



Case Study Collection

FINANCE & ECONOMICS

Important note:

1. All student names and project names in this collection have been modified for privacy.
2. This collection represents student and project outcomes that can be attained when students are motivated, proactive and invested in their own progress. It should not be considered a baseline expectation for all student projects that result from LIL.
3. Some of these projects in this collection are achieved via 1:1 programs, which offer more personalized and focused attention.

24/25 App Season: LIL Alumni Admissions Results

From a cohort of 96 students who applied in this cycle

IVY LEAGUE + IVY ADJACENT

| | |
|----------------------------|-----------|
| Harvard University | 2 |
| Yale University | 4 |
| Princeton University | 1 |
| Dartmouth College | 1 |
| Cornell University | 6 |
| University of Pennsylvania | 3 |
| Columbia University | 3 |
| Stanford University | 4 |
| Duke University | 3 |
| TOTAL (about 28%) | 27 |

TOP 30

| | |
|-----------------------------------|------------|
| Johns Hopkins University | 4 |
| Northwestern University | 2 |
| Georgetown University | 1 |
| Carnegie Mellon University | 2 |
| University of Michigan | 7 |
| Georgia Tech | 6 |
| UC Berkely | 9 |
| University of Washington | 8 |
| UC Los Angeles | 11 |
| Emory University | 4 |
| New York University | 14 |
| Rice University | 5 |
| Tufts University | 1 |
| Washington University St Louis | 2 |
| Boston University | 7 |
| Purdue University | 3 |
| University of Southern California | 8 |
| UNC Chapel Hill | 8 |
| Vanderbilt University | 2 |
| UT Austin | 1 |
| TOTAL (about 108%) | 105 |

TOP UK

| | |
|----------------------------|----------|
| Cambridge University | 1 |
| University College London | 2 |
| London School of Economics | 1 |
| TOTAL (about 4%) | 4 |

TOP LIBERAL ARTS

| | |
|-------------------------|----------|
| Amherst College | 1 |
| Williams College | 1 |
| Swarthmore College | 1 |
| Babson College | 2 |
| TOTAL (about 5%) | 5 |

NON-US, NON-UK

| | |
|--------------------------------|----------|
| University of Sydney | 1 |
| University of British Columbia | 3 |
| Hong Kong University | 1 |
| University of Toronto | 2 |
| TOTAL (about 8%) | 7 |

TOP SPECIALTY SCHOOLS

| | |
|-------------------------------|----------|
| Rhode Island School of Design | 1 |
| Pratt Institute | 2 |
| Parsons School of Design | 1 |
| School of Visual Arts | 1 |
| TOTAL (about 5%) | 5 |



LIL Guarantee

- In the event that a project plan is not developed by week three of the Leadership Initiative Lab (LIL) program, a standardized project plan will be furnished.
- Should an individual not create a personalized task list with corresponding deadlines, a comprehensive task list and deadline schedule will be provided.
- Midpoint and final assessments will be conducted to ensure consistent progress monitoring, resulting in heightened counselor awareness of student participation in the LIL.
- A complimentary publicity package will be offered, including assistance with the creation of initial marketing materials and subsequent distribution via our Instagram platform and the Legacy Gazette.
- Standardized project team meeting templates will be available to instruct students in effective team management and meeting facilitation.

LIL Overview

- Approximately 400 students served, approximately 150 projects supported or incubated by LIL. Of these, approximately 80 are active projects.
- LIL Programs are now integrated into most IGP packages across all ages.
- LIL's growth in terms of program expansion - from 1 program in 2022 to 5 programs in 2025.

LIL Venture Fund

- Approximately 30 000 USD of funding (in USD) distributed - no strings attached - to support high school level student entrepreneurship.
- Approximately 60 projects awarded funding over 5 funding cycles.
- Offers in-house extracurricular opportunity for our students - become a Limited Partner of the LVF which boosts finance/economic/business type profiles

Research & Innovation Showcase (twice a year)

- Featuring student project work and research work at each Showcase.
- Approximately 45 student project work and research work thus far before an international audience.
- Offers in-house extracurricular opportunity for our students - become a member of the Showcase Planning Committee which boosts leadership and organizational elements across all profiles

LIL Speaker Series

- 3-4 installments yearly, featuring experts (from professional and academic domains) covering diverse areas

Legacy Gazette

- Full issues (alternating STEM and Humanities) every 2 months, featuring student work and classifieds sections full of extracurricular opportunities
- Classifieds updates every other month when we do not run full issues
- Offers in-house extracurricular opportunity for our students - join Legacy Gazette Editorial Team

LIL Club Fair

- Held annually in September, featuring all active projects across LIL network
- Designed to cater to time zones globally, over one full weekend, to facilitating connections, networking and project expansion
- Prize money also given out to winners at Club Fair

LIL Special Themed Conferences

- special platform for projects within specific domains to get featured before an international audience

- Biochem/BioTech conference
- Sino-American Economic Forum
- Youth Got Healthcare Conference

Jack & "FollowtheMoney - Learning How"

"FollowtheMoney - Learning How," initiated and led by Jack, with the support of the Leadership & Innovation Lab (LIL), was a project dedicated to providing financial literacy education to students. The project aimed to equip students with the necessary skills for informed and effective financial decision-making.

Challenges Faced

"FollowtheMoney - Learning How" addressed several key challenges:

- Reach and Awareness:** The project aimed to effectively reach the target audience (students) and raise awareness about the importance of financial literacy.
- Curriculum Development and Distribution:** The project needed to create engaging and effective financial literacy materials and distribute them successfully to chapter leaders.
- Chapter Leader Recruitment and Support:** The project aimed to attract, train, and support motivated high school students to serve as chapter leaders, ensuring consistency and quality across different chapters.
- Funding and Sustainability:** The project needed to secure funding to support the development of educational materials, outreach efforts, and organizational operations, ensuring long-term sustainability.
- Community Engagement:** The project aimed to organize and execute effective community outreach events to broaden the program's impact.

Jack's Project: Establishing Three "FollowtheMoney - Learning How" Chapters - LIL's Support

Jack initiated and led the project to establish the first three "FollowtheMoney - Learning How" chapters. The Leadership & Innovation Lab (LIL) provided critical support, enabling Jack to bring his vision to fruition.

- LIL's Support for Jack's Recruitment Strategies:**
 - Jack, with the LIL's guidance, developed targeted recruitment strategies to attract motivated high school students as chapter leaders. LIL provided resources for marketing, outreach, and access to their network, allowing Jack to effectively reach potential leaders. This support helped Jack increase the number of chapter leader applicants by 40%.

- LIL's Assistance in Jack's Training Programs:**

- The LIL collaborated with Jack to design and implement comprehensive training programs for the chapter leaders. They provided expertise in curriculum development, workshop facilitation, and peer mentorship, ensuring the leaders were well-prepared. LIL also provided the organizational expertise needed for the training, accommodating 20+ participants across 3 training sessions.

- LIL's Contribution to Jack's Resource Development and Sharing:**

- The LIL facilitated access to digital platforms and design tools, enabling Jack to create standardized resources and materials for the chapters. They also helped Jack establish a platform for resource sharing and collaboration among the chapter leaders, facilitating the exchange of materials among 15+ users.

- LIL's Role in Jack's Mentorship and Support:**

- The LIL facilitated Jack's mentorship and support efforts by providing access to expert networks and scheduling tools. They also offered logistical support for regular check-ins and troubleshooting sessions, ensuring Jack could effectively guide the chapter leaders through 10+ online meetings.

- LIL's Aid in Jack's Operational Framework:**

- The LIL provided advisory and technical assistance, enabling Jack to establish a scalable operational framework for the chapters. They offered expertise in data management, reporting, and process optimization, allowing Jack to create a system that could be easily replicated for future expansion, documented in a 20-page operations manual.

Accomplishments and Impact

"FollowtheMoney - Learning How" achieved significant accomplishments and impact:

- **Increased Financial Literacy:** The program successfully equipped 100+ students with essential financial literacy skills, empowering them to make sound financial decisions.
- **Expanded Reach:** "FollowtheMoney - Learning How" established a strong presence in 3 schools and communities, reaching a large number of students through its chapters and outreach events.
- **Active Chapter Network:** A network of 10+ well-trained and supported chapter leaders created a vibrant and impactful community of peer-to-peer financial education.

• **Sustainable Organization:** The project secured sustainable funding of 2400+ USD and developed efficient operational processes, ensuring its long-term viability and impact.

• **Positive Social Change:** By raising social consciousness and awareness about financial literacy, "FollowtheMoney - Learning How" contributed to positive social change, promoting financial well-being among individuals and communities.

Bob & Turning Tables Foundation

Bob founded the Turning Tables Foundation to address the critical lack of funding plaguing high school clubs. With the support of the Leadership & Innovation Lab (LIL), Bob transformed his vision into a functional foundation that empowers clubs through student-driven stock market investment.

Challenges Faced

Bob faced several significant challenges in establishing and operationalizing the Turning Tables Foundation:

- **Limited Club Funding:** The primary challenge was the severe lack of funding available to high school clubs, hindering their ability to participate in competitions and create valuable opportunities.
- **Financial Literacy and Investment Expertise:** Bob needed to acquire and apply practical knowledge of stock market investment, a complex field requiring specialized skills.
- **Foundation Setup:** Establishing a legitimate foundation, including legal and financial compliance, posed a significant hurdle.
- **Building Trust and Transparency:** Convincing clubs and potential donors of the foundation's viability and transparency required a solid operational framework.
- **Time Management:** Balancing academic responsibilities with the demands of running a foundation was a significant challenge for a high school student.

LIL's Role in Facilitating the Project

The Leadership & Innovation Lab (LIL) played a crucial role in helping Bob overcome these challenges:

- **Financial Literacy and Investment Guidance:** The LIL provided access to mentors and educational resources, helping Bob develop a strong foundation in stock market investment. This included hours of mentorship from financial professionals.
- **Foundation Development:** The LIL offered guidance on legal and financial compliance, assisting Bob in establishing the Turning Tables Foundation as a legitimate entity. LIL's legal counsel helped Bob navigate the incorporation process and secure 501(c)(3) status.
- **Operational Framework Development:** The LIL assisted in creating a transparent and accountable operational framework, ensuring trust and credibility with clubs and donors. LIL advisors helped Bob develop a detailed operational manual, including guidelines for fund allocation and reporting.

- **Strategic Planning and Networking:** The LIL facilitated strategic planning sessions and connected Bob with potential partners and mentors within the financial and philanthropic sectors. LIL's network enabled Bob to connect with 3+ key investors and 5+ potential club partners - these people eventually became keynote speakers and partners for events that Bob organized as part of his project.
- **Funding:** Bob was also awarded funding from the LIL Venture Fund, which contributed significantly to his funding for his project. LIL provided guidance on how to approach and negotiate with investors in an appropriate manner.
- **Project Management and Time Management:** The LIL helped Bob develop effective project management and time management skills, allowing him to balance his academic responsibilities with the foundation's demands. LIL provided time management workshops and tools, increasing Bob's productivity by 20%.

Ultimate Accomplishments

Through Bob's initiative and the LIL's support, the Turning Tables Foundation achieved significant accomplishments:

- **Established a Functional Investment Portfolio:** Bob successfully developed and managed an investment portfolio, generating profits for distribution to high school clubs. The portfolio achieved an average annual return of 15% under Bob's management.

- **Provided Funding to Multiple Clubs:** The foundation successfully distributed funds to 10+ high school clubs, enabling them to participate in competitions and create enriching opportunities.
- **Demonstrated Financial Literacy and Investment Skills:** Bob's successful management of the foundation showcased his ability to acquire and apply practical financial literacy and investment skills.
- **Created a Sustainable Funding Model:** The foundation established a sustainable funding model that can be replicated and expanded to support more clubs. The foundation secured \$3,000+ in funding within the first two years.
- **Empowered Student Engagement:** The project empowered student engagement in financial literacy and philanthropy, creating a positive impact on the school community. The foundation engaged 50+ students in financial literacy workshops and investment activities.
- **Created a Replicable Model:** The model created by Bob is able to be used by other schools, and the LIL has created documentation to help other students create similar programs.