BREWED FOR SUCCESS

SALES PROJECT

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CAMAS DECA CAMAS HIGH SCHOOL 26900 SE 15th St. CAMAS, WA 98607 APRIL 8, 2025



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I. EXECUTIVE SUMMARY Ø (S)



CHAPTER OVERVIEW/PROBLEM

Over the past two years, our chapter has nearly doubled in size, growing from 130 to 300 members. As a result, the club's reserve funds began to diminish, and we could no longer subsidize competition travel fees at the same rate as before. This led to a \$100 increase in student fees individually for state and international competitions. DECA conferences are essential for developing students' marketing skills and sparking their passion for the field. We knew we had to take action to ensure every student could attend competitions without facing financial barriers. In the past, we ran a two-week winter coffee sale that generated \$3,500 to \$4,000 in profit annually. This amount was no longer sufficient to support our growing chapter's needs. To address this, we designed a three-phase plan to expand our coffee sales and generate more revenue for the club.



OUR SOLUTION

The Brewed for Success Campaign focuses on continuous coffee revenue, bulk sales, and student empowerment. Along with our previous winter sales, during which students created and marketed their coffee labels, creating an opportunity to expand their marketing skills and help cover travel expenses. We designed a year-round DECA label to help generate profit continuously. Additionally, we developed a small business outreach program to partner with local businesses and create custom coffee labels to help us increase bulk orders. This campaign aimed to expand the outreach of coffee sales as well as the profits generated.



PROJECT GOALS



Boost community outreach and connections



Raise \$6,500 in profit and \$12,000 in sales









10/10-10/26



BUSINESS PARTNERSHIPS: 11/27-12/20





11/18 ON







Customer Name	Customer Phone •	Custon
Tammy Gilstrap	5033485896	strap4
Lisa Glikbarg	5037544620	gliksm
Lisa Glikbarg	5037544620	gliksm
Lisa Glikbarg	5037544620	gliksm
James Davis	3603354450	jamesr
Katle Berry Jones	503-750-4555	katiebe
Katie Berry Jones	503-750-4555	katiebe
Katie Berry Jones	503-750-4555	katiebe
J Roberts	3606061354	jennife
J Roberts	3606061354	jennife
Klovie	5033090169	karen l

Feedback Forms Shared Calendar

Google Sheets

I. EXECUTIVE SUMMARY



PHASE 1: HOLIDAY LABELS

Students began developing coffee labels in class at the start of November. After all of the teams created a label with Canva, the Camas High School staff voted on their favorite six labels. Those six teams advanced to a judging panel and pitched their brand, applying their marketing skills to real-life situations. The top four labels were packaged and sold within a period of two weeks. Students made in-person and online sales while completing order forms to track information. We used this information to deliver all coffee to customers within three weeks of their order.

PHASE 2: BUSINESS PARTNERSHIP
In the second phase, our team partnered with local businesses to create customized coffee labels and generate bulk sales. Initially, we reached out to many businesses via email. To follow up, we used in-person marketing. After gaining the support of businesses, we would

develop a custom label based on their color scheme and brand. These labels were then put on coffee bags and given to business staff and customers during the holiday season.

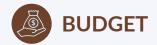
PHASE 3: YEAR-ROUND DECA LABEL

The third phase of our project focused on developing a year-round DECA label. A survey of previous customers revealed that 70% would be interested in purchasing a continuous label. Based on this feedback, our coffee team designed a label that represents the spirit of the Camas DECA club. We then submitted a business plan to the school board for approval. Once approved, our team set up a Shopify account linked to our supplier, allowing us to successfully launch our year-round sales.



RISK MANAGEMENT PLAN

RISK	EFFECT	RESPONSE
Low amount of winter coffee sales	Less cost subsidized for students	Incentivize studentsPromote year-round coffee
Delivery difficulty	Harms future sales Order disorganization	Include questions about customer contact information
Unwillingness from businesses to purchase coffee	No bulk sales Less chapter profits	Reach out to 20+ businessesIn-person pitches
Inability to launch a year-round label	Lack of continuous revenue from repeat sales	Communicate with supplier to develop a launch plan



Category	Subtotal
Brand Development	\$30.00
Promotion	\$60.00
Incentives	\$155.00
Estimated Coffee Inventory	\$5,200.00
Total	\$5,445.00

I. EXECUTIVE SUMMARY



\$12,870 in sales

858 bags sold

\$7,425 in profit

140 students educated



KEY METRICS AND EVALUATIONS



Customer Satisfaction

Metric:

80% product satisfaction



91% product and website satisfaction



Educated Students and Team

Metric:

Enhance 80% of students' marketing skills **Evaluation:**

97% of professional skills enhanced



Operational Efficiency

Metric:

Package coffee in 1 day and deliver in 1 week

Evaluation:

All coffee delivered and packaged on time



Profit

Metric:

Sell 800 bags and make \$12,000

Evaluation:

Sold 858 bags of coffee, making \$12,870



CLOSING

LESSONS LEARNED:

Many businesses were unwilling to partner with our chapter on customized labels.



RECOMMENDATIONS:

Create incentives for students to reach out to businesses they are directly connected to.

Students did not fill out the online order form correctly.



Require students to fill out the online Google Form before turning in their paper order form.

Most sales are connected to a student at Camas School District, minimizing the campaign's outreach.



Pre-sell coffee at community events to reach a larger audience and generate more sales.

II. INITIATING



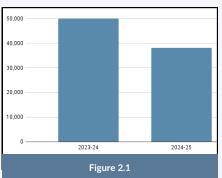
A. STATEMENT OF THE PROBLEM

1

SUBSTANTIAL CHAPTER GROWTH

For the past two years, the Camas High School DECA chapter (Camas DECA) has witnessed unparalleled growth in its membership due to increased recruitment and retention. Home to **300 members** in 2024-25, Camas DECA **nearly tripled** from its 120 members of 2022-23. Our club is focused on providing educational and professional opportunities to our chapter members. We emphasize **fostering community** and **preparing our students for competitions** through study sessions, workshops, and various classroom activities. In the 2023-24 school year, 250 members competed in the area competition, and 50% of our chapter (approximately 121 students) competed at the Washington State Career Development Conference (SCDC). Additionally, 30% of our state qualifiers went on to compete at the International Career Development Conference (ICDC) in Anaheim, CA.





With this rapid increase in our membership, the reserve funds quickly began to diminish needing us to put a plan in place to regenerate them at the same rate (See figure 2.2) Though we had previously facilitated an annual fundraising event, it always reached the same audience and was only held for two weeks out of the school year. This fundraiser lacked a larger scope due to our increased membership, and also made it difficult to build connections with all of our members. When enhancing our sales project, we wanted to drive sales while creating an opportunity for every member to feel involved and connected.

2

INCREASING FINANCIAL BURDENS

Rising club expenses have become a major challenge for students in Camas DECA, with financial burdens threatening those looking to attend competitions. The average student cost is \$742, not including the food, clothing, and entertainment costs. This amount is significantly higher than the \$126 average club participation cost identified by the University of Michigan. Without additional funding to offset these costs, students would have to pay a substantial amount to experience DECA's educational opportunities or be

ICDC COSTS (2025)	
TRAVEL&FEES	\$1,215
FOOD	\$500
ENTERTAINMENT	\$370
\$2,085 PER STUDENT	

forced to turn them down. Our chapter needed to create a sustainable sales project to ensure no student's financial circumstances stand in the way of their DECA journey.

"Competitions push me to step out of my comfort zone and develop real-world skills" -Rose Crawford (2nd year Camas DECA Student)

DESCRIPTION OF THE PROJECT

To combat this problem, the *Brewed for Success* Campaign was implemented. It focused on **continuous revenue** from coffee sales while **preparing students for the business world**. In previous years, Camas High School's DECA program worked with Marketing 1 students to design a coffee label. Coffee with the student-designed label was then sold to the community during a two-week period in the winter. To increase revenue for the growing chapter, the 2024-2025 campaign added two additional phases. These phases include **partnerships with small businesses** to create holiday gifts and a **year-round coffee sale** with a signature DECA label. Business partnerships would increase bulk sales, while year-round coffee would increase revenue throughout the year. These innovations could change the scope, outreach, and success of this sales project.

B. PROJECT SCOPE

PURPOSE

With our chapter rapidly growing, club expenses have grown as well. The primary purpose of the *Brewed for Success* Campaign was to **subsidize club fees for all members.** By selling coffee, our project aimed to raise funds to cover transportation and competition costs for our chapter, while fueling students' passion for marketing. Furthermore, we strived to **educate Camas DECA students about all aspects of the marketing process** during coffee label creation and selling. By selling coffee in three phases, Camas DECA could subsidize fees for all members, ensuring the opportunity to grow at competitions, regardless of financial burdens.

RATIONALE & EXPECTED BENEFITS

The *Brewed for Success Campaign* adopted a three-phase plan to expand coffee sales and maximize earning potential. In previous years, winter coffee sales have successfully generated funds for a smaller chapter size. A customer feedback survey from 2023 showed that **91%** of customers were satisfied with their coffee products. After the end of the 2023 winter sales, we received messages from many customers hoping to repurchase coffee. With this information, we inferred that loyal customers would continue to purchase our winter coffee in the following years and would be interested in our year-round label launch. Another lesson learned from previous years was the importance of bulk sales, specifically sales to companies. Expanding upon this, we developed a Business Partnership Program to create customized winter employee gifts. Both new developments expanded our target market and frequency of purchases. Another justification for this project was enhancing students' marketing and soft skills. By teaching students essential business tactics and giving them creative freedom to apply their skills, students could experience real-world marketing examples. Additionally, students would develop soft skills like **communication and problem-solving** in small groups, which apply to future business endeavors.

The Brewed for Success Campaign was expected to raise enough money to support our students' passion for marketing. Adding annual sales would provide funds on a regular basis, adding to our revenue and supporting students with DECA expenditures. The Business Partnership Program and bulk sales hoped to increase coffee sales and chapter revenue. This would allow Camas DECA to bring all participating students to state and international competitions by reducing their portion of financial burdens. Expanding our community connections establishes the groundwork for future students to benefit and our chapter to thrive.



III. PLANNING AND ORGANIZING

A. PROJECT GOALS

To fulfill our fundraiser's purpose and meet set objectives, we created **BREW** goals:

Boost Community Outreach & Connections

B

Our project aimed to boost our community outreach by spreading awareness about our chapter through social media, local news agencies, and district-wide messages. We wanted to gain 50% new viewers across various channels of communication. Additionally, we hoped to foster connections with new businesses by collaborating with local companies to create personalized labels for them and boost bulk sales. We aimed to expand our reach to a new audience and partner with at least one business.

Raise \$6,500 in Profit & \$12,000 in Sales

R

As a goal of this project, we aimed to fulfill this through selling coffee to the public. Coffee was sold in three different ways. First were the traditional sales of holiday labels by students through door-to-door sales. Second, enterprise sales were started by collaborating with a local business and creating a personalized label for them. Third, through year-round sales of the newly created Camas DECA label. Each bag was sold for \$15, both online and through inperson sales, while bulk sales had custom pricing.

Educate Students with Professional Skills



We hoped to educate **140** students on branding and marketing skills through this goal. The students build upon the theoretical knowledge learned in class by creating their coffee brands and presenting them in front of their respective marketing classes and a business panel. In addition, they would have learned personal selling, negotiation, and public speaking skills by personally selling the coffee and building relationships with local businesses. They can apply these crucial skills later in their lives and careers. Overall, we aimed for **80%** of students to feel more confident with their marketing and branding skills.

Weave in a Year-Round Label



This year, we planned to expand our project by creating a Camas DECA label that would be sold to the public year-round. Our goal was to partner with a local business, BJ's Roasters, which will help us fulfill year-round orders and sales. By launching it right after our seasonal labels, we aimed to build customer loyalty, brand recognition, and encourage existing customers to repurchase our product throughout the year.

B. HUMAN RESOURCE MANAGEMENT PLAN

Member



Project Manager (Product Coordinator)

Role

Responsibilities

Sofiia's primary responsibility was communicating with the supplier regarding the necessary product throughout various campaign stages. She served as a key link between customers, sellers, and the producer.

Skills & Strengths

Sofiia utilized her strong organizational and problemsolving skills and her knowledge of Google Office to help the project succeed.





Project Manager (Outreach & Marketing Coordinator) Aubrey created curated promotional materials for the various product options during the campaign. She also contacted possible businesses we could partner with and devised a proposal plan for them.

Aubrey's greatest strengths are her creativity, communication, and graphic design skills. She created various materials using platforms such as Canva and Google Office.



Project Advisor (Finance Manager)

Product

Developer

Mrs. Downs was the project supervisor. She communicated with the school's secretary to ensure that all monetary transactions went smoothly and helped devise a new plan to expand our campaign.

Mrs. Downs has extensive experience as an advisor, having previously worked on this project and taught marketing, which makes her skills essential for the project's success.

Molly McArthur		J

Emily Jiang

Distribution Coordinator Due to her exceptional organizational skills, Molly assisted with packaging and distributing the product. She also served as one of the quality managers, checking all the packages to ensure that the label and product quantity coordinated with the order.

As a previous year's top holiday label creator and seller, Emily has exceptional

graphic design and marketing skills. She developed various samples for the

year-round label and assisted with finalizing the business partnership label.

Jacob Crabtree Engagement Coordinator

Jacob's greatest skills are collaboration, communication, and networking. He devised tactics to engage students and motivate them to sell the product through various channels.



Curriculum Advisor Mrs. Sanchez devised an educational curriculum for students. She helped us create various lessons that we could present to them to improve their sales and graphic design skills.

Tim Kooistra

Supplier

Mr. Kooistra owns BJ's Coffee Roastery and was our supplier. He advised us on the best roasts and blends for our product and fulfilled and distributed our year-round orders.

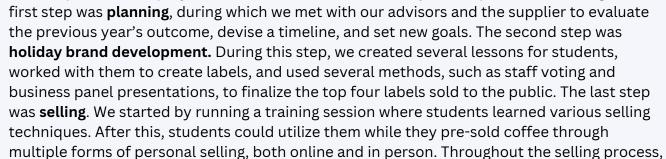
C. SCHEDULE

After considering our initial problems and devising several goals, we created a **three-phase** plan alongside a schedule. Each phase consisted of several steps to ensure that our project met its goals and stayed on track.



HOLIDAY LABELS





we ran various promotional activities. To increase sales, we utilized social media, district-wide

For this phase of the project, we devised three smaller steps to help us achieve our goals. The



newsletters, and local news agencies. During the campaign, we integrated three distinct incentive methods to motivate our students. After all orders were processed, we ordered the necessary product and prepared it for delivery and pick-up.

BUSINESS PARTNERSHIP



The Business Partnership phase consisted of four smaller steps: planning, outreach, product development, and delivery. During the planning step, we consulted with our supplier regarding pricing options and products we could offer. After this, we developed a proposal plan and created a follow-up presentation with all the necessary information. Our second step was outreach, during which we researched small local businesses that might be interested in what we are offering. We sent out an informational email to them and went out in person to promote our product and set up informational meetings. When we got confirmation from a business that they were interested in collaborating with us, we could move forward with our third step, product development. During this time, we conducted a follow-up meeting with the business to narrow down their order size and gather information about their brand identity. A group of students developed several labels, after which one was chosen as the final product. Our last step was delivery, in which we ordered the necessary product and personally hand-delivered it to the customer, ensuring they were satisfied with the product.

YEAR-ROUND DECA LABEL



This phase of our fundraiser consisted of three distinct steps: planning, brand creation, and launch. The planning step involved meeting with our advisors and supplier to devise an integration plan for a year-round label into our existing project. During our second step, brand creation, we assembled a group of students who developed the concept for our year-round coffee brand and created a label following the final concept. After the label was finalized, our product was ready for sale. This led us to our final step, launch. During this step, we initially encountered some issues due to school district rules. We were not allowed to sell the product through our supplier's website. As a result, we created a business plan and submitted it to the board for approval. Once it was approved, we were able to begin selling our product through a Shopify account.



D. QUALITY MANAGEMENT PLAN

We established specific and measurable objectives and performance metrics to monitor the project's quality. These metrics were crucial for staying on track toward our goals and identifying areas for improvement. We focused on customer satisfaction, operational efficiency, and intar-chapter benefits.

KEY METRICS









Metric: Customer Satisfaction

Customer satisfaction was an essential key performance indicator (KPIs) for our goal of continuous revenue. For our project, **customer satisfaction** is defined as meeting the needs and expectations of community members by providing desirable and quality products. These needs include seamless delivery, a user-friendly system, and quick problem resolution. We sent out a survey to our customers to measure this key metric. We aimed to achieve an **80%** Customer Satisfaction Score (CSAT). This metric is important for measuring customer satisfaction, which leads to higher customer retention. Increased consumer retention and brand loyalty would **enhance club profit** and build a foundation for future years of sales.

Metric: Operational Efficiency

We focused on operational efficiency to improve **time management** and productivity throughout the *Brewed for Success* Campaign. In the past, members running the coffee project have found it challenging to keep track of orders and delivery. This year, we aimed to increase orders while decreasing the complexity of organizing them. The specific KPIs we focused on were packaging productivity and on-time delivery rate. We strived to package all orders in one day and deliver all coffee in one week. The completion of this goal would minimize issues in the delivery process. Effective communication was imperative for students, customers, and our supplier to be informed of the schedule, optimizing efficiency.

Metric: Educated Students and Team

By the end of this project, we hoped that 80% of students and team members had **enhanced their marketing abilities**. We conducted a student survey, one-on-one interviews with top sellers, and a focus group of 10 students to assess this goal. **Internal communication was crucial** to keep our team on track. The main tools used for student communication were Google Classroom, Instagram, and Remind. To test this metric, we used Instagram analytics, aiming to reach 300-600 people with each post.

Metric: Profit

Our final key metric included utilizing profits from coffee sales to help fund the expenses for DECA competitions. To achieve this goal, we strived to sell **800 bags of coffee to raise \$12,000**. To further analyze our profits, we wanted to measure customers' average order value to understand customer buying behavior. This year, our club is introducing bulk sales with small businesses. We intended to partner with one company to initiate more bulk sales, with **10 bags** in the order. Lastly, we wanted to create and launch the DECA coffee label, setting our chapter up for continuous revenue. These metrics would track the success of promoting our holiday labels, business partnership, and year-round labels.

E. RISK MANAGEMENT PLAN

Markets, environments, and technology are unpredictable and full of risk. To prepare for potential issues, we developed a risk management plan that focused on the effects of problems and response strategies. Risk likelihood was determined by previous years of sales and surveys.

POTENTIAL RISK

EFFECT

RESPONSE STRATEGY

Profit:

Low Amount of Winter Coffee Sales

Likelihood: Low



- Reduce our chapter's funding and the amount of costs subsidized
- Create challenges with our coffee supplier, who would make less profit
- Incentivize students to make sales with a field trip, ice cream party, and gift cards
- Promote our year-round DECA label to the community

Delivery:

Disorganized and Lengthy Coffee Delivery Process

Likelihood: Low



- Inconvenient for customers
- Harms future sales
- Not efficient for the coffee delivery team
- Include questions about customer contact information and connections with students on the order forms

Delivery:

Difficulty Tracking Orders

Likelihood: High



- Student confusion would create money disorganization
- Difficult order management on the Google Sheet
- Create a clear and organized order sheet and YouTube tutorial
- Train teachers to handle money correctly and guide students

External Factors:

Unwillingness from Businesses to Purchase Coffee

Likelihood: High



- No bulk sales
- Less profit for our chapter
- Trouble gaining future business support
- Reach out to a large number of businesses
- Make in-person pitches to many businesses

Student Participation:

Inability to Launch the Year-round Label

Likelihood: Medium



- No continuous revenue
- No opportunities for consistent customer loyalty & repeat business
- Contact supplier and develop a launch plan with enough time to make necessary changes

F. PROPOSED PROJECT BUDGET

The proposed budget focuses on investments in coffee-creation tools, promotional tactics, and student incentives. Our budget aimed to **minimize costs while maximizing revenue** for our chapter. Below is a breakdown of the 2024-2025 budget, including fees for brand development, promotion, incentives, and coffee inventory. The main costs were incentives and coffee from BJ's Coffee Roastery. After meeting with the owner of BJ's Coffee Roastery, we determined that bags would be sold for \$15, and Camas DECA would pay \$6.50 for each bag, creating a profit margin of \$8.50 per bag. To encourage sales, we incentivized students with a \$25 Amazon gift card awarded to the top seller, a pizza party and field trip to BJ's Coffee Roastery for the top-selling class, and an ice cream party for students who sold five or more bags. For year-round sales, our supplier agreed to cover all the costs associated with running a Shopify account. Our cost-effective promotion helped maximize our profit with **zero cost**. Camas High School covered the costs of the field trip and a substitute teacher. Our proposed expenses were necessary for optimizing coffee sales and generating a high profit.

Category	Expenses	Cost
	Canva Lesson	\$0
Brand Development	Snacks for Label Judges	\$30.00
	Coffee Selling Lesson	\$0
	Camas DECA Website	\$0
	Google Classroom	\$0
Promotion	Coffee for Display	\$60.00
	Social Media Marketing	\$0
	Shopify Account	\$0
Incentives	Field trip buses	\$0
	Pizza for Field Trip	\$80.00
	Ice Cream Party	\$50.00
	Amazon Gift Card	\$25.00
Estimated Coffee Inventory	*Cost of Sold Coffee	\$5,200.00
Totals		\$5,445.00

^{*}Will be covered by Brewed for Success profits. No club funds used.

IV. EXECUTION



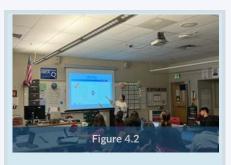
PHASE 1: HOLIDAY LABELS

The Holiday Labels initiative marked the initial phase of public sales. Students designed labels, community members voted for their favorites, and the DECA student body sold the finalized merchandise. By incorporating a teaching-based approach, student involvement and consequently, sales increased.

PLANNING

Our coffee team prioritized organizing the *Brewed for Success* Campaign to align our strategies, overcome previous challenges, establish goals, and execute our plan. Initially, we met with the Marketing 1 teachers (See Figure 4.1) to create a curriculum for label creation. Comparing previous years of coffee sales, we **established new goals of delivery efficiency and more visually appealing labels**. Additionally, we met with Tim Kooistra, the owner of BJ's Coffee Roastery, to negotiate pricing, profit distribution, and the timeline. We developed a schedule to ensure both parties would meet all deadlines.











HOLIDAY BRAND DEVELOPMENT

Label Creation:

For students to be able to develop their coffee brands, they first need to be well-versed in the meaning and importance of branding. As such, Marketing 1 teachers Mrs. Downs and Mrs. Sanchez conduct a series of **lessons on branding and marketing** for each class. Next, students used Canva to develop a name and a label that represents their brand image. To assist with label creation, our team leads delivered a Canva lesson that followed a step-by-step tutorial of basic Canva operations (See Figures 4.2 and 4.3). In the following two weeks, students produced a brand story, poster, and print ad for their coffee label.

Staff Voting:

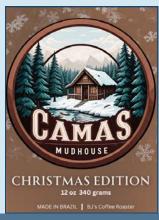
After each team completed an in-class presentation, team labels were sent to the Camas High School staff for voting. This survey asked the staff to vote on the most potentially profitable labels based on design, colors, and brand names. The **staff selected six labels**, one from each class period, to advance to the next round of voting.

Business Panel Presentations:

After staff voting, the top six teams presented why their labels should be selected to a **panel of business professionals**. This presentation allowed students to apply their speaking and pitching skills to real life (See Figures 4.4 and 4.5). After presentations, panelists provided positive and **constructive feedback** to groups, information that will help them with future pitches and marketing work. Each group was graded on their label, logo, color scheme, identification of target market, and presentation skills. Overall, panelists were impressed with the students' originality, confidence, and preparation.

Finally, after reflection and review, the brands Hometown Brews, Camas Mudhouse, Jolly Joe's Coffee Co., and Joe's Finest were selected as labels to be sold. (See Figure 4.6)





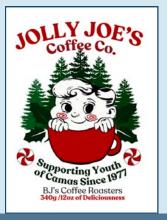




Figure 4.6



Period *		
4	•	
Customer Nam		
	are who	
Customers N		
Customer Phon	c .	
Your answer		
	Figure 4.8	

SELLING

Sales Training:

Winter sales commonly generate the most revenue and rely heavily on student participation. To boost participation, we focused on training, promoting, and incentivizing. The week before sales started, over 50 students attended an after-school presentation that taught them various selling strategies and information about the supplier. BJ's Coffee Roastery is a part of the Café Femenino Foundation, a global nonprofit organization that empowers female farmers. Explaining this showed students the larger significance and global impact of their sales (See Figure 4.7). The selling portion of our presentation was split into three sections: finding the target market, informing them about the product, and persuading them to purchase. Along with the selling presentation, we created a YouTube tutorial about how to fill out paper and online coffee order forms (Figure 4.8). This video was shown in all marketing classes to ensure a clean process of tracking orders and distributing them in the future.

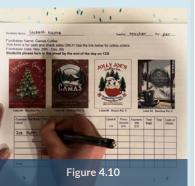
Community Promotion:

Once the project was underway, our team used promotional strategies to **inform our target market**, **persuade purchases**, **and remind our community** about the project. Working with our social media team, we created a *Brewed for Success* color scheme of blue and brown to make our posts recognizable and coordinated. (See Figure 4.9) We used these colors when creating an array of Instagram and Facebook posts, matching our theme and all promotional tactics. These posts reached over 1,000 accounts on Instagram. In addition, we partnered with our local news agency, Lacamas Magazine, which frequently posted about our fundraiser on their social media. Besides social media posts, communication networks (Remind, Google Classroom, and Parent Square) and emails pushed out messages containing project updates, informing over 8,000 community members.



Personal Selling:

During the personal selling process, students used various methods to pre-sell coffee. They connected with family, used door-to-door selling, and sold to Camas School District staff. Students made their coffee sales in two ways. The first one was a two-step process to collect all the cash or check pre-orders using a paper order form. In addition to the paper order form, they had to fill out a Google Form verifying all the information listed in the paper form and submit all the cash or checks to their advisors. This **dual order-collection process** ensured that all customers' data and orders were correct. It also allowed us to create a



Google Sheet with organized analytics, accelerating the delivery process. The second order method was online orders. Students contacted customers online and in person, simply guiding them to the Camas DECA website, where they could purchase the coffee. This was the simplest collection method for customers and automatically sorted data for our coffee team.

Incentives:

A Society for Human Resource Management study found that 79% of employees would be more motivated and productive if their company provided rewards and incentives. Applying this statistic to our project, we created incentives to **motivate students and recognize their successes**. We offered the top seller a \$25 Amazon gift card, encouraging competition. Additionally, anyone who sold five or more bags received a "golden ticket" to an ice cream party, provided we met our sales goal. The most significant incentive was a coffee packaging field trip for the class that sold the most coffee. As seen in the visual below, this class attended a field trip to BJ's Coffee Roastery and learned how to roast the coffee, help package and label it, and celebrate its sales. We posted daily updates on Instagram about the top-selling class and students to keep them motivated, engaged, and updated throughout this process.



DISTRIBUTION

Once all orders were finalized, students picked up and hand-delivered their coffee orders. This process started on December 16th, giving students time to deliver before the holidays. This was an additional touchpoint with our customers, bringing a personal connection to the campaign and encouraging sales in the following years. If a customer was not connected to a high school student, we emailed to arrange a convenient time for coffee pickup.





PHASE 2: BUSINESS PARTNERSHIP

The second phase of the *Brewed for Success* Campaign involved our team partnering with small local businesses to develop personalized coffee brands they could gift to their employees or customers. This phase involved planning, outreach, product development, and delivery.

PLANNING

During the same meeting as the development of Holiday Labels, we discussed the possibility of business partnerships with our supplier and advisors. We brainstormed the **price breakdown and established a schedule** to ensure we aligned with our goals. After that, we devised a business proposal that included a pricing breakdown for our potential partners, a possible timeline, and examples of our Holiday Labels. We then created a more detailed presentation pitch for initial meetings with partners.





OUTREACH

After the initial planning of this phase, we began **researching small local businesses** that might be interested in our proposal. We created a list of 20 companies, making sure to record their email, point of contact person, and location. Following this, we emailed our previously created business proposal and contact information to all the businesses. To ensure we reached our intended audience, we went out in person to inform them of our services and set up informational meetings (See Figure 4.12). We delivered a previously created **presentation pitch** during initial meetings with potential clients. The meeting informed our target market of our plan in detail and presented the benefits this project will have on our students and our chapter.

PRODUCT DEVELOPMENT

After a business confirmed that it wanted to partner with us, we assembled a **product development team** of second and third-year students interested in further developing their skills and giving back to the community. Together with the **team and business representatives**, we conducted a follow-up meeting to collect the following information: order size, color scheme, brand identity details, expected delivery date, and information about the product's recipients. Our team developed several labels based on those details. After our partner reviewed the labels, one was narrowed down as a final product (See Figure 4.13). We contacted our producer to get the product sample and delivered it to our partner. When we got a confirmation that they were satisfied with our product, we moved on to our last delivery step.

DELIVERY

We contacted our supplier, informed them of the order details, and set a deadline for production. When the order was ready, it was delivered to Camas High School. On December 20th, we delivered our product to the customer in person, helping us establish a **personal point of contact**, ensuring that our client was satisfied with the final product and would purchase again in the future.

PHASE 3: YEAR-ROUND DECA LABEL

The third phase of the *Brewed for Success* Campaign involved our team developing a signature label that could be sold year-round. This phase involved steps like planning, brand creation, and launch.

PLANNING

When the Holiday Labels and Business Partnership phases were in progress, we began our last phase, the Year-Round DECA Label. From a survey of our previous year's holiday-label customers, we saw that **70%** of our target market would purchase a continuous label. This led us to meet with our producer and advisors to establish if this was possible and sort out any necessary details. Considering we wanted the label to be a year-round product, we settled on having our producer receive all the orders directly. The product would be sold on their website, allowing for **faster fulfillment and delivery.** In addition, this approach ensured there would be **no interruption** in the selling process, unlike if we had sold the product on our website, which would have had to shut down during school breaks.

BRAND CREATION

Our team, which was assembled early for the Business Partnership, also worked with us to develop our Camas DECA label. First, we established that our product had to **reflect the DECA club** rather than just being centered around Camas High School. This would ensure that our customers were aware of the primary mission behind our product. We then established a color scheme and developed several prototypes. After careful consideration and input from our advisors and potential customers, we finalized our label (Figure 4.14) and sent it to our producer.



LAUNCH

Our initial plan was to launch a year-round label through our supplier's website to ensure smooth order fulfillment and delivery. However, due to school district rules regarding the handling of funds, we were unable to proceed with that approach. To address this, we developed a business plan outlining alternative methods for selling the product and submitted it to the school board for approval. Once approved, we decided to sell the product through a **Shopify account**, which would be created and managed by students. All expenses for the platform would be covered by our supplier, who would also receive order information instantly, ensuring a seamless delivery process. The product development team helped us create and launch the account, officially kicking off our year-round sales and **year-round chapter revenue**.









RESULTS



Overall, we achieved all components of our BREW goals successfully. We reached 50% of new audiences through social media posts and converted them into followers. By providing various lessons on brand development and selling, we educated 140 students. In addition, we created a new Business Partnership Program by collaborating with a local law firm. We have also launched our continuous DECA label, generating revenue annually. Ultimately, we sold 858 bags of coffee, equating to \$12,870 in total sales and \$7,425 in total net profit. We successfully exceeded our monetary goal of \$12,000 by \$870 and, overall, significantly lowered the competition costs for our students by covering all the transportation fees for them.

V. MONITORING AND CONTROLLIN

A. MONITORING

To maintain quality and organization throughout the project, our team implemented methods to monitor the Brewed for Success Campaign's schedule, budget, and project quality. This ensured smooth communication and task completion throughout the project.



SCHEDULE:

We implemented schedule monitoring to ensure timely completion of key milestones. All participants, including the coffee team, the supplier, and the students, had to be informed and on track. To achieve effective communication on dates and deadlines between all groups, we created a Google Calendar and made frequent Instagram posts. Our Google Calendar was shared with all team members to show meeting times, presentation dates, and all coffee sale dates (Figure 5.1). Additionally, we posted schedule updates on Instagram, Google Classroom, Parent Square, and in marketing classrooms to inform all student participants. Our team had weekly Monday meetings and advisor check-ins to keep everyone on the same page. These methods monitored project updates and were updated regularly.



BUDGET:

Budget and order monitoring were crucial for our project. All online and inperson orders were imported into a Google Spreadsheet every day during the coffee sale period (Figure 5.3). This spreadsheet sorted customer orders and total spending. All orders were double-checked daily by our coffee team and highlighted in yellow if complete. The Google Spreadsheet totaled the number of coffee orders at the bottom of the page. This spreadsheet was also utilized to keep track of all the necessary coffee inventory for our project. Additionally, all brand development, promotion, and incentive costs were tracked on a separate spreadsheet. Before any purchases were made, our team evaluated the costs and benefits, making sure not to exceed our budget of \$245 for the project, excluding coffee inventory.



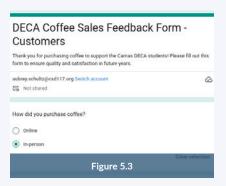




PROJECT QUALITY:

We focused on customer satisfaction, operational efficiency, and inter-chapter benefits to monitor the Brewed for Success Campaign's project quality. As a result, we needed to monitor these indicators to ensure our project was successful. We sent out a variety of surveys to measure each indicator's efficiency. One of our surveys was sent out after the customers and our business partner received their coffee orders. It primarily focused on their experience with purchasing the product and product quality. The survey measured customer satisfaction, ease of delivery, and challenges experienced. Additionally, we sent out a feedback survey to project participants to measure skill development and enjoyment of the project. Students received this survey after the creation of labels and the selling of coffee. Additionally, our team analyzed data from past years to monitor project improvements.

TOOL: GOOGLE FORMS



B. CONTROLLING

Many unexpected challenges arose throughout this project. These obstacles allowed us to advance this year's campaign and develop recommendations for future years. Through effective communication and problem-solving, our executive team developed solutions and made necessary changes to achieve our goals.

ISSUE ENCOUNTERED



LACK OF BUSINESS PARTICIPATION

After emailing a wide variety of businesses, we received little to no responses, possibly due to busy schedules and our messages being sent to junk mail. This was a problem for the Business Partnership Program and our goal of bulk sales.



DOUBLE COUNTING IN-PERSON ORDERS

After making an in-person sale, students were supposed to fill out a Google Form with the sale's information. Then, our team would double-check that all information was correctly imputed. At the beginning of sales, many students did not fill out the Google Form. Additionally, some students filled out the form after we had manually inputted the order, leading to order confusion.



UNEXPECTED ABSENCE OF THE KEY PRESENTER

In past years, Tim Kooistra, owner of BJ's Coffee Roastery, has presented about his coffee's origin and connection to Café Feminino. This year, however, Mr. Kooistra was diagnosed with COVID-19 on the day of the presentation. Due to his busy schedule, he was unable to reschedule the presentation before coffee sales started.



DELIVERY OUTSIDE OF CAMAS HIGH SCHOOL

DECA coffee sales are advertised to a variety of Camas community members. This generates online sales from customers not connected to Camas students. Coffee that was not sold by a student could not be delivered by a student, creating the need for another distribution method.

SOLUTION IMPLEMENTED

To gain business participation, we used in-person marketing. Our team leads went to a large variety of businesses in Downtown Camas, including law firms and corporate offices. We wore professional DECA attire and developed an in-person pitch. Every business was given a document with label examples, proposal details, and DECA contact information. This allowed us to reach more businesses and ensure they received our message.

We created a **YouTube tutorial** to show students how to input orders into the forms. This video contained a step-by-step guide for filling out all order forms. Marketing 1 teachers also reminded their students to fill out the online form before the submission of the paper form. This solution increased efficiency in the double counting process as well as the correctness of orders.

To resolve this issue, we rescheduled the presentation to the following day and delivered a presentation using information previously gathered from Mr. Kooistra. In addition to coffee origin information, we **included ideas about selling coffee.** This presentation was delivered to over 50 kids and inspired students to make coffee sales.

To deliver coffee to customers not connected to a student, we **reached out via email** and decided on a pick-up time. Customers picked up their coffee in the Camas High School office from 8:00-4:00 on their selected day. Every customer received the coffee they ordered within **two weeks** of their purchase.

VI. CLOSING THE PROJECT

A. EVALUATION OF KEY METRICS

To determine the performance of the *Brewed for Success* Campaign, we evaluated our key metrics. Evaluations were based on customer satisfaction, operational efficiency, educated students, and profit.

Customer Satisfaction

METRIC

EVALUATION

80% customer satisfaction score from a survey. Satisfaction with our product, a user-friendly system, and quick problem resolution.

According to our survey results, 92% of the customers were satisfied with our product and customer service. In addition, 91% found our system user-friendly.





Package all orders in one day and deliver all coffee within one week.

Meet all deadlines with our supplier and customers.

All date deadlines were met in this process. All orders were packaged in one day, students delivered coffee in one week, and customers received their orders within three weeks of their initial pre-order.





80% of students enhanced their marketing abilities. Students were informed through social media and Google Classroom. Posts reached 300-600 users on average.

A survey sent to students showed that 97% of students felt this project expanded their marketing, graphic design, and teamwork skills. Instagram analytics showed that all posts received between 400 and 2,000 views.





Sell 800 bags of coffee, making \$12,000. Have one bulk order through a business partnership. Create and launch DECA label.

In total, we sold 858 bags of coffee, generating \$12,870 and surpassing our goal. We made one bulk sale with 13 bags and created and launched the DECA label.



B. LESSONS LEARNED

We learned valuable lessons throughout the *Brewed for Success Campaign* and feedback forms conducted. Below are the positive and negative aspects of the project that we encountered.

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Negative

Initiating

Planning and Organizing

Execution

Monitoring and Controlling

Analyzing past project results closely helped us devise new ideas and overcome previous challenges for the new and improved campaign.

Being mindful about our expenses helped us maximize our chapter's profits. This included promotional and incentive expenses.

In teaching our students various soft and marketing skills, our project was able to run smoothly while the students advanced.

Frequently meeting with management team helped us stay on track with our goals and quickly mitigate any arising issues.

Experienced difficulty contacting our supplier and setting up the meeting due to his prolonged sickness.

Some teams felt like the work was unevenly distributed between all group members, causing unbalanced work loads.

Many students were unaware of all incentives. Also, we experienced difficulty finding business partners.

Due to a tight schedule between phases, we struggled to receive survey feedback from our customers and students.

C. RECOMMENDATIONS FOR FUTURE PROJECTS

Developing recommendations for future years was important to ensure our campaign improved each year.

1. BROADENING OUTREACH TO POSSIBLE BUSINESS PARTNERS



After sending emails to many businesses and conducting in-person marketing, our program did not receive many responses. We could increase business support in future years by contacting businesses connected to Camas DECA students. To incentivize this, we will send emails on Parent Square (the platform used to contact parents) and send students home with informative papers. This would increase the amount of business partnerships and bulk sales. In addition, starting the outreach program earlier in the year could give us more time to connect with businesses.

2. ORDER VERIFICATION PROCESS 🚱



A common problem students face is remembering to fill out the online Google Form along with the paper order form. Many students fill out the form too late or not at all, which causes a long process of manually inputting paper forms and some orders being counted wrong. To combat this, students will be required to fill out the Google Form before submitting their paper form and money to their teacher in future years. Another way to eliminate this problem is by completely transitioning to online orders only, as it would save us time and make processing orders quicker and easier, resulting in customers receiving their orders earlier.

3. EXPANDING ADVERTISING TO REACH A WIDER AUDIENCE



To increase coffee sales, our club needs to reach a larger audience. Our current target market consists of people connected to Camas School District students. To expand this in future years, our club could promote coffee by hanging up posters in local businesses. In addition, we could pre-sell coffee at community holiday festivals to reach a large market. Both ideas would rely on online sales, which are simpler for the customer and supplier to manage. Expanding into a new market not affiliated with Camas schools will allow us to generate more sales and grow awareness about Camas DECA in our community.

Overall, the Brewed for Success Campaign was an enormous success! Our team fulfilled our goal of supporting every student by subsidizing all competition transportation costs. We hope to continue expanding this project and its success in the years to come!

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