakout room option for those wanting a quiet environment.

VI. CLOSING THE PROJECT

A. EVALUATION OF KEY METRICS

We kept track of our key metrics over the course of our project using Excel. To evaluate the success of our project at our conclusion, we compared these ending values to the numbers we set in our **Quality Management Plan** and classified them as **Poor**, **Good**, or **Excellent**.

*means the value is an average of all BLOOM students who submitted feedback in various Check-In Forms

414

Packets Distributed

EXCELLENT

38

Average Zoom Workshop Attendees

EXCELLENT

59

Active Participants in Bloom Network
(Forum & Study Sessions)

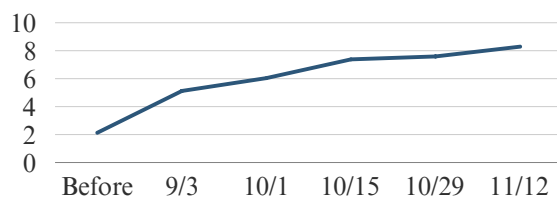
GOOD

26

Mentees
Established

EXCELLENT

Confidence in College Applications*



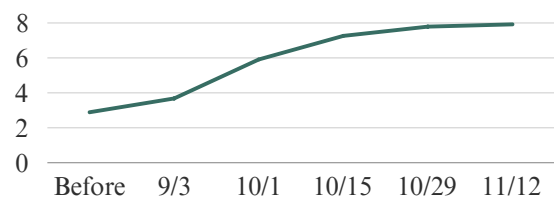
2.13

→

8.29

EXCELLENT

Confidence in Soft Skills*



2.89

→

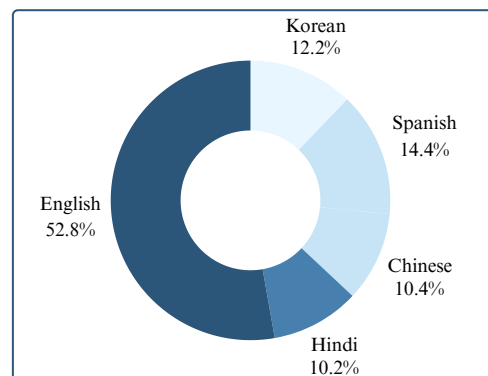
7.92

GOOD

- Overall, BLOOM turned out to be a **success**, with all of our Key Metrics measuring “Good” and “Excellent.”

- Additionally, out of the 414 Packets we distributed both online and in-person throughout our project, around **half** were the **English** Version, with the **Spanish** Version coming in second, and the rest of the Language Versions displaying a **similar distribution**.

Figure 18: Packet Distribution Breakdown



B. LESSONS LEARNED

Throughout our campaign, we have garnered knowledge through aspects we succeeded in and areas of improvement. This project propelled the success of immigrant students while teaching our group **important parts of project management and business resolutions.**

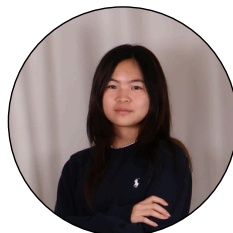
Section	Successes	Difficulties	Lessons Learned
Initiating	Pinpointed areas for improvement	Narrowing the scope of our target demographics	The more specific the goal in mind, the better results will be yielded.
Planning & Organizing	Created a comprehensive plan with goals, addressed varied concerns	Planning implementable steps to take toward goals within timeframe	Leave more time for discussing initiatives. Some discussions need weeks to complete, with detailed analysis of logistics.
Execution	Implemented various research strategies, adequately hit all key metrics	Keeping track of students' progress and involvement with activities	Better prepare to manage large numbers of students on Bloom Network on Slack, ensuring all have joined the channels.
Monitoring & Controlling	Effectively kept track of campaign progress and budget	Addressing issues in a timely manner while including all opinions	Organizing more in-person meetings for topics of importance to stress personal connection and come to quick resolutions.

Building on our many lessons learned, we took feedback from our students regarding the best aspects of BLOOM, areas for improvement, and overarching attitudes and takeaways from our project. Our students learned a lot from our project over 20 weeks, and through this data collection, **it became our turn to learn from them.**

Below are quotes from students when we asked them to share their overall feelings on their journeys with BLOOM. We are beyond grateful to our students for sharing their honest, unfiltered perspectives for the sake of our **improvement and growth.**



“I used to feel very insecure about my college applications. Thanks to BLOOM, I am more confident I have a shot at my dream school!”
-Raphael “Raph” Bastos, '25, first generation student



“BLOOM forum always helped me with my last minute, personal questions and was very reliable.”
-Zixuan Zhang '25, first generation student



“I loved the support BLOOM offered me. I never once felt left out, and I most appreciated how there was no judgement toward students like me.”
-Mahathi Harith '25, first generation student



“The weekly study sessions helped me finish my college applications on time. The student collaboration over Zoom was super helpful too.”
-Bronson Kim '25, first generation student

In addition to verbal feedback, we distributed an **evaluative Google Form** in our final Zoom workshop and BLOOM Network to collect additional data and gain further insight into **how we can strengthen our project.** We asked what other **languages** we should translate our packet to and what **topics** students wanted to see more of in the packet and Zoom Workshops. We then took this feedback into account for our recommendations for future projects.

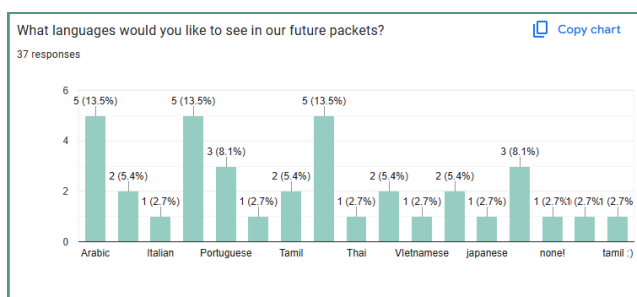


Figure 23: Survey Response to “What languages would you like to see in our future packets?”

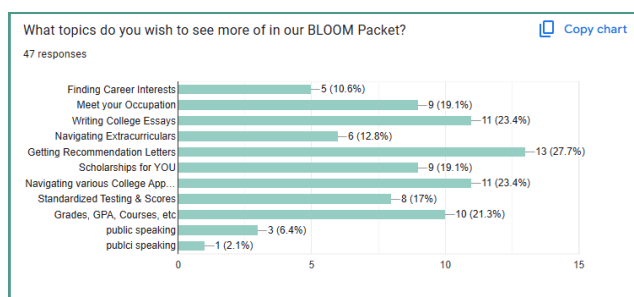


Figure 24: Response to “What topics do you wish to see more of in our BLOOM Packet?”

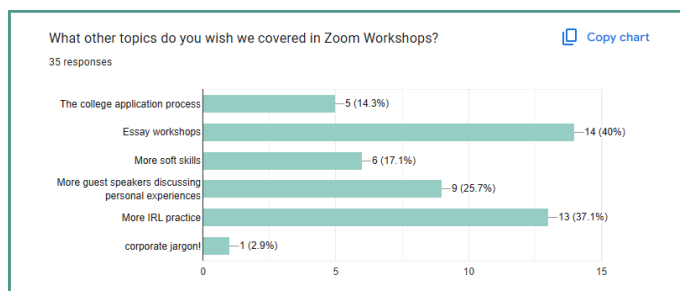


Figure 25: Response to “What other topics do you wish we covered in Zoom Workshops?”

C. RECOMMENDATIONS FOR FUTURE PROJECTS

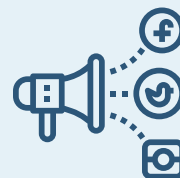
Our BLOOM Project has impacted over **400 students**, expanding their knowledge on aspects **instrumental** to future success. Upon reviewing our project, we compiled our **personal ideas and student feedback**. We identified potential future opportunities to **further develop** college and career preparation in students in immigrant families, within and outside our community. With this, we not only strategized ways to broaden our reach but also considered skills to apply to our **future projects beyond BLOOM**.



Expand impact by reaching out to broader communities and translating the BLOOM Packet to **more languages**.



Incorporate more **in-person** events for students to connect and effectively **practice soft skills** in realistic environments.



Broaden our reach by utilizing **social media platforms** such as Instagram & TikTok, as well as apps **catered towards immigrants** such as WeChat.



*Our DECA project has evolved from an ambitious campaign to an impactful, **personal experience** that we greatly cherish. We are grateful for the opportunity to assist immigrant students in our community and help them **achieve dreams** previously thought to be unattainable. Moreover, we are grateful to have been able to watch our students' growth and success **firsthand: rewarding, intrinsic steps in their paths to bright futures.***



VII. BIBILIOGRAPHY

- <https://www.forbes.com/sites/bryanrobinson/2024/04/04/soft-skills-in-the-workplace/>
- <https://www.sbhny.org/PsychiatryResidency/the-stresses-of-being-a-first-generation-teen/>
- <https://www.insidehighered.com/news/2023/04/05/survey-how-college-students-say-they-learn-best#:~:text=Half%20of%20students%20over%20all,133>
- https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3750699
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9358944/>
- <https://www.mghclaycenter.org/parenting-concerns/young-adults/first-generation-college-studnets/>
- <https://direct.mit.edu/rest/article-abstract/97/1/44/58216/The-Impact-of-Study-Groups-and-Roommates-on?redirectedFrom=fulltext>
- <https://modernization.wsu.edu/2023/05/30/what-are-soft-skills-and-why-do-they-matter/>
- <https://www.dol.gov/agencies/odep/publications/fact-sheets/soft-skills-the-competitive-edge>