Information Handbook
2004/2005

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I. Introduction
What is SAGE?

Welcome to the SAGE network!

Students for the Advancement of Global Entrepreneurship—SAGE—is an international network that links teams of secondary school students to nearby university students, business leaders and civic leaders. SAGE’s mission is:

To advance entrepreneurship education and community service-learning across the world, emphasizing ethical business practices, social responsibility, civic engagement and environmental awareness.

At the end of each year, all high school SAGE teams from a state (or region) compete in a “State SAGE Competition,” hosted by a college or university in that state who applies to International SAGE World Headquarters to be the “Regional SAGE Host.” Winners of the regional competition advance to the “National SAGE Competition,” and the winners of the national competition advance to the “SAGE World Cup.” State and national competitions take place between February and July each year. The National Champions advance to the SAGE World Cup in August.

Last year, there were 16 high schools in California with active SAGE teams with approximately 100 more high schools from across the globe. The Second Annual SAGE World Cup took place on May 20-23, 2004 in San Francisco; seven countries participated.

Results of the competition are as follows: Philippines, 1st place; Tajikistan, 2nd place; China, 3rd place; USA and Poland, tie for 4th place; South Africa, 6th place; Mexico, 7th place). The countries of Russia, Kazakhstan and Ukraine also identified national champions. This was an outstanding venue for all participants—high school students, college consultants, faculty, and business leaders—to learn from one another and to understand difference in business and education environments in different countries.

The Third Annual SAGE World Cup will take place in August 11-14, 2005, in San Francisco.
SAGE Philosophies

**Vision**
*Creating better futures through entrepreneurship education and community service.*

Note that the first word in our vision statement is *creating*—be it the creation of a new product, a new service or a better way of doing things. Entrepreneurs stimulate economic growth and improve standards of living through their creativity, innovation and hard work.

**Mission**
*To advance entrepreneurship education and community service-learning across the world, emphasizing ethical business practices, social responsibility, civic engagement and environmental awareness.*

Our mission contains the words “entrepreneur” and community service-learning.” These words seldom are used together, in a similar context. But SAGE does precisely this. Most successful entrepreneurs can relate to the following quote by George Gilder:

> “He casts aside his assurance of 40-hour weeks, leaves the safe cover of tenure and security...and charges across the perilous fields of change and opportunity. If he succeeds, his profits will come not from what he takes from his fellow citizens, but from the value they freely place on the gift of his imagination.”

Note the last part of Gilder’s quote. Entrepreneurs seek profits to be sure, and they are most pleased that the market economy values his output at a price greater than its cost. But there is more to entrepreneurship than profits and markets. As businessman and author Paul Hawken said in his 1993 book, *The Ecology of Commerce*:

> “The ultimate purpose of business is not, or should not be, simply to make money. Nor is it merely a system of making and selling things. The promise of business is to increase the general well-being of humankind through service, a creative invention and ethical philosophy.”

SAGE believes, as does Hawken, that a combination of entrepreneurship and community service can indeed increase the well-being of humankind.
Involvement
SAGE provides a new way of working with secondary schools, by involving college students and successful leaders from the private sector as the high school students complete their projects. SAGE participants strive to create better futures for people in their own communities and across the world. Active involvement is a key to progress, and we subscribe to the saying:

“People support what they help create.”

Teamwork
Small teams of SAGE students in each state or country roll up their sleeves and go to work. Can they really create better future for themselves and their community? Absolutely! We agree with Margaret Mead, who said:

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

Crossing Boundaries
SAGE cuts across boundaries between secondary education and higher education; between education and business; between business and government; and, most importantly, between countries. One of SAGE’s goals is give all participants a global perspective along with local insight. This goal is similar to the goals of major international corporations such as Unilever, who have coined the term ‘multicultural multilocal.’ As Unilever states on its web site:

“Being truly international, we have deep roots in many countries. By the very nature of our business we are an integral part of the societies in which we operate. Local companies are predominately run by local people in tune with their communities, who understand their needs and values—a truly ‘multinational multilocal’. Many of our brands have international appeal while others are leaders in local markets. It is our keen understanding of cultures and their markets that allows us to anticipate consumers’ needs and to provide them with what they need, when they need it.

Why Not?
SAGE’s vision and mission are based on a quote by Robert F. Kennedy, who said:

“There are those who look at things the way they are, and ask why…I dream of things that never were, and ask why not.”

SAGE asks, “Why not create better futures? Why not change the world?” And then we strive to do exactly that. SAGE is contributing to a multinational, multilocal world. Welcome to the SAGE team!
How does a high school join SAGE?

To participate in SAGE, a “team” of high school students from a high school is organized, and then this group must complete at least one entrepreneurship project and one community service during the academic year. The size of team can be as few as five or six members, all the way up to 40-50 members. SAGE in not a competitor for existing high school business organizations! Rather, SAGE is a new avenue to showcase your high school’s projects in front of influential leaders and to develop a direct connection to your nearby college.

In addition to completing an entrepreneurship project and a community service project, students are also judged on how well they integrated the following concepts into their activities:

- Global markets
- Civic engagement in a democracy, and
- Environmental awareness.

The high school SAGE team may be part of an existing class, such as an economics, accounting or general business class, or it can be an active student organization (e.g., FBLA, DECA, Junior Achievement, Rotary Interact, Virtual Enterprise, FFA, FHA-Hero, Skills USA, and Technology Student Association). The key to starting a team is to find an enthusiastic group of student leaders who are interested in entrepreneurship and community service, along with a teacher who is willing to encourage and support their participation in SAGE. Once a high school has decided to participate, the teacher must contact SAGE headquarters to notify us of its intent to compete.

There is no fee or cost to join the SAGE network.
Planning projects

Brainstorm about how various ideas might work for your team, or how existing projects may be tailored to meet the SAGE competition criteria. Discuss local economic issues that the team might address. A Business Advisory Board (BAB), faculty adviser, friends, parents and community leaders are all good resources to use when brainstorming ideas. Include college mentor(s) as much as possible in your project planning. Read the judging criteria to determine how your ideas can fit for competition.

Ideas for entrepreneurship/business projects by prior teams include starting a snack bar, creating a web consulting business, inventing a new product, selling Frisbee golf discs, and manufacturing jewelry and/or candles. Hint: writing a good business plan before beginning operations is a very wise move!

Funding activities

Be sure to obtain your secondary school’s approval before any fund raising activities are undertaken, and follow your school’s guidelines and regulations. Fund raising activities vary, from entrepreneurial efforts to bake sales and garage sales, or monetary or in-kind solicitations. Some teams get funds from Student Government. Your group will need to determine what works best.

It is much easier to obtain funding when you have specific projects in mind, and BAB members are much more likely to fund them if they are included in the planning and implementation of the projects.

Documenting activities

Take snapshots or videotapes of activities; keep copies of all media coverage, educational lesson plans, letters your group receives; and maintain a list of all projects completed with dates. These will be invaluable when you're preparing your annual report and competition presentation.
In completing their projects, we strongly encourage the high school SAGE team to work closely with a nearby community college or university. All colleges have active student organizations that receive credit for completing community service projects; some colleges even offer their students academic credit for completing “service-learning” projects.

We suggest that the high school students contact the dean of the nearest business college, or the director of their “community service-learning office.” The students should ask the dean or director if there are any student organizations that would be interested in becoming business consultants to their SAGE team. Example student organizations at the college level include the Marketing Association, the Finance Association, Human Resource and Management Association (HRMA), and Beta Alpha Psi (an honorary accounting and information systems society). Another outstanding student organization is called Students in Free Enterprise (SIFE). Like a high school SAGE team, a collegiate SIFE team recruits local business and civic leaders to evaluate the quality of their own community service projects. Indeed, SAGE makes for an outstanding SIFE project!

In order to give high school SAGE teams an extra incentive to seek out assistance from their nearby college, we have built in a SAGE judging criterion specifically for this purpose. The criterion reads:

In their projects, how effective were the students in utilizing at least one or two college “consultants/mentors” from a nearby college or university to help them identify, deliver, assess and present their projects?
Working with local business and civic leaders

We also strongly encourage the high school SAGE team work closely with local entrepreneurs, business and civic leaders. One of the best external resources for a SAGE team is its Business Advisory Board. As soon as possible, the SAGE students should actively recruit between 5-10 successful entrepreneurs, business executives, civic leaders and/or education leaders to serve on their BAB. Many of these people will admire your SAGE team for completing projects linking entrepreneurship and community service. When they learn about your mission and goals, most of them will enthusiastically share their expertise, their time and sometimes their financial resources.

Just as we do in asking SAGE teams to seek assistance from nearby colleges, we also provide SAGE teams an extra incentive to seek out assistance from local business leaders. Therefore, we have built in another SAGE judging criterion specifically for this purpose. The criterion reads:

*In their projects, how effective were the students in utilizing a Business Advisory Board (each team should have at least three active BAB members)*?
Why should you want to “do” SAGE?

If you are a student, you will:

- Do real work versus just completing class assignments, and have a hand in determining your own projects.
- Improve your community
- Meet business leaders
- Develop teamwork, leadership, time-management and communication skills
- Gain curriculum specific knowledge in a stimulating way
- Travel to state or regional competition between February 2005 and July 2005
- Meet other high school students from your part of the country when your team competes to determine which team has met the judging criteria the best
- Have the chance to compete for prize money
- Have the chance to travel to San Francisco to the USA SAGE Competition and World Cup in August 2005; there you will meet students from across the world!

Teachers will also see several benefits. First, because students complete projects during the year in anticipation of presenting the results orally and in writing at the end of the year, a pressure other than grades motivates them. Second, by encouraging students to participate in a friendly competition the quality of programs goes up from one year to another. Third, by providing high school students with the opportunity to showcase their best projects in front of peers and a panel of influential judges, under the direction and guidance of their college mentors/consultants, SAGE provides a formal link between high schools, colleges and business that is currently missing.

In other words, SAGE is filling an unmet need. Competition, business involvement, and mentorship are key.

In addition to the benefits listed above, a teacher will:

- Motivate students in a fun, competitive way
- Introduce students to an innovative form of project-based learning
- Integrate community service-learning into the classroom without much effort
- Establish a network of business and civic leaders
- Gain attention for the achievements of your students
- Travel to a state or regional SAGE competition
What are people saying about SAGE?

In addition to the number of students and quality of projects completed, additional evidence of success can be seen from a sampling of comments made by various participants:

Our SAGE team has been devoted to creating a better life for people around us. By carrying out a number of creative businesses, community and teaching projects, we have made an incredible difference. We have learned things that we wouldn’t be taught in a classroom. Putting ourselves into real world practice provides us a good opportunity to learn better about business, people and society. Thanks to SAGE, we are able to taste the fruits of our first business, while creating values, and learning the importance of giving back to society.

_China SAGE National Champion from Shanghai Kongjiang High School_

“We joined our efforts together to realize our ideas and dreams, to gain teamwork, leadership and communication skills, and to find our way to come up in the world. We had to overcome many difficulties, but we realized and implemented our projects through persistence and patience, along with the support of all those who are not indifferent to the young generation of Tajikistan. Our progress continues, and hard work is ahead of us…and this is just the beginning…”

_Tajikistan SAGE National Champion - Team of Lyceum No., Kayrakkum city_

“With assistance from our college mentors, our SAGE students are committed to the promotion of entrepreneurship and environmental awareness through exemplary education for life. SAGE provides our members with the opportunity to extend technical knowledge to real business pursuits. We have shown that young people can make a difference in our community.

_Philippines SAGE National Champion from Central Philippine University Development School, Iloilo City_

"SAGE is changing education by engaging the business community as well as the post-secondary educational community. As a teacher with a business background, I know this is the direction public education needs to go."

_From Diana Grippo, high school teacher from Menlo-Atherton High School Computer Academy, dianagrippo@yahoo.com. [Diana was a judge at the Global SAGE competition and she plans to start a SAGE team next year at her high school.]_
"I just wanted to personally thank you and your university students for a great day of competition. It was so AWESOME to be on the campus, get feedback from GREAT judges....My students felt connected to the presentations they watched. They have learned so much from the experience. Most of all I wanted to say thank you for making me feel welcome. It was hard this first go-round.... I am excited for next year- I all ready have made changes in my curriculum from the CONSTRUCTIVE feedback from the judges...... Great Job!"

From Lisa Parker, ROP/Business Teacher, Dixon High School, (707) 678-2391, lparker@dixonusd.org

"Thank you for the opportunity to participate in SAGE. My compliments to you on an outstanding contribution to the lives of the students who participated. You can count on my future support. In addition to the financial support, is there a SAGE team in the Bay Area next year, I would be delighted to be a business mentor to one or more high school teams."

Steven Basta, President and CEO, BioForm Medical, Inc., SAGE judge

At the SIFE USA National Competition in Kansas City, Missouri, on May 24-25, 2004, several business executives judged the SIFE team from Chico State. Here are some of their comments about SAGE:

- “Global SAGE is outstanding! What an accomplishment!”
- “Very strong communication of the institutions that support the global economy. These concepts are taught at the MBA level. Good job!”
- “SAGE is awesome! How can you neutralize the threat of cost prohibiting student’s participation?”
- “A lot of lives have been touched by your efforts – how does it feel to be a “Blessing” in the lives of others?”
- “SAGE shows tremendous results.”
- “Teaching the teacher is very important – until the teacher understands, it is impossible for them to effectively teach others. Global SAGE is a very effective project. Excellent work – you are carrying out some very worthwhile projects benefiting many people.”
- “Great programs! You are making a positive impact! Keep striving to reach more people with your message.”
- “SAGE program is great.”
• “Global SAGE is a winner!”

Based on the results of the national and international SAGE programs the past two years, we have received outstanding state and national attention this past year. Examples include:

| 1. George Lucas Educational Foundation – http://glef.org/businesslearning.html | Here, you will see a 10-minute video documentary, accompanied by an article titled, “Students Make a Business of Learning.” This article and video were launched in September 2003. |
| 3. TeenStartups.com – http://www.entrepreneur.com/mag/article/0_1539_310490_00.html | This website, owned and operated by Entrepreneur Media, contains an article titled, "Starting a Business the SAGE Way." This article was written in July 2003. |
| 4. Global Education Partnership – http://www.geponline.org/GEP%20News/International%20SIFE%20Champions.shtml | This article was written right after the Inaugural SAGE World Cup in Kansas City, Missouri, on May 13, 2003. It is titled, “Oakland Youth Entrepreneurs Win International Entrepreneurship Competition.” |
| 5. PPAS System - http://www.afterschool.org/search/online/story.cfm?submissionID=348&log=direct | SAGE has been nationally recognized as a featured program in the “Promising Practices in Afterschool System.” The PPAS System is an effort to find and share good things that go on in afterschool programs countrywide. Funded with support from the Charles Stewart Mott Foundation, it is one of approximately 100 practices that have been recognized as promising. The SAGE project is currently the “Featured Program” (until May 30, 2004). |
II. SAGE Judging Criteria
## SAGE Judging Criteria 2004-2005

**In their annual report and verbal presentation, how effective were the students in demonstrating that they:**

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<thead>
<tr>
<th>Points Possible</th>
<th>Points Awarded</th>
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<tbody>
<tr>
<td>(1) Completed at least one entrepreneurship project and/or one business-related project (e.g., a “virtual business”)? In completing such project(s), the students show that they have learned about entrepreneurship and business, and have been able to apply their knowledge and skills to plan and implement their project(s).</td>
<td>10</td>
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<tr>
<td>(2) Completed at least one community outreach project(s)? In completing such project(s), the students have shown that they understand the importance of social responsibility, and the ethic of “giving back.” An example would be a significant teaching project, whereby students have taught financial management skills to others, such as younger students or senior citizens (e.g., budgeting, time value of money, accounting, saving and investing)?</td>
<td>5</td>
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<tr>
<td>(3) Included at least one type of “global” component in their activities during the year (e.g., did students work with students or businesses from another country to import/export products; did they study how free markets work in an economy other than their own; did they study who are the key policymakers in a global economy?).</td>
<td>5</td>
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<td>(4) Understand the importance of civic engagement in a democratic society, and that each citizen can exercise their freedom by registering to vote and participating in public elections?</td>
<td>5</td>
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<tr>
<td>(5) Understand the importance of being responsible stewards of the environment in a free market economy?</td>
<td>5</td>
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**In their projects, how effective were the students in:**

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6) Utilizing at least one or two college “consultants/mentors” from a nearby college or university to help them identify, deliver, assess and present their projects?</td>
<td>5</td>
</tr>
<tr>
<td>(7) Utilizing a Business Advisory Board (each team should have at least three active BAB members, at least two of whom come from the private sector)?</td>
<td>5</td>
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<tr>
<td>(8) Utilizing mass media (e.g., newspapers, TV, radio, billboards, and newsletters)? Attach newspaper articles to the annual report.</td>
<td>5</td>
</tr>
<tr>
<td>(9) Measuring the results of their projects (e.g., pre- and post-test results; financial statements)?</td>
<td>5</td>
</tr>
</tbody>
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**TOTAL POSSIBLE POINTS** 50

Note: Each team should strive to maximize points based on its mission, goals and objectives. Not all teams will address all of the judging criteria, but the most competitive teams will likely address most (if not all) of them.
Interpretation of judging criteria

Criterion #1 – Entrepreneurship/Business Project (10 points)

*In their annual report and verbal presentation, how effective were the students in demonstrating that:* They completed at least one entrepreneurship project and/or one business-related project (e.g., a “virtual business”)? In completing such project(s), the students show that they have learned about entrepreneurship and business, and have been able to apply their knowledge and skills to plan and implement their project(s).

*Interpretation:* Some schools are allowed to complete real entrepreneurship projects, as part of their class projects or as part of co-curricular activities. Other schools are precluded from doing “real” business, so they must create a “virtual” business or a hypothetical business. In any case, students must show that they have applied their entrepreneurship knowledge to complete an actual or virtual business. Teams will be judged favorably if they have a completed, written business plan. They should also have a marketing plan (which may be part of the business plan) for their business enterprise. To show that they have successfully applied their knowledge and skills, the best SAGE teams will have a completed set of financial statements summarizing profits and losses for a period, and providing a balance sheet and perhaps even a cash flow statement.

*Sample Web Sites:*

http://www.sba.gov/starting_business/planning/basic.html
http://www.bplans.com/
http://www.businessplans.org/
http://www.entrepreneur.com/
http://www.mbemag.com/
http://www.entrepreneur-america.com/
http://www.gsb.stanford.edu/csi/SEDefinition.html
http://www.globalexchange.org/campaigns/

*Sample Projects*

Some high schools complete real business projects, such as running a food cart at noon hour, or selling concessions at athletic events. Other high schools create wonderful virtual businesses. We also know of another high school that has helped start a school newspaper. If your SAGE team already has a business going, you should update your business plan. If you are thinking about starting a new business, you should create a new business plan.
Criterion #2 – Community Service Project (5 points)

In their annual report and verbal presentation, how effective were the students in demonstrating that they completed at least one community outreach project? In completing such project(s), the students have shown that they understand the importance of social responsibility, and the ethic of “giving back.” An example would be a significant teaching project, whereby students have taught financial management skills to others, such as younger students or senior citizens (e.g., budgeting, time value of money, accounting, saving and investing)?

Interpretation: Just as citizens provide “the market” from which the entrepreneur derives his profits, the successful entrepreneur should provide fellow citizens with more than just the value of the goods and services from his business. SAGE teams must demonstrate that they understand the importance of being a good member of the community. One way to do this is to provide good jobs and good working conditions for others. But another way is to share time and resources for the betterment of the community. SAGE judges will be looking for ways that your students have shared their time and resources to better your community. Some high school teachers link community service to course objectives. When they do this, students are implementing a concept called “community service-learning.” Judges will favor community service projects that relate to some aspect of entrepreneurship or personal financial management.

Teaching others about entrepreneurship and personal money management is something judges will look favorably upon. Many teachers will tell you that they first gained a mastery of their subject when they had to explain concepts to others. Once your SAGE team has mastered entrepreneurial and other business skills, you can demonstrate your knowledge and skills by sharing them with others, such as grade school or middle school students.

Sample Web Sites

http://www.bizworld.org  
http://www.ncee.net/about  
http://www.nefe.org/pages/welcome.html  
http://www.nfte.com  
http://www.rochester.edu/pr/CDir/highschool.html  
http://www.calstate.edu/CSL  
http://www.usaweekend.com/diffday/index.html  
http://csf.colorado.edu/sl

Sample Projects

SAGE teams may consider completing one or two community outreach projects as part of National Make a Difference Day on Saturday, October 23, 2004 (note: if planned well, these projects can be entered as part of various special competitions). Go to the Make a Difference Day website (http://www.usaweekend.com/diffday/index.html) and type in
your zip code to see which projects are being conducted in your community that day. Examples include cleaning parks, feeding the homeless and removing graffiti. Sample projects related to business include: (1) Organize a Youth Entrepreneurship Camp for children ages 9-14, bringing children to your campus for a series of Saturday workshops; the last day of the workshop should give the students a chance to sell their goods or services; (2) teach children the BizWorld lesson plans (see first web site above); volunteer to teach computer skills at the local Boys and Girls Club; (3) help the Girl Scouts with a cookie marketing campaign; (4) teach senior citizens how to use the Internet.
Criterion #3 – Global Component (5 points)

In their annual report and verbal presentation, how effective were the students in demonstrating that: They included at least one type of “global” component in their activities during the year (e.g., did students work with students or businesses from another country to import/export products; did they study how free markets work in an economy other than their own; did they study who are the key policymakers in a global economy?).

Interpretation: This judging criterion is intentionally broad in scope and vague in specifics. In order to be successful in today’s business world, it is important that students interested in pursuing entrepreneurial ventures (or careers in business) be exposed to cultural practices different from their own. Also, it is important that they are aware of key policymaking organizations, such as the NAFTA, ASEAN, IMF, NAFTA, the World Bank, WTO and the European Union. One goal of the SAGE program is to build international linkages between education and business. Specifically, SAGE creates a network among domestic business, international business, higher education and secondary schools. It is vital for SAGE students to have ample opportunity to learn entrepreneurial skills, while at the same time learning how international trade directly affects many aspects of their lives (e.g., from purchasing decisions to career choices). But the subjects of entrepreneurship and international trade are not generally included in the high school or community college curriculum.

Judges will scrutinize a SAGE team based not only on its effectiveness but also on its creativity. For example, how well did the team incorporate a global dimension into existing projects? Or did they complete one or more separate projects specifically addressing an international business issue? Judges are looking for a demonstration of some type of deeper awareness and appreciation for conducting business in a market other than one’s own local market.

Sample Web Sites

Each policymaker has its own website. Do a “google” search and learn all about them.

Sample Projects

SAGE teams from different states or countries may want to work with each other in determining if there is a potential market for import/export products. Or students may want to devote a couple days to studying how free markets work in an economy other than their own. Also, a nice project would be an in-depth study of the roles and responsibilities of various policymakers in a global economy.
Criterion #4 - Civic Engagement (5 points)

In their annual report and verbal presentation, how effective were the students in demonstrating that: They understand the importance of civic engagement in a democratic society, and that each citizen can exercise their freedom by registering to vote and participating in public elections?

Interpretation: In order to be good citizens in a democracy, it is important that each person be educated and informed about the public issues affecting their professional and personal lives. It is also important that students understand the importance of their involvement in the larger community, and that those who benefit from democracy have a civic duty to “give back” to their communities. According to the Campus Compact website (http://www.compact.org/students): “This generation of students is more involved in public and community service than has been true for decades. Indeed, students are not passive or disengaged. They have an active interest in global equity and in local community-development issues. They have an extraordinary sensitivity to multicultural issues and the importance of learning how to work with those different from themselves. Those who are privileged are uncomfortable with that privilege, and many students actively seek to improve the conditions of others.” In completing their projects, SAGE teams should demonstrate their involvement in public and community service, and to show how their projects have instilled in them a greater sense of civic duty and responsibility. Some skills that students can acquire through civic engagement include political knowledge, public problem-solving, collective action and organizational skills.

Sample Web Sites

http://www.civicyouth.org/research/products/youth_index.htm
http://www.compact.org/students
http://www.civicmind.com
http://www.actionforchange.org/dialogues/defining.html

Sample Projects

(1) Do a web search and come up with at least three definitions for the term “civic engagement”; (2) some SAGE students may run for school office; (3) start an after-school program for children whose parents work; (4) do a fund raising campaign for a charity like the Make-a-Wish Foundation or the Okizu Foundation; (5) attend a city council meeting and give a report about what you learned to fellow SAGE students.
Criterion #5 - Environmental Stewardship (5 points)

*In their annual report and verbal presentation, how effective were the students in demonstrating that:* They understand the importance of being responsible stewards of the environment in a free market economy?

*Interpretation:* In a free market economy, producers of goods and services provide goods and services to consumers at the lowest possible prices. The concepts of supply and demand are at work here. In many cases, however, producers extract physical resources from the environment that can cause long-term damage to the environment, or they return harmful pollutants to the environment during or after production. Socially-responsible businesses adopt strategies that provide a balance between economic success and environmental sustainability/restoration. As businessman and author Paul Hawken said in his 1993 book, *The Ecology of Commerce*: “The ultimate purpose of business is not, or should not be, simply to make money. Nor is it merely a system of making and selling things. The promise of business is to increase the general well-being of humankind through service, a creative invention and ethical philosophy.” Hawken argues that businesses and policymakers need to work together to find an “ecological model of commerce” so that everything that is produced can be reclaimed, reused, or recycled. As business transactions increasingly move beyond local and national borders, companies must be careful to consider both the economic and ecologic effects of its activities on all stakeholders. SAGE judges will scrutinize your entrepreneurial and community service activities to determine how well you have considered, and learned, the importance of this fine balance between personal economic goals and ecologic stability in the global community.

*Sample Web Sites*

http://www.bsr.org
http://sustainer.org/research.html
http://www.ciesin.org/indicators/ESI

*Sample Projects*

Select up to five companies in your area; research their business model, and report on what each company is doing to protect the environment; read and report on books such as *The Ecology of Commerce*, by Paul Hawken; *The Mystery of Capital*, by Hernando de Soto; *The Lexus and the Olive Tree*, by Thomas Friedman; *Globalization and Its Discontents*, by Joseph Stiglitz; *Fast Food Nation*, by Eric Schlosser; *Cradle to Cradle: Remaking the Way We Make Things*, by William McDonough and Michael Braungart; *Plan B: Rescuing a Planet under Stress and a Civilization in Trouble*, by Lester R. Brown.
Criterion #6 - Utilizing College Mentors (5 points)

*In their projects, how effective were the students in:* Utilizing at least one or two college “mentors” from a nearby college or university to help them identify, deliver, assess and present their projects?

**Interpretation:** Each SAGE team should strive to work with older students enrolled at their nearest community college and/or university. The mission of almost all colleges and universities include a commitment to serving the educational, cultural and economic needs of their area. Many collegiate student organizations are given credit for delivering projects in the community, and K-12 students are a primary audience for these projects. Specific to the business discipline, there are many student organizations that are rewarded for community service work. Among these organizations are Beta Alpha Psi, the Marketing Association, Delta Sigma Pi and Students in Free Enterprise (SIFE). In documenting how a SAGE team has used their mentors, the team should explain what role the mentors played in helping them identify, deliver, assess and present their projects. The best mentors take on the role of coach and consultant to help the SAGE team achieve its goals.

**Sample Web Sites**

To determine if a nearby college is willing to provide mentors to your SAGE program, you should first determine if the college has a chapter involved in one of the following organizations: [http://www.marketingpower.com](http://www.marketingpower.com); [http://www.bap.org](http://www.bap.org); [http://www.dspnet.org](http://www.dspnet.org); [http://sife.org](http://sife.org). Visit the nearby college or university’s main web site, and click on student organizations.

Whether or not the college has an active chapter in any of these organizations, the high school SAGE adviser should contact the head of the business department or the “service-learning coordinator” and ask what student organizations are most involved in community service, and then arrange a meeting.

**Sample Projects**

When your SAGE team identifies its college mentors, the SAGE students should ask the mentor to review all nine of the judging criteria. Ask the mentors what classes they are enrolled in, and whether or not they have completed any projects at the college level that can be adapted by the SAGE team. Ask the mentors for their help in tailoring the college projects to the SAGE judging criteria.
Criterion #7 - Use of Business Advisory Board (5 points)

*In their projects, how effective were the students in:* Utilizing a Business Advisory Board (each team should have at least three active BAB members, at least two of whom come from the private sector)?

*Interpretation:* One of the best external resources for a SAGE team is its Business Advisory Board. As soon as possible, the SAGE students should actively recruit between 5-10 successful entrepreneurs, business executives, civic leaders and/or journalists to serve on their BAB. Many of these people will admire your SAGE team for completing projects linking entrepreneurship and community service. When they learn about your mission and goals, most of them will enthusiastically share their expertise, their time and sometimes their financial resources. SAGE judges will look beyond the financial resources, however, and determine if your BAB was instrumental in helping you deliver projects that have made a true impact in the lives of your SAGE students, and in the lives they have touched.

*Sample Web Sites*

Go to your town’s Chamber of Commerce website and/or pick up a membership list from the chamber’s office; also, visit their web site. Your adviser and team members should scan the list and identify between 5-10 business leaders/entrepreneurs whom you think would be interested in serving on the BAB. Also, invite the mayor, city council members, and members of the School Board and PTA to sit on your BAB.

*Sample Projects*

Your first project should be completed immediately after forming your SAGE team. Invite all prospective BAB members to a welcome reception at your school or at a local restaurant. Make a presentation to them about your goals and objectives. Also provide them a list of the nine SAGE judging criteria, and give them your ideas about how you think you team can best meet the criteria. Then ASK THEM their ideas. Your second project should be to schedule a strategic planning retreat, and invite them to help you out as you complete your projects.
Criterion #8 - Use of Media (5 points)

In their projects, how effective were the students in: Utilizing mass media (e.g., newspapers, TV, radio, billboards, and newsletters)? Attach newspaper articles to the annual report.

Interpretation: The purpose of this judging criterion is to encourage the SAGE team to utilize all media resources available in their community to advance their programs and to enhance the visibility of SAGE. One of the most effective ways to demonstrate the effectiveness of your programs is to utilize available media outlets to create awareness of your most outstanding projects. SAGE teams are encouraged to use local and regional newspapers, network television, local and regional radio, high school publications, SAGE newsletters, routinely updated web pages, billboards, fliers, display booths and bulletin boards. Some SAGE teams may even produce a documentary about your SAGE team’s activities and air it on public-access television. In meeting this criterion, SAGE teams should adhere to the following media language:

Reach: Estimated # of unduplicated or different households or persons that viewed a specific station at least once for five minutes during the average week for the reported period of time. For print media that equals circulation.

Frequency: The average # of times the unduplicated viewers (or readers) will be exposed to the schedule of spots.

Gross Impressions: The average # of persons that view (or read) at the time the spot is run multiplied by the number of times the spot or program is run.

Sample Web Sites

http://glef.org/businesslearning.html
http://www.entrepreneur.com/mag/article/0,1539,310490,00.html
http://glef.org/php/article.php?id=Art 1056
http://www.bayces.org/newsletter/april/apr_feature.htm
http://www.afterschool.org/search/online/story.cfm?submissionID=348
http://www.csuchico.edu/sage/press.html

Sample Projects

Recruit one or two SAGE students to be your “public relations” arm, and have them with your yearbook and journalism teachers on how to write a good press release. Develop a relationship with the business editor of the local newspaper. Always take good photos of your best projects, and include one or two photos with your press release.
Criterion #9 – Measuring Results (5 points)

In their projects, how effective were the students in: Measuring the results of their projects (e.g., pre- and post-test results; financial statements)?

Interpretation: It is very important that a SAGE team measures the results of its projects. Teams should strive to include an assessment component for each project. SAGE judges are aware that “what gets measured gets managed.” One important assessment technique is the traditional pre- and post-test to measure learning. For example, if your SAGE team teaches a group of middle school students about business and entrepreneurship, a pre-test should be given before delivering the lessons. After the lessons are taught, the same test should be given to determine if the younger students have improved their knowledge. Other assessment methods include “authentic assessment.” Authentic assessment involves the students in meaningful activities that require high order thinking skills and the coordination of a broad range of knowledge [Hart, 1994]. Summary written reports, oral presentations, reports from members of the community who have benefited from SAGE projects, and the number of organizations who desire the presence of high school SAGE students in their agencies represent examples of authentic assessment data.

Sample Web Sites

http://mailer.fsu.edu/~jflake/assess.html  
http://www.teachervision.com/lesson-plans/lesson-4911.html

Sample Projects: Ask a professor or teacher at a nearby college, who specializes in teacher preparation programs, to provide your SAGE team with an assessment workshop; have your own SAGE students conduct workshops for other students about any of the topics addressed by the SAGE criteria, but make sure to including a pre- and post-test
### Section I. Based on examination of their Annual Report and Verbal Presentation, to what degree did the student team demonstrate...

<table>
<thead>
<tr>
<th>Element</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
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</thead>
<tbody>
<tr>
<td>1. Entrepreneurship and Business Knowledge Applied to an Entrepreneurial or Business Project</td>
<td>Completed one or more entrepreneurial and/or business-related projects and demonstrate evidence that they have learned about entrepreneurship and business and applied that knowledge to plan and implement their project(s).</td>
<td>Completed one or more projects. Some knowledge of entrepreneurship and business was applied to the planning and implementation of their project(s).</td>
<td>A project was not completed, or knowledge of entrepreneurship and business skills was not applied to the planning and implementation of their project(s).</td>
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<td>10 9 8</td>
<td>7 6 5 4</td>
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**Comments:**

2. A Community Outreach Project

<table>
<thead>
<tr>
<th>High</th>
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<tbody>
<tr>
<td>Have demonstrated social and ethical responsibility in completing a community outreach project.</td>
<td>Have completed a community outreach project with a limited understanding of the concept of “giving back.”</td>
<td>Have not completed a community outreach project, or do not demonstrate understanding of the concept of “giving back.”</td>
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<td>5</td>
<td>4 3 2</td>
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**Points Possible** 10, **Points Awarded** 5
### Section I. Based on examination of their Annual Report and Verbal Presentation, to what degree did the student team demonstrate...

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<thead>
<tr>
<th>Element</th>
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<th>Points Possible</th>
<th>Points Awarded</th>
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<tbody>
<tr>
<td>3. A Global Dimension</td>
<td>Have demonstrated an extensive awareness and appreciation for conducting business in an international market (e.g., did students work with students or businesses from another country to import/export products; did they study how free markets work in an economy other than their own; did they study who are the key policymakers in a global economy?).</td>
<td>Addressed this criterion somewhat, but did not provide substantial details about how they are more aware and appreciative of how business operates in other countries.</td>
<td>Have not demonstrated even a modest awareness or appreciation for how business is conducted in an international market</td>
<td>5</td>
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<tr>
<td>4. Civic Engagement</td>
<td>Demonstrate an extensive understanding of principles of civic engagement in a democratic society (e.g., every citizen has the right to register to vote and may participate in public elections).</td>
<td>Limited understanding of principles of civic engagement (e.g., may understand that each citizen can exercise his/her right to vote; yet does not understand that a citizen also has right to choose not to participate).</td>
<td>Do not understand principles of civic engagement.</td>
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</table>
**Section I. Based on examination of their Annual Report and Verbal Presentation, to what degree did the student team demonstrate...**

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<thead>
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<th>Points Possible</th>
<th>Points Awarded</th>
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</thead>
<tbody>
<tr>
<td>5. Environmental Responsibility</td>
<td>Comments:</td>
<td></td>
<td>Fully understand the importance of being responsible stewards of the environment while enjoying the privileges of participating in a free market economy.</td>
<td>5</td>
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<td>General awareness of environmental issues as they apply to the business, yet does not understand principles of stewardship.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Do not understand, or did not address, how environmental issues apply to businesses in a free market economy.</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>6. Use of College Mentors</td>
<td>Comments:</td>
<td></td>
<td>Effective use of one or two college mentors to identify, deliver, assess, and present their project(s).</td>
<td>5</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Limited use of one or two college mentors to identify, deliver, assess, and present their project(s).</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Did not use college mentors</td>
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Comments:
### Section I. Based on examination of their Annual Report and Verbal Presentation, to what degree did the student team demonstrate...

<table>
<thead>
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<th>Low</th>
<th>Points Possible</th>
<th>Points Awarded</th>
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<tbody>
<tr>
<td>7. Use of Business Advisory Board</td>
<td>Effective use of “BAB” (Business Advisory Board) composed of a minimum of three active members. At least two of these BAB members should come from the private sector.</td>
<td>Limited use of BAB.</td>
<td>Failed to use a BAB, or failed to demonstrate active involvement of at least three BAB members.</td>
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<tr>
<td>8. Use of Media</td>
<td>Effective use of media in publicizing the results of projects, including but not limited to newspaper, television, radio, billboards, the Internet, newsletters, fliers</td>
<td>Limited use of media to publicize the results of projects</td>
<td>Failed to use media to publicize the results of projects</td>
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<tr>
<td>9. Measured Results</td>
<td>Effectively measured applicable results of project (e.g., when appropriate, conducted pre- and post-tests regarding results).</td>
<td>Limited, or inapplicable, measurement of project results.</td>
<td>Did not measure effectiveness of project.</td>
<td>5</td>
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<td>Comments:</td>
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</table>
III. Sample Projects
Sample SAGE Projects

The best place to get an idea of what kinds of projects SAGE teams complete, we urge you to take a look at some annual reports from the SAGE World Cup in 2004. You can find these annual reports at the following web site:

http://www.csuchico.edu/sage/worldcup.html

Here is a sampling of a few other projects.

Sacramento High School of Business, Sacramento, CA (USA SAGE Champion, 2004)

SAGE Cafè – The student-run cafè taught students how to run a business and deal with customers. The cafè provides food service for customers who attend basketball games and other events held in the gym.

Fremont Business Academy, Oakland, CA (SAGE World Cup Champion, 2003)

VITA – After being trained for tax preparation by business instructor Kevin McNulty, Voluntary Income Tax Assistance was provided by the Fremont SAGE team to a number of community members.

Kairakkum SAGE Team School #14, Kayrakkum City, Tajikistan (Tajikistan SAGE Champion, 2003)

Dove Project – In Tajikistan, many people love to take care of doves. But breeding thoroughbred doves requires certain knowledge and skills. Utilizing the experience and skills of members, the Kairakkum SAGE Team is engaged in breeding and selling of different thoroughbred doves.

Prywatne Liceum Ogólnokształcące Secondary School, Poznan, Poland (Poland SAGE Champion, 2003)

Multimedia Chronicle – This small business involved the creation of an innovative, multimedia yearbook, which chronicles the everyday life of school members in the IB-III class.
SAGE High School Students from Seven Countries Compete in Entrepreneurship “World Cup”: Philippines Scores Big

(Chico, CA) June 15, 2004 - Students for the Advancement of Global Entrepreneurship (SAGE) teams from the Philippines, Tajikistan and China won first, second and third place at the SAGE World Cup, an annual competition based on entrepreneurship and community service for high school students. The competition took place at the Hyatt Regency San Francisco Airport in Burlingame on Friday, May 21. The USA and Poland tied for fourth. Other teams competing included Mexico and South Africa.

SAGE is a non-profit organization active in a dozen countries in more than 100 high schools, up from just four countries last year. Throughout the school year, SAGE teams develop and implement entrepreneurial programs in their communities, grounded on the importance of community service, civic engagement and environmental awareness. At competition, teams are rated on their demonstration of these skills.

SAGE founder and director, Dr. Curtis DeBerg, is a professor at California State University, Chico. “Another unique part of this program links high school students to nearby university students who become their business consultants and coaches,” DeBerg said. “And when they showcase their projects to judges, each high school SAGE team is placed into a competitive league, comparable to athletic events.”

According to DeBerg, a common theme for all teams is that they created something from nothing. For example, the champion team from the Central Philippines University Development High School from Iloilo City, on the island of Panay, created new markets for an ethnic minority called the Aetas. The three-member presentation team of Michele Araneta, Julie Canete and Felcyd Dusaban explained how they helped the Aeta women identify and market their specialty handicrafts. They also aided the Aeta men produce cooking stoves that are 70% more efficient and environmentally friendly.

The Tajikistan team from School #14—Kayrakkum City placed second. One of their projects was called “Parrots,” where students started a business of breeding and selling “wavy parrots,” which the students recognized were in demand because of their bright green and orange colors. The business is currently earning $25 profit per month.

“Those of us in the U.S. may think of $25 as one trip to the ATM, but in Tajikistan this is 25% of the annual per capita gross domestic product,” DeBerg said.

“We had to overcome many difficulties, but we realized that we could implement our projects owing to insistence and patience. The SAGE program is wonderful, because it allows us to
showcase the talent and creativity of the young generation in Tajikistan,” said Dilbarkhon Madzhidova, faculty advisor.

The China team was represented by Kongjiang Senior High School in Shanghai, who sent a delegation of 15 students and advisers to San Francisco. “I am amazed by the China team. It’s clear that entrepreneurial drive is growing in China. This team runs a profitable eCommerce site selling flowers; explores consumer’s wants and needs; and teaches younger students how to invest in the stock market,” said Dr. Rick Hubbard, software engineering advisor and one of the judges. Hubbard added, “What a change from my 1960s High School years.”

Lili Qu, a college student from the Shanghai School of Science and Technology, and business adviser for the China team, said, “We have learned things that we wouldn’t be taught in the classroom. Putting ourselves into real world practice provides us a good opportunity to learn better about business, people and society. Thanks to SAGE, we are able to taste the fruits of our first business, while creating values and learning the importance of giving back to society.”

The Sacramento High School of Business represented the SAGE team from the United States, under the direction of the Chico State business students who are part of an organization called Students in Free Enterprise. The Sacramento students presented their most outstanding projects in a state-wide competition in Chico on March 27 and topped a field of 16 high schools.

The high school students were evaluated by a panel of 42 business, civic and education leaders ranging from the Silicon Valley, Los Angeles, China, Chile, Argentina and South Africa. Some of the businesses sending representatives to judge the projects include the Allstate Foundation, State Farm, Pepsi Bottling Group, Merrill Lynch, E & J Gallo Winery, Steltzner Vineyards, Petco, Finish Line, BioForm Medical, Inc. and SAP.

Another judge was Carlos Alfaro, Vice President of the Quality and Productivity Commission for the City of Los Angeles. “The SAGE program is paving the way for the next phase of our global economy, bringing together business and education leaders to promote socially-responsible entrepreneurship,” said Alfaro. “Being a judge has been a terrific experience for me. I would like to see more countries from Latin America involved.”

A third judge was Diana Grippo, a teacher at Menlo-Atherton High School Business Academy and formerly with Intel Corporation. Grippo plans to start a SAGE chapter at her school next year. “SAGE is going to change education by engaging the business community as well as the postsecondary education community. As a teacher with a business background, I know this is the direction public education needs to go.”

SAGE teams from Russia, Ukraine and Kazakhstan also participated this year, but were unable to send teams of the visa process. According to DeBerg, other countries plan to start SAGE teams next year. “I’ve had inquiries from Chile, Kyrgyzstan, El Salvador, Brazil, Jamaica, Egypt and Uzbekistan.”

The Third Annual SAGE World Cup is set for August 14-16, 2005 at the Hyatt Regency San Francisco Airport.
IV. SAGE Competitions
State and national competitions: An overview

High school SAGE teams will travel to a state (or regional) competition sometime between February and July, 2004 (dates and locations pending). The competition will be hosted by a university in your area. At the competition SAGE teams will be assigned to “leagues,” just like in athletic competitions. Each team will present the results of its project to a panel of judges. The SAGE team that is rated the highest is known as the State SAGE Champion.

Each team will make a 25-minute live presentation to a panel of business experts (5 minutes set up, 14 minutes oral presentation, 5 minutes for questions and answers and 1 minute for breakdown). This presentation will describe how their team’s projects met the nine judging criteria.

The winner of the state or regional competition advances to the National SAGE competition, which will be held in June, July or early August (in the USA, the National SAGE competition takes place immediately before the SAGE World Cup). The winner of the National SAGE competition advances to the Third Annual SAGE World Cup. Below is a schedule for the USA SAGE Competition and SAGE World Cup.

### USA SAGE Competition and Third Annual SAGE World Cup: August 2005

#### Tentative Itinerary

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday, August 6</td>
<td>Arrive Sacramento</td>
</tr>
<tr>
<td>Sunday, August 7</td>
<td>Recover; Travel to Chico</td>
</tr>
<tr>
<td>Monday, August 8-Wednesday, August 10</td>
<td>Entrepreneurship Education Workshops on the CSU, Chico campus</td>
</tr>
<tr>
<td>Thursday, August 11</td>
<td>Travel to San Francisco; SAGE Welcome Reception that evening</td>
</tr>
<tr>
<td>Friday, August 12</td>
<td>USA SAGE National Competition</td>
</tr>
<tr>
<td>Saturday, August 13</td>
<td>Third Annual SAGE World Cup</td>
</tr>
<tr>
<td>Sunday, August 14</td>
<td>Depart for home, or on California sight-seeing tour</td>
</tr>
</tbody>
</table>
The written annual report

The written report is the first impression the judges get of your year's work. Make your report easy to follow, and identify your activities with the appropriate judging criteria. Proof carefully for errors.

Please make sure the report is written in ENGLISH (suggestion: make sure someone who is very fluent in English proofreads and edits your report).

Written annual reports are limited to a total of four (4) printed pages on 8½ by 11 paper (or two pages front to back). If your team uses a cover or back page it will count as one of those four pages.

You may also attach copies of any newspaper coverage you receive from any of your projects or activities. It would be helpful for the growth and prestige of our organization if SAGE is mentioned in the article.

Please bring 40 copies of your team’s annual report to be handed out to the judges.

Samples of annual reports can be downloaded by going to:

http://www.csuchico.edu/sage/worldcup.html

The multimedia presentation

Competition presenters should write their own parts of the presentation so they are very familiar with the contents. Visual documentation should accompany the oral presentation. Presentations vary, with teams using slide projectors, video monitors, or computer presentations for visual documentation. You may want to ask the college mentors, your BAB, or your speech and drama teachers at your school to critique your presentation and make suggestions for improvement. Presentation team members need to be familiar with EVERY project.

For non-English speaking SAGE teams advancing to the SAGE World Cup, we urge you to make the presentation in English. However, if you choose to use your native language, we will allow as much time as needed in order for your college SAGE mentor or faculty adviser to translate your presentation into English.
Presentation details

Each SAGE team will be given a 30-minute time block at the competition. During the first five minutes teams will immediately distribute their written reports to the judges. While the judges are reading and scoring the annual reports, the team will set up their equipment, boot computers, etc. The team will then have 15 minutes to give their oral/audio-visual presentation, followed by a 5-minute mandatory question and answer period, and finally 5 minutes to take their equipment and exit the room.

Anyone may assist the team with set up or operation of audio-visual equipment. However, only the student team members may participate in the presentation or answer questions from the judges.

Presentation Equipment Provided by the Host University

1. one large screen and two extension cords
2. a visual projection system compatible with PCs (not MACs)

Every effort will be made by the host university to supply the proper computer equipment, but it is a wise idea to bring your own laptop and visual projection system to be on the safe side.

Practice time in practice rooms

Every effort will be made by the host university to allow SAGE teams to practice time in designated practice rooms. Teams should be respectful of other teams, and only remain in the room for 15 minute periods unless no other teams are waiting.

Equipment preparation

The 30-minute time block each team is given for their presentation is the only time they may do any setup in the competition room.

General Information

1. Except for the annual report (and media, if any), no handouts to judges or others are permitted.
2. If you are using PowerPoint or other presentation software, please save your presentation on a zip disk and/or CD, to be loaded onto the computer in the presentation room. Make sure your presentation file is PC compatible (not
3. Members of local TV, radio, or newspaper media have full access to all presentation rooms at any time. All teams should be prepared for the possibility of the media taking video or photos of their presentation.

---

**Judges: How SAGE competitions link students to business and civic leaders**

Through their competitions against other secondary schools, the SAGE competition offers a forum for student teams to present their projects to a panel of distinguished judges. These judges represent a cross-section of local leaders, including CEOs, entrepreneurs, policymakers, educators and the media.

SAGE business supporters (individuals, corporations, and foundations) provide financial support for the competitions, serve as judges and competition coordinators, and provide funds for prize money and trophies awarded to winning teams. SAGE is an all-inclusive student association, allowing for maximum participation from many existing or new secondary school organizations promoting business and economic literacy, with an emphasis on the development of communication, leadership and teamwork skills. SAGE headquarters does not charge fees of any kind to participating teams, and all materials provided to SIFE teams are free of charge.

Because of the skills acquired by SAGE students, SAGE donors actively recruit participants in SAGE for employment. Also, university and community colleges that have active SAGE teams in their areas actively recruit secondary school students who want to continue their SAGE experience in higher education.

---

**One SAGE team per high school**

A secondary school may have only one competing SAGE team. A secondary school with several groups within the school is encouraged to use the SAGE structure as one means by which to get them to collaborate with other organizations toward a common goal. Because many of these organizations share common goals, this is an ideal chance to learn how to work together, an essential career skill.
IV. A SUCCESSFUL MODEL:

CALIFORNIA SAGE
High school SAGE programs, and university hosts, are encouraged to use the California SAGE program as a working model to adapt to their local. The California SAGE host is the California State University, Chico SIFE team.

Below is the 2004-2005 Schedule of Events and Deadlines for California SAGE.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Deadline</th>
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</thead>
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| **By Friday, October 22, 2004** | • Secondary school faculty/staff adviser identifies a group of students who want to participate in the California SAGE program; the faculty member is known as a “SAGE Faculty Adviser”  
  • SAGE HQ arranges for each participating secondary school to receive one or two “SAGE College Mentors.” |
| Saturday, October 23, 2004 (National Make a Difference Day) | • Projects officially begin  
  • Schools may consider completing one or two community outreach projects as part of National Make a Difference Day (Note: if planned well, these projects can be entered as part of various special competitions.). You can register your project(s) at: [http://www.usaweekend.com/diffday/index.html](http://www.usaweekend.com/diffday/index.html). |
| Friday, February 25, 2005     | • Due at SAGE Headquarters - competition registration. Please include names of students, faculty, and visitors whom you expect to attend the April 2-3, 2005 California SAGE event. E-mail address: Asmith27@csuchico.edu |
| Friday, March 25, 2005        | • Optional: Special Competition entry deadlines for all Special Competitions. All entries must be postmarked by 5 pm on March 25. No exceptions! |
| Friday, April 1, 2005         | • Teams travel to California SAGE Regional Host University at CSU, Chico. Any team that wants to exhibit their programs or sell products and services can set up a booth in Acker Gymnasium from 4-7 pm.; students and mentors go to roller skating party from 6:30-10:30 pm; teachers and guests go to Sierra Nevada Brewing Company for welcome reception. |
| Saturday, April 2,            | • International Trade Fair booths open from Noon–3:30 pm. |
### 2005 ***

- Quarter-final round of judging: 9 am to 11:20 am. Each California SAGE team is assigned a 30-minute time slot, during which it will make an oral presentation before a panel of experts from the business, civic and university communities (each team brings 40 copies of its written annual report to CSU, Chico).
- Announcement of Quarter-Finalists at 12:00 noon in Acker Gym
- Semi-final round of judging: 1:15 pm to 2:45 pm.
- Announcement of Semi-Finalists at 3:00 pm in Acker Gym
- Final round of judging: 3:45 pm to 5:30 pm
- 6:30 pm to 9:00 pm – California SAGE Champion and Special Competition Awards Ceremony (Arroyo Room, just each of Collier Hardware on First Street, between Main St and Broadway)

### Thursday and Friday, August 11-12, 2005

- The California SAGE Champion will travel as guests of the Chico State SIFE team to compete at the SAGE World Cup competition in San Francisco. The SAGE World Cup competition will be held on August 13-13, 2004 in San Francisco.

*** The schedule is based on 40 high school teams competing in California. This is subject to change based on the final number of teams.
Overall Competition Awards

Last year, over $5,000 in prize money was awarded at the California SAGE Competition on March 26-27, 2004. This year, we also will be providing award money for the best teams; however, at the date of the publication of this handbook, we cannot specify the amounts of each prize (the prize money purse is contingent on corporate sponsorship).

The team that scores the highest total points according to the nine judging criteria will be named the California SAGE Champion. This team will:

1. Win prize money
2. Travel to the National SAGE Competition on August 11-12, 2005 as guests of the CSU, Chico SIFE team (limited to four presenters); this team will compete against other state SAGE champions to determine the USA SAGE Champion.
3. Have the opportunity to represent the United States as our country competes against other national champions as they vie for the title of the 2005 International Champion and SAGE World Cup Winner!

In California, we also plan to award prize money for the following nine, optional Special Competitions:

1. Best Entrepreneurship Project
2. Best Community Outreach Project
3. Best Global Project
4. Best Civic Engagement Project
5. Best Environmental Project
6. Best Use of College “Consultants/Mentors”
7. Best Use of Business Advisory Board
8. Best Use of Media
9. Best Multimedia Presentation

(Note: Other special competition may be created, based on sponsorship interest).
Special Competition No. 1: Best Entrepreneurship Project

**Purpose:** To encourage California SAGE teams to develop one or more creative, innovative and successful entrepreneurship projects.

**Criteria**

1. How creative and innovative were the students in identifying a market need and then profitably producing and marketing a product or service to fill that need? *This can be measured in profits, or evidence of prospective future profitability* (40 points)?

2. How detailed was the marketing plan in describing the Four P’s (20 points):
   - Product/Service
   - Pricing Strategy
   - Promotion/Marketing Strategy
   - Place (including Competition)

3. Based on evidence presented, likely is it that this business venture will be successful in the future (e.g., future orders, financing received from outside parties, testimonials, press received) (30 points)?

4. Did the team measure results accurately (e.g., financial statements)? (10 points)

**How to Enter—** Submit three (3) copies of an executive summary (two pages or less double-spaced) describing how your SAGE team met the four criteria above.

Submit one bound copy of the project in its entirety, including the executive summary and all documentation, to SAGE Headquarters at Chico State (see address on the first page of this document).

**Awards—** First, second and third place. Plaques to be awarded, plus prize money (to be determined).

**Entry Deadline—** Friday, March 25, 2005.
Special Competition No. 2:  
Best Community Outreach Project

**Purpose:** To encourage California SAGE teams to engage in one or more community outreach projects. One purpose of such projects is to help the students understand that, even in a free enterprise economy where individual creativity and ingenuity can lead to personal gains, each individual has a commitment to the larger community, and they should contribute to the well-being of the community.

**Criteria**

1. Did each project or projects have a clear statement of goals and objectives before they were undertaken?
2. How creative and innovative were the students in making a difference in their community by helping others less fortunate than they?
3. How many people were directly affected by these projects?
4. How well did the students utilize their media outlets to create awareness of this project and the importance of their intended message(s)?

**How to Enter**- Submit three (3) copies of an executive summary (two pages or less double-spaced) describing how your SAGE team met the four criteria above.

Submit one bound copy of the project in its entirety, including the executive summary and all documentation, to SAGE Headquarters at Chico State (see address on the first page of this document).

**Awards** – First, second and third place. Plaques to be awarded, plus prize money (to be determined).

**Entry Deadline** – Friday, March 25, 2005.
Special Competition No. 3: Best Global Project

**Purpose:** To encourage California SAGE teams to develop outstanding projects related to global business.

**Criteria:**

1. How effective, creative and innovative was the project(s) in giving participants a strong fundamental understanding of some aspect of global business? (80 points)

   *Note: Judges will scrutinize a SAGE team based not only on its effectiveness but also on its creativity. For example, how well did the team incorporate a global dimension into existing projects? Or did the team complete one or more separate projects specifically addressing an international business issue? Judges of this competition are looking for a demonstration of some type of deeper awareness and appreciation for conducting business in a market other than one’s own local market.*

2. How well did the students document the success of their programs, identify the number of people reached and the amount of knowledge retained by those who were reached? (20 points)

**How to Enter:** Submit three (3) copies of an executive summary (two pages or less double-spaced) describing how your SAGE team met the four criteria above.

Submit one bound copy of the project in its entirety, including the executive summary and all documentation, to SAGE Headquarters at Chico State (see address on the first page of this document).

**Awards—** First, second and third place. Plaques to be awarded, plus prize money (to be determined).

**Entry Deadline—** Friday, March 25, 2005.
Special Competition No. 4: Best Civic Engagement Project

**Purpose:** To encourage California SAGE teams to utilize all of their available resources to design one or more projects to illustrate the importance of civic engagement in a democratic society.

**Criteria:**

1. Did each project or projects have a clear statement of goals and objectives before they were undertaken?
2. How creative and innovative were the projects?
3. How many people were directly affected by these projects?
4. How well did the students utilize their media outlets to create awareness of this project and the importance of their intended message(s)?

**How to Enter** - Submit three (3) copies of an executive summary (two pages or less double-spaced) describing how your SAGE team met the four criteria above.

Submit one bound copy of the project in its entirety, including the executive summary and all documentation, to SAGE Headquarters at Chico State (see address on the first page of this document).

**Awards** – First, second and third place. Plaques to be awarded, plus prize money (to be determined).

**Entry Deadline** – Friday, March 25, 2005.
**Special Competition No. 5: Best Environmental Project**

**Purpose:** To encourage California SAGE teams to design one or more projects that instruct, inform, educate and persuade local civic and political leaders to act as responsible stewards of the environment in a free enterprise economy.

**Criteria:**

1. Did each project or projects have a clear statement of goals and objectives before they were undertaken?
2. How creative and innovative were the projects?
3. How many political and civic leaders did the project involve?
4. How well did the students utilize their media outlets to create awareness of this project and the importance of their intended message(s)?

**How to Enter:** Submit three (3) copies of an executive summary (two pages or less double-spaced) describing how your SAGE team met the four criteria above.

Submit one bound copy of the project in its entirety, including the executive summary and all documentation, to SAGE Headquarters at Chico State (see address on the first page of this document).

**Awards** – First, second and third place. Plaques to be awarded, plus prize money (to be determined).

**Entry Deadline** – Friday, March 25, 2005.
Special Competition No. 6:
Best Use of College Consultants/Mentors

**Purpose:** To encourage California SAGE teams to utilize all of their available resources to enhance the value of their projects. One such resource is a nearby community college or university. Institutions of higher education have students who are interested in working closely with your SAGE team. These students may be majoring in business, international studies, political science, journalism, social studies or almost any discipline.

**Criteria:**

(1) How well did the SAGE team use college students to help them plan, organize, and implement and assess their projects? (80 points)
(2) Approximately how many hours did college mentors assist your SAGE team? (20 points)

**How to Enter** - Submit three (3) copies of an executive summary (two pages or less double-spaced) describing how your SAGE team met the two criteria above.

Submit one bound copy of the project in its entirety, including the executive summary and all documentation, to SAGE Headquarters at Chico State (see address on the first page of this document).

**Awards** – First, second and third place. Plaques to be awarded, plus prize money (to be determined).

**Entry Deadline** – Friday, March 25, 2005.
Purpose: To encourage California SAGE teams to utilize all of their available resources to enhance the value of their projects. One such resource is an active Business Advisory Board (BAB).

Criteria:

1. How well did the students use their BAB members in planning, organizing and implementing their projects? (70 points)
2. How many BAB members actively participated? (10 points)
3. Approximately how many hours did BAB members assist your SAGE team? (10 points)
4. How diverse was your BAB board (e.g., types of businesses represented; ethnic diversity; gender diversity)? (10 points)

How to Enter- Submit three (3) copies of an executive summary (two pages or less double-spaced) describing how your SAGE team met the four criteria above.

Submit one bound copy of the project in its entirety, including the executive summary and all documentation, to SAGE Headquarters at Chico State (see address on the first page of this document).

Awards – First, second and third place. Plaques to be awarded, plus prize money (to be determined).

Entry Deadline – Friday, March 25, 2005.
Special Competition No. 8:  
Best Use of Media

**Purpose:** To encourage California SAGE teams to utilize all of their available resources to enhance the visibility of their best projects. One such resource is the media, which includes (but is not limited to) newspapers, radio, television, magazines, billboards, display booths, newsletters, fliers, brochures, bookmarks, and Internet publicity.

**Criteria:**

1. How well did the students use print media to publicize their best projects, and was SAGE mentioned? (40 points)
2. How well did the students use television and radio to publicize their best projects, and was SAGE mentioned? (40 points)
3. How well did the students use other media (e.g., billboards, display booths) to publicize their best projects, and was SAGE mentioned? (20 points)

**How to Enter**—Submit three (3) copies of an executive summary (two pages or less double-spaced) describing how your SAGE team met the three criteria above.

Submit one bound copy of the project in its entirety, including the executive summary and all documentation, to SAGE Headquarters at Chico State (see address on the first page of this document).

**Awards**—First, second and third place. Plaques to be awarded, plus prize money (to be determined).

**Entry Deadline**—Friday, March 25, 2005.
Special Competition No. 9: Best Multimedia Presentation

**Purpose:** To encourage Cal-High SIFE teams to develop outstanding live presentations when describing how their team has met the judging criteria.

*(Note: It is possible for a team to be judged more highly in the Overall California SAGE competition, but score lower on the effectiveness of their live, multimedia presentation.)*

**Criteria:**

1. Did all of the speakers present in a professional tone that wasn’t overly loud, showy, or ostentatious, or unduly soft and unenthusiastic? (20 points)
2. How clear were the images and graphics? (10 points)
3. How smooth were the transitions between speakers and slides/images? (10 points)
4. Was the overall sound properly calibrated? (10 points)
5. Was there humor in the presentation, and was the humor appropriate? (10 points)
6. Were the presenters professionally attired? (10 points)
7. Overall, how creative was the presentation itself? (10 points)
8. How effective was the team in answering judge’s questions? (20 points)

**How to Enter—** Make sure your team registers to compete in the Cal-High SIFE Competition by Friday, February 25, 2005.

**Awards—** First, second and third place. Plaques to be awarded, plus prize money (to be determined).

**Entry Deadline—** Friday, March 25, 2005.

Note: Business professionals and civic leaders will evaluate your live presentation at the same time they evaluate how your team met the nine SAGE judging criteria when you make your presentation on Saturday, April 2, 2004.
XI. Intent to Participate
Forms
SAGE High School “Intent to Compete”

___________________________ High School will form a California SAGE team and will participate in the California SAGE Competition on April 2-3, 2005.

Contact Information:

Address __________________
___________________________
___________________________

Phone (       ) _____________ (work)
Phone (       ) _____________ (cell)

Email: _____________________________

_____________________________________ ______________________________

Faculty Adviser (Signature)   Date

_____________________________________ ______________________________

California SAGE Project Leader  Date

Please complete this form and return to SAGE Headquarters:

a. By fax: 530.898.4970 (ATT: Allison Smith)
b. By email: ASmith37@mail.csuchico.edu
c. By surface mail:  Allison Smith
   SAGE (and SIFE) Headquarters
   College of Business
   California State University
   Chico, CA 95929-0011
Hosting a State or National Competition SAGE Competition

The first college or university in your state to apply, and be accepted, to be your state or country’s “host” campus will be designated the “State SAGE Host” or “Country SAGE Host.” Other SIFE teams from a region are also encouraged to participate by mentoring at least one high school in their area, and bringing them to the State or National SAGE competition sponsored by the host campus. If your college or university would like to host a State or National Competition, please complete the application below (Note: CSU, Chico is currently working to obtain a small amount of financing for your university to host a SAGE competition).

Application to Host a State or National SAGE Competition

Directions:

A. Complete all areas of the application.

B. Submit completed application to CSU, Chico SIFE by:

   I. Fax to (530)-898-4970, attention: Chico SIFE, or

   II. Email ASmith37@mail.csuchico.edu

   III. Post to:

   SAGE World Headquarters
   ATT: Allison Smith, SAGE Global Projects Director
   College of Business
   California State University
   Chico, CA 95929-0011

Please keep a copy for your records.
A. College/University Name: ________________________________________

B. Faculty Adviser (e.g., Sam Walton SIFE Fellow) (if any):___________

Postal Address:______________________________________________
______________________________________________
______________________________________________
______________________________________________

Email: ____________________________________________________

Work Phone: _______________________________________________
Cell Phone: _______________________________________________

C. Team Leader (e.g., SIFE President) (if any):

Postal Address: ______________________________________________
______________________________________________
______________________________________________
______________________________________________

Email: ____________________________________________________

Phone: ______________________________________________
Cell Phone: _______________________________________________

D. SIFE Project Leader (if any): _________________________________

Postal Address: ______________________________________________
______________________________________________
______________________________________________
______________________________________________

Phone: ______________________________________________
Cell Phone: _______________________________________________

E. Available team website: ________________________________
Team Statistics

a. Number of Years active in SIFE ________________________________

b. Number of active members expected to be involved with SIFE projects this year ________________

c. Estimated hours of involvement by SIFE students each year ________________

d. Number of Business Advisory Board Members ________________

e. Estimated hours of involvement by BAB each year ________________

Short questions

Please answer the following questions.

a. How did you hear about SAGE?

b. Before being contacted by CSU, Chico had you heard about the SAGE program?

c. What interests you most about the SAGE program?

d. Why do you want to be your state or country’s host for a SAGE competition?

e. Why should your team be your country’s host for a SAGE competition?

f. What kind of judges do you believe you would be able to attract from the business, civic and educational communities?

 g. What kind of media have you been able to procure in the past and intend to obtain for this project?
h. Do you currently work with an existing secondary school program?

i. Currently, about how many secondary schools are you in contact with?

j. How many secondary schools do you have in your immediate area?

k. On a scale of 1 to 10, how strongly do you feel that your team could plan and implement a SAGE Program in your state/country?

l. How strongly do you feel that your team could plan, fund and execute a SAGE competition in your state/region?