

SAGE

*A global community of teenage entrepreneurs
sharing a common purpose:
To make the world a better place*

Information Handbook for Advisers 2008/2009

Contact Information

Dr. Curtis L. DeBerg
SAGE Founder
College of Business
California State University
Chico, CA 95929-0011
Telephone: (530) 898-4824
FAX: (530) 898-4584
E-Mail: cdeberg@sageglobal.org
<http://sageglobal.org>

First Draft: September 7, 2008

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I. Introduction

"The solution to adult problems tomorrow depends on large measure upon how our children grow up today."

-- *Margaret Mead, American Anthropologist and Writer*

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 youth entrepreneurship and community service around 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, university or nonprofit organization in that state who applies to its National SAGE 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, in 2007-2008, approximately 300 high schools from 13 countries around the world participated in SAGE. The Sixth Annual SAGE World Cup took place on July 21-27, 2008 in Abuja, Nigeria.

Results of the competition are as follows: Nigeria - 1st place; Korea – 2nd place; United States of America – 3rd place; Singapore—4th place. Other countries participating in SAGE during the year included Philippines, Russia, Brazil, China, Ghana, South Africa, Tanzania, Uganda and Ukraine. SAGE is 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 Seventh Annual SAGE World Cup will take place in August 2009 in.....Brazil. To learn more about our host, please see:

<http://www.youtube.com/watch?v=VMRlv8Qf-r4>

<http://www.sagebrasil.org.br/>

<http://sageglobal.org>

<http://www.youtube.com/watch?v=1WJM6diyns&feature=related>

SAGE Judging Criteria 2008-2009

For a high school team to participate in a SAGE Tournament it should create and implement ventures, activities and projects that meet as many of the 10 SAGE Judging Criteria as possible.

<i>In their annual report and verbal presentation, how effective were the students in demonstrating that they:</i>	Pts.
(1) planned and operated at least <i>one new, commercial business</i> ; in doing so, the students showed that they <i>learned</i> about entrepreneurship and business, and were able to <i>apply</i> their knowledge and skills to plan and implement their business; the primary purpose of a commercial business is profit; a secondary purpose can be to solve a social problem.	10
(2) planned and operated at least <i>one continuing, commercial business</i> ; in doing so, the students showed that they <i>learned</i> about entrepreneurship and business, and were able to <i>apply</i> their knowledge and skills to plan and implement their business (Note: If this is a SAGE team's first year, it may "opt out" of this criterion and ask judges to weight Criterion (1) a total of 20 points).	10
(3) planned and operated at least <i>one new social venture</i> ; in doing so, the students showed that they <i>learned</i> about social entrepreneurship and socially-responsible business, and were able to <i>apply</i> their knowledge and skills to plan, implement and sustain their venture. The primary purpose of a social venture is to solve a social problem; a secondary purpose may be to make a profit. (Note 1: to earn the maximum points, SAGE USA teams must complete an action plan as an official Youth Venturer at http://www.genv.net/?tg=articles&topics=43).	10
(4) planned and operated at least <i>one continuing social venture</i> ; in doing so, the students showed that they <i>learned</i> about social entrepreneurship and socially-responsible business, and were able to <i>apply</i> their knowledge and skills to plan, implement and sustain their venture (Note: If this is a SAGE team's first year, it may "opt out" of this criterion and ask judges to weight Criterion (3) a total of 20 points).	10
(5) 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?).	10
(6) 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?	10
(7) Understand the importance of being responsible stewards of the environment in a market economy?	10
<i>In their projects, how effective were the students in:</i>	
(8) Utilizing their resources, including at least one or two "consultants/mentors" from a nearby college or university, and a Business Advisory Board (each team should have at least three active BAB members, at least two of whom come from the private sector) to help them identify, deliver, assess and present their projects?	10
(9) Utilizing mass media (e.g., newspapers, TV, radio, billboards, newsletters, a website devoted to SAGE)? Attach newspaper articles to the annual report.	10
(10) Measuring the results of their projects (e.g., pre- and post-tests; financial statements)?	10
TOTAL POSSIBLE POINTS	100

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. A team is encouraged to combine at least two of (1) through (5) above. For details explaining each criterion, please see “Interpretation of Judging Criteria” on the following pages. Judges will be presented with these interpretative guidelines before the competition, and will be urged to read them carefully. See <http://sageglobal.org> for ideas of successful ventures.

Here is a handy summary of these ten criteria:

1. New commercial enterprise
2. Continuing commercial enterprise (if the SAGE team is a veteran team)
3. New social enterprise
4. Continuing social enterprise (if the SAGE team is a veteran team)
5. Global component
6. Civic engagement
7. Environmental stewardship
8. Use of resources (university mentors and BAB)
9. Media
10. Measuring results

Why Do SAGE?

[P]eople who solve problems must somehow first arrive at the belief that they can solve problems. This belief does not emerge suddenly. The capacity to cause change grows in an individual over time as small-scale efforts lead gradually to larger ones. But the process needs a beginning—a story, an example, an early taste of success—something along the way helps a person form the belief that it is possible to make the world a better place. Those who act on that belief spread it to others. They are highly contagious. Their stories must be told.” (p. 282)

David Bornstein, *How to Change the World: Social Entrepreneurship and the Power of New Ideas* (Oxford University Press: 2004).

Students for the Advancement of Global Entrepreneurship—SAGE—helps high school-age youth form the belief that it is possible for them to make the world a better place, not only for themselves but for their fellow man. The SAGE experience begins with small-scale efforts by high school students, and provides them with an early taste of success. It also provides a stage where they can describe their successful business and social ventures to others. And for those students who are exceptionally creative and innovative, a national and world stage is offered.

SAGE provides an avenue by which their stories can be told. It provides a formula for education and economic reform that so far has proven to be successful; after four years, we are now beginning to show real results in how we have changed the lives of high school students, both for “star” high school students and mid-tier students.

SAGE gives *individual* student entrepreneurs the opportunity to present their business model, and market their goods or services, to leaders in their communities. SAGE also provides *group* entrepreneurs the same opportunity. And based on the businesses operated by prior year SAGE teams, we are seeing that many teams are now integrating business, community service, global interaction, civic engagement, and environmental stewardship into a single business. The more they are able to combine into a single business plan, the closer their business comes to the *ideal social venture*, the ultimate type of business for a better world.

At the end of the academic year, all individual and group entrepreneurs from a local high school or organization (e.g., Boys and Girls Club; After-School Learning Centers) will come together to form a presentation team representing their high school or organization. This SAGE team will present the results, both orally in writing, of their activities to a panel of influential leaders in the community. The team that does the best job of presenting their activities, according to the nine judging criteria, advances to the next level of competition (e.g., from local to state, or from state to national, or from national to global).

There are many benefits students, including:

<ul style="list-style-type: none"> do <i>real work</i> versus just completing class assignments, and have a hand in determining their own activities 	<ul style="list-style-type: none"> have the chance to <i>travel internationally</i> to participate in SAGE World Cup in August 2009; there they will meet students from around the world in Brazil!
<ul style="list-style-type: none"> <i>improve their community</i> directly and by setting an example for peers and adults; many of the projects address the Millennium Development Goals 	<ul style="list-style-type: none"> strengthen their <i>college applications</i>: extraordinary activities, letters of commendation, references
<ul style="list-style-type: none"> be encouraged to <i>think creatively</i> in developing and implementing solutions 	<ul style="list-style-type: none"> strengthen their <i>scholarship applications</i>: extraordinary activities, letters of commendation, references
<ul style="list-style-type: none"> meet and <i>network</i> with business, community, and civic leaders 	<ul style="list-style-type: none"> strengthen their <i>job applications</i> (if they choose not to continue with their business): business and leadership skills, letters of commendation, references
<ul style="list-style-type: none"> develop teamwork, leadership, time-management and communication <i>skills</i> 	<ul style="list-style-type: none"> show their <i>adult</i> abilities by assuming <i>adult</i> roles
<ul style="list-style-type: none"> gain curriculum specific <i>knowledge</i> in a stimulating way 	<ul style="list-style-type: none"> <i>help people in developing countries</i> by doing business with them (Millennium Development Goal #8)
<ul style="list-style-type: none"> <i>travel</i> to state, regional and possibly a national competition between February 2009 and July 2009 	<ul style="list-style-type: none"> perhaps be at the <i>forefront of an historic change</i> for a better world
<ul style="list-style-type: none"> <i>meet other high school students</i> from their part of the country when their team competes to determine which team has met the judging criteria the best 	<ul style="list-style-type: none"> perhaps <i>make money</i> for college
<ul style="list-style-type: none"> have the chance to <i>compete for prize money</i> 	<ul style="list-style-type: none"> perhaps earn <i>academic credit or extra credit</i>, for high school or college

Teachers will also see several benefits. First, because students complete activities during the year in anticipation of presenting the results orally and in writing at the end of the year, they have a motivation other than grades. 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 activities 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 activity-based learning
- Integrate community service-learning into the classroom
- Establish a network of business, civic and education leaders
- Gain attention for the achievements of your students
- Travel to a state or regional SAGE competition, and possibly the national and international competitions

Guiding Philosophies

SAGE is a global community of teenage entrepreneurs sharing a common purpose: to make the world a better place.

Vision

Creating better futures through business entrepreneurship, social entrepreneurship 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. Business entrepreneurs (i.e., “for-profit” entrepreneurs) stimulate economic growth and improve standards of living through their creativity, innovation and hard work. The value they add is measured by profits. Social entrepreneurs are also innovators, but their ideas often address major problems in their communities. The value they add is much harder to measure, but the problems they address are often much more difficult to solve.

Mission

To advance youth entrepreneurship and community service around the world, emphasizing ethical business practices, social responsibility, civic engagement and environmental awareness.

The first part of our mission contains the words “entrepreneurship” and community service.” We believe that all “for-profit” entrepreneurs should return some of these profits back to the community, because it is the community that provides the market for the entrepreneur’s goods and services.

Making a profit is of the utmost importance for entrepreneurs to stay in business. However, some business entrepreneurs explicitly build community service and environmental protections into their business models. These entrepreneurs understand that they have a *social responsibility* to improve their communities while making profits, and rather than focus solely on “single bottom line” profits, these people focus on the “triple bottom line”—profits, people and planet.

Finally, in some cases, social impact is the entrepreneur’s main mission. These people are called social entrepreneurs, and while their main goal is to solve a social problem, they also understand that they need to make a profit in order to keep their social businesses going. One of SAGE’s greatest supporters, Mr. Jerr Boschee, described this well in his book called, *Migrating from Innovation to Entrepreneurship* (2006). On page 12, he says, "Without self-generated revenue, NGOs remain forever dependent on the generosity of others, and that is a risk that social entrepreneurs are unwilling to take. They are passionately committed to their mission—but they

are just as passionately committed to becoming financially sustainable or self-sufficient *in order to do more mission!*"

A social entrepreneur's business model should, ideally, contain both a profit and non-profit element. The profit-seeking element of the business model may be secondary (e.g., selling T-shirts and coffee mugs to raise awareness of the social cause), these profits are reinvested in the main, nonprofit operating activity (e.g., alleviating poverty; providing healthcare; fighting for the rights for the disabled; providing electricity to remote villages; implementing new education methods and technologies into schools).

Social entrepreneurship is a relatively new term that has only been used for the past 30 years or so, and while many people have differences about the definition of social entrepreneurship, most do agree that social entrepreneurs are those people who start enterprises that may or may not be profit-driven, but whose primary mission is driven by creating solutions to societal problems.

Both business and social 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 activities. 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.

How Does a High School or Organization Join SAGE?

To participate in SAGE, a “team” of students from a high school is organized. If a high school has “small learning communities” or other internal divisions, then it is permissible to have one team per division. Moreover, if students from more than one high school wish to come together as one team, such as a Keystone group from the Boys & Girls Cub, that is also permissible.

As mentioned above, a new SAGE team must complete at least (1) one *new* entrepreneurship activity and (2) one *new* social venture. “Veteran” SAGE teams must also improve upon at least (1) one *continuing* entrepreneurship activity and (2) one *continuing* social venture from a prior year. The size of the team can be as few as five members and as many as the entire high school.

In addition to completing both commercial and social entrepreneurship ventures, students are 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, general business or Virtual Enterprise class, or it can be an active student organization (e.g., Student Government, FBLA, DECA, Junior Achievement, Rotary Interact, Virtual Enterprise, FFA, FHA-Hero, Skills USA, Technology Student Association). SAGE is not a competitor for existing high school business organizations, and it does not advocate any one curriculum over another; however, we do *recommend* certain entrepreneurship programs that are widely-known and respected, such as the National Foundation for Teaching Entrepreneurship—NFTE—curriculum (see <http://nfte.com> and Junior Achievements Company Program <http://www.ja.org/>). SAGE is an exciting new avenue to showcase the activities completed by the high school SAGE students in front of influential leaders and to develop a direct connection to your nearby college through the SAGE mentor/consultant criterion.

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 who becomes the adviser contacts the SAGE state or country coordinator to notify them of their intent to participate.

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

Note: Some entrepreneurial youth prefer to work alone, and we invite them, too, into SAGE. However, such students must be official members of the SAGE team in their school or organization. This way, the individual student will have the opportunity to showcase his or her personal business venture to a panel of influential judges, but they must do so as part of the

collective team effort. In other words, the SAGE team is encouraged to include individual efforts as part of the entire group effort.

To indicate their intention to compete, a SAGE team or club must notify their state or country SAGE coordinator at least two months before competition.

The SAGE Bank – *A Micro enterprise Lending Institution for Business Entrepreneurs*

For all non-USASAGE teams, SAGE HQ will provide SAGE BUSINESS LOANS of up to \$250 to *SAGE teams* to help with their best business startup. The loan application is downloadable from the SAGE web site. Note that the loan application must be accompanied by a business plan according to the template provided. A maximum of five team loans will be provided per country.

Youth Venture Seed Capital– *Investing in Young Change Makers*

Also, for all USA SAGE teams, we encourage SAGE student teams to apply for SAGE-YOUTH VENTURE SEED CAPITAL grants in an amount up to \$1,000 (see <http://www.genv.org> for details).

Specifically, YV and SAGE agree to work together to support young people (ages 12-20) served by SAGE in creating, launching, and leading sustainable community-benefiting organizations. The collaboration will begin with a pilot program that will support an anticipated total of 80 teams as “SAGE Youth Venturers” during the period October 1, 2008 to August 31, 2009. YV will work with SAGE on an ongoing basis to deliver the necessary support and programmatic elements critical to programmatic success.

What is Youth Venture? – YV strives to reach and support any young person nationwide who has a dream about how to make a difference, and the dedication to make it happen. YV provides access to a variety of resources including: a national network of like-minded young people, media opportunities and up to \$1,000 in seed capital needed to launch their organizations. It helps to empower young people ages 12-20 by providing them all the tools necessary to create civic-minded organizations, clubs or businesses. A venture can be any youth-created, youth-led organization designed to provide a positive lasting benefit in a school, neighborhood, or large community. [It should be noted that students in Brazil, France, Germany, Spain, Argentina, Canada and Belgium are also eligible for YV grants.]

The YV/SAGE Partnership – SAGE sees YV as an ideal partner. Since 1996, YV has launched over 650 teams across the US, involving an estimated 16,000 young people as founders, leaders, staff and participants. YV’s goals are congruent with SAGE’s goals: we both want to redefine the role of young people in society as able leaders of social change. Together, SAGE and YV have a four-part collaboration mission to:

1. Enable SAGE to provide opportunities for youth who are served by SAGE directly, or who are part of the communities served by SAGE (collectively referred to as “SAGE Youth”), to develop team building and leadership *skills by launching their own community-minded club, organization, or business, or new initiative existing within the group.*
2. Provide USA SAGE Youth selected as “SAGE Youth Venturers” with a portfolio of specialized tools and services designed to support their community-minded entrepreneurship ventures, and designed to assure SAGE Youth of ongoing development opportunities resulting from their status as Youth Venturers.
3. Launch SAGE USA Youth Venturers on a lifelong path toward leadership and social entrepreneurship that will help young people grow to be healthy, resilient, and caring members of their community.
4. Enable the overall participants of the SAGE network to recognize and understand the effect of their youth even more concretely, and to help propagate a vision of the world in which society recognizes, and young people commonly demonstrate, that youth have the ability to bring about lasting, positive change in their communities.

As a program partner, YV will provide SAGE with information, materials, and consulting services that assist SAGE in the development, refinement, enhancement, and expansion of a YV collaboration. To apply for USA SAGE Youth Venture seed capital, a SAGE team (or students within a team) can fill out an application at

<http://www.youthventure.org/index.php?tg=articles&idx=articles&topics=43>

Alternatively, the USA SAGE-Youth Venture team can complete a hard copy of the application contained in Appendix D of this handbook.

The Arthur Boschee and Evelyn Ball International Award for Social Enterprise

Mr. Jerr Boschee, Founder and Executive Director of The Institute for Social Entrepreneurs (www.socialent.org), has established and will serve as the lead judge for three special awards to be presented at the International SAGE competition each year. During 2009, the prize money associated with the award will be donated by Mr. Boschee and his wife, Linda Ball; by Mr. Boschee's brother, Ken Boschee, and his wife Jean; and by Jerr Boschee's long-time friend, Christopher Klose, and his wife Claudine.

1. The awards will be given to the three national winners competing in the International SAGE competition that have successfully developed and launched business ventures that best integrate social and financial objectives.
2. The International Award has been established in memory of Jerr and Ken Boschee's father, Arthur Boschee, and in memory of Linda Ball's mother, Evelyn Ball. Arthur Boschee (1910-2000) and Evelyn Ball (1910-1993) were both successful small business entrepreneurs who took significant risks while building their businesses and had an abiding concern for the welfare of others.
3. Each school year, all secondary schools eligible to compete in SAGE competitions around the world will be notified no later than October 1 that the awards will be presented at the next summer's international competition.
4. Jerr Boschee will consult with all the other judges at the International competition before selecting the three winners, but the final decision will rest with him and any other members of the Boschee and Ball families in attendance.
5. The initial awards will be as follows:
 - US \$2,000 for the first-place team
 - US \$1,000 for the second-place team
 - US \$ 500 for the third-place team

The prize money must be used by the winning teams to defray the expenses associated with attending the international competition and/or be invested in their business ventures.

6. The three winning teams will also receive plaques to be displayed in their schools, and the first-place team will have its name inscribed on a permanent trophy that will be displayed at each International competition.
7. The three winning teams will be featured on the web sites maintained by SAGE and by The Institute for Social Entrepreneurs. A press release announcing their selection and describing their business ventures will also be sent to other print and electronic publications.

The Grossman Family International SAGE Award for Environmental Stewardship

*The Grossman Family (Ken Grossman and Katie Gonser of Chico, CA)
has established three special awards
to be presented at the International SAGE competition each year.*

1. The awards will be given to the three national winners competing in the International SAGE competition that have successfully developed and launched business ventures that best integrate social and financial objectives.
2. Each school year, all secondary schools eligible to compete in SAGE competitions around the world will be notified no later than October 1 that the awards will be presented at the next summer's international competition.
3. SAGE World Cup judges will select the top three awards.
4. The initial awards will be as follows:
 - US \$2,000 for the first-place team
 - US \$1,000 for the second-place team
 - US \$ 500 for the third-place team
5. The prize money must be used by the winning teams to defray the expenses associated with attending the international competition and/or be invested in their business ventures.
6. The three winning teams will also receive plaques to be displayed in their schools, and the first-place team will have its name inscribed on a permanent trophy that will be displayed at each International competition.
7. The three winning teams will be featured on the web sites maintained by SAGE. A press release announcing their selection and describing their environmental ventures will also be sent to other print and electronic publications.
8. SAGE judges will scrutinize each team's entrepreneurial and community service activities to determine how well they have considered, and learned, the importance of the fine balance between personal economic goals and ecologic stability in the global community. Judges will base their decisions on the following criteria:

Criteria:

1. Did each activity or activities have a clear statement of goals and objectives before they were undertaken? (30 points)
2. How creative and innovative were the activities? (30 points)
3. How sustainable are the activities? (30) *
4. How did they measure social impact? (5 points)
5. How well did the students utilize their media outlets to create awareness of this activity and the importance of their intended message(s)? (5 points)

* A note on sustainability: The best definition we have found for sustainability comes from a book by Andrew W. Savitz called *The Triple Bottom Line: How Today's Best-Run Companies Are Achieving Economic, Social And Environmental Success—An How You Can Too*. Savitz describes a sustainable business as one that “creates profit for its shareholders while protecting the environment and improving the lives of those with whom it interacts” (2006, page x). So, any business that makes a profit (i.e., the financial bottom line), improves the lives of those in their community (i.e., the social bottom line), and protects the environment (i.e., the environmental bottom line) is a sustainable business. This definition is best applied to individual businesses. Sustainable businesses have the best chance to remain in business in the long-term.

The SAGE International Awards for Best Social Enterprises Addressing the UN Millennium Development Goals (MDGs)

*The SAGEGLOBAL Home Office
has established eight special awards
to be presented at the SAGE World Cup competition in 2009.*

Did you know that more than one billion people around the world still survive on less than one US Dollar per day? Extreme poverty is a fact of life for more than 1 in 7 people on our planet, and youth have the creativity, drive and ingenuity to do something about this woeful statistic. In order to encourage high school SAGE teams to design social enterprises targeting the MDGs, we have created eight new special awards corresponding with each individual Millennium Development Goal (MDG).

On September 8, 2000, the United Nations General Assembly passed resolution 55/2 called the Millennium Declaration, which outlined eight Millennium Development Goals (MDGs) to be met by 2015. These goals are:

• Goal 1: Eradicate extreme poverty and hunger
• Goal 2: Achieve universal primary education
• Goal 3: Promote gender equality and empower women
• Goal 4: Reduce child mortality
• Goal 5: Improve maternal health
• Goal 6: Combat HIV/AIDS, malaria and other diseases
• Goal 7: Ensure environmental sustainability
• Goal 8: Develop a global partnership for development

Kofi Annan, who was the Secretary-General of the UN at the time the MDGs were announced, said that these goals can be achieved, however, “only if we break with business as usual.”

Through these eight special competitions, we encourage all SAGE teams to create business and social ventures that address the MDGs. Our philosophy here is that social entrepreneurs must be as resolute and focused in the area of human development as free market entrepreneurs and capitalists are in the area of wealth development.

1. One award will be given for each of the eight goals to a SAGE team participating in the SAGE World Cup competition; the team must have successfully developed and launched a business and/or social venture that best meets the targeted MDG Goal.

2. SAGE World Cup judges will select the top award in each category.
3. The award for each category is as follows: \$100 for the first-place team and \$50 for the second place team.
4. The prize money must be used by the winning teams to defray the expenses associated with attending the international competition and/or be invested in their business ventures.
5. The two winning teams will also receive certificates to be displayed in their schools.
6. The two winning teams will be featured on the web sites maintained by SAGE. A press release announcing their selection and describing their MDG ventures will also be sent to other print and electronic publications.

Judges will base their decisions on the following criteria:

1. Did the team clearly indicate which MDG they are targeting by their project/activity/venture? (10 points)
2. Did the project have a clear statement of goals and objectives before they were undertaken? (20 points)
3. How creative and innovative was the project? (20 points)
4. How sustainable is the project? (20) *
5. How did the SAGE team measure social impact? (20 points)
6. How well did the students utilize their media outlets to create awareness of this activity and the importance of their intended message(s)? (10 points)

To learn more about the MDGs, and also to see examples of the kinds of projects that youth are doing to address the MDGs, please download “Only With Your Voice: MDG Youth Action Guide” at http://www.millenniumcampaign.org/atf/cf/%7BD15FF017-0467-419B-823E-D6659E0CCD39%7D/EN_ACTION_GUIDE.PDF.

This guide was created by young people, and they have offered it to anyone who wants to make the world a better place or link up with movements already happening in their country.

Planning a Business

Brainstorm about how various ideas might work for your team, or how existing activities 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 mentors as much as possible in your business planning. Read the judging criteria to determine how your ideas can fit in the competition.

There are so many business ideas that can be pursued by entrepreneurs today, especially with issues such as global warming, high cost of fossil fuel, carbon emissions, landfills filling up with harmful plastic bags and obsolete high-tech equipment, and...the list goes on and on. Now is an ideal time for youth to use their school learning to explore ways to find a market niche by creating businesses that consider alternative energy, alternative transportation, alternative consumption patterns and new ways to re-cycle. SAGE gives high schools an outlet for their creative business ideas!

You can find many examples of SAGE businesses by reviewing the annual reports from SAGE teams that participated in the Sixth SAGE World Cup in Abuja, Nigeria in July 2008.

Ideas for businesses by prior teams include starting a health food snack bar, conducting energy audits, manufacturing designer bags, 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! There are outstanding examples on the Internet; also, your school may already be offering the learning materials provided by the National Foundation for Teaching Entrepreneurship (NFTE—see <http://www.nfte.org>), Junior Achievement (see <http://www.ja.org>) or Virtual Enterprise, International (<http://www.virtualenterprise.org/>).

Also, as we noted above, we have now added eight new global special competitions. We encourage all SAGE teams to create business and social ventures that address the Millennium Development Goals.

Funding Activities

Be sure to obtain your school's approval before any fundraising is undertaken, and follow your school's guidelines and regulations. Fundraising activities vary, from entrepreneurial efforts to bake sales and garage sales to monetary or in-kind solicitations. Some teams get funds from student government. Your team will need to determine what works best.

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

Also, don't forget about the SAGE-YV grants of up to \$1,000. Appendix D contains a copy of the grant application. You can also find out more details at <http://sageglobal.org> and <http://www.genv.org>

Also, Appendix A contains a successful grant proposal submitted by USA SAGE Headquarters to the foundation of a major U.S. company. You may use this proposal as a template in seeking funding from companies or foundations in your area.

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 activities completed with dates. These will be invaluable when your SAGE team prepares its annual report and verbal presentation. See the SAGE web site for examples of Annual Reports from the 2008 SAGE World Cup teams.

Working With a Nearby College and Local Business Leaders

In completing its activities, a high school SAGE team is encouraged to work closely with a nearby community college or university. All colleges have active student organizations that receive credit for completing community service; some colleges even offer their students academic credit for completing “service-learning.”

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, Delta Sigma Pi, the Finance Association, Human Resource and Management Association (HRMA), SIFE, and Beta Alpha Psi (an honorary accounting and information systems society).

While SAGE strongly encourages a team to seek and enlist local college students, there is a fallback if college students are not available: SAGE has consultants and mentors available by e-mail. Contact SAGE for more information.

Similarly, we strongly encourage that high school SAGE team work closely with local entrepreneurs, business and civic leaders. One of the best resources for a SAGE team is its Business Advisory Board (“BAB”). 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 activities 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.

Judging criterion #8 explicitly rewards teams for utilizing university students and a BAB as resources. The criterion reads:

In their projects, how effective were the students in:

Utilizing their resources, including at least one or two “consultants/mentors” from a nearby college or university, and a Business Advisory Board (each team should have at least three active BAB members, at least two of whom come from the private sector) to help them identify, deliver, assess and present their projects?

What Are People Saying about SAGE?

“Thanks for giving me the opportunity to see SAGE in action! I had such a great time and was thoroughly impressed with the students and their business ideas. It really warmed my heart.

I have already bragged about my experiences to the Tiger Woods Foundation folks!”

Katherine Bihl, Ed. D., Executive Director, Tiger Woods Learning Center Foundation

"I was completely amazed with what I saw. The creativity and enthusiasm of these young entrepreneurs was incredible! The Chico State university faculty and the SAGE mentors deserve a lot of credit for inspiring the next generation of business leaders. I consider myself 'sold' on the benefits of SAGE and the work being done by the high school students. I look forward to working with them for years to come!"

U.S. Congressman Wally A. Herger (California, Second District)

“In my humble opinion, the U.S. Mission accomplished more with a few hours of our time and a couple hundred bucks than we accomplished with the entire foreign aid budget for Africa in a year. In short, the SAGE staff are my heroes because you don’t talk about changing the world, you’re doing it!”

Rich Shields, former Financial Management Officer, U.S. Mission to Nigeria

“It is inspiring to see how SAGE has motivated schools, teachers and students to participate in entrepreneurial ventures, learning and experiencing all aspects of business, while simultaneously focusing on profit, social responsibility and civic engagement globally.”

Allen King, Founder, Excellent Packaging and Supply, Richmond, CA

“Before SAGE, I wanted to be a doctor. Now, I want to build high schools.”

SAGE student from Nigeria; name and school are unknown.

“The things that will destroy us are: politics without principle; pleasure without conscience; wealth without work; knowledge without character; business without morality; science without humanity; and worship without sacrifice.”

-- Mahatma Gandhi, Humanitarian and Spiritual and Political Leader

SAGE IN THE MEDIA

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

1. Los Angeles Times - http://www.projectecho.org/press_latimes.html	Students Score High in the Art of Free Enterprise. October 25, 2006.
2. George Lucas Educational Foundation – http://www.edutopia.org/students-make-business-learning	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. California State University, Chico - http://news.csuchico.edu/2008/08/20/nigerian-school-repeats-as-global-entrepreneurship-champion-santa-monica-high-wins-third-place-in-competition/	Nigerian School Repeats as Global Entrepreneurship Champion; Santa Monica High Wins Third Place in Competition, August 20, 2008.
4. AACSB (the accrediting agency for collegiate business programs worldwide) – http://www.aacsb.edu/resource_centers/peace/sagesummary.pdf	In fall 2006, SAGE was featured as an outstanding example of how universities can promote “Peace through Commerce” on the AACSB web site.
5. Buffalo News - http://www.buffalonews.com/lifearts/next/story/413523.html	Holy Angels team travels to Nigeria for SAGE competition, August 13, 2008.
6. 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.”
7. Fox News http://www.foxnews.com/story/0,2933,215560,00.html	Article about Santa Monica SAGE team.
8. New York Banking Commission http://www.banking.state.ny.us/fec/clsage.htm	This website, provided by the New York Banking Commission, encourages New York high schools to participate in SAGE.
9. Santa Monica Daily Press http://www.smdp.com/article/articles/2283/1/Say-again-Echo-team-is-the-tops/Page1.html	This article appeared in the Santa Monica Daily Press.
10. Mongabay.com - a. http://news.mongabay.com/2005/0718-sage.html b. http://news.mongabay.com/2006/0519-sage.html	Mongabay.com aims to raise interest in wildlife and wildlands while promoting awareness of environmental issues. Originally the site was based around a text on tropical rainforests that SAGE Global Advisory Board member Rhett Butler developed four year period (1996-2000), but today the site has expanded in a number of different directions. In 2004 Butler developed WildMadagascar.org to focus on the incredible biodiversity of Madagascar and in 2005 he released a kids’ version of the rainforest site. The SAGE articles were included in May 2005 and May 2006.
10. Consortium of Entrepreneurship Education – http://www.entre-ed.org/_arc/d-comps.htm#s	This web page is for teachers, instructors, program developers and others who help students of all ages find their own entrepreneurial opportunities.

Itinerary for SAGE World Cup (August 9-13, 2009)

Tentative Itinerary – SAGE World Cup

The Seventh SAGE World Cup will be in August 9-13, 2009 in Brazil. The city and hotel are currently being selected at the present time. We will provide details as soon as we get them.

Note: SAGE teams throughout the world have been making verbal presentations in English. While it is important that all written material, like annual reports and PowerPoint presentations, be in well-written, proofread English, it is equally important that a team *not* speak in English if English is a second language to the team members and the judges, most of whom speak American English or another variation of English, are likely to have a difficult time understanding. It is much better for a team to speak in its own language, with its team interpreter translating into American English. Also, a team should speak slowly, referring to the judging criteria and pointing to the annual report and/or a PowerPoint presentation for details as to how well the judging criteria have been met. A team is likely to score *better* in competition by taking the advice above.

One additional note: Two SAGE teams from each country will be invited to Brazil. The second place teams will compete for the right to participate in the final round, where all first-place teams will be assigned to a tournament bracket.

Note to SAGE USA Teams: The SAGE USA Tournament is scheduled for May 29-31 in the San Francisco, CA Bay Area. Details will be posted on the <http://www.sageglobal.org> web site as they become available.

II. Interpretation of SAGE Judging Criteria

“The advent of free and competitive business changed the world in ways that are difficult to comprehend...What changed was that free market competition arrived. ‘Because of competition, survival in business meant not only continually coming up with better inventions, but putting them to use faster than your competitor,’ said William Baumol.”

-- David Bornstein, *“How to Change the World,”* 2004.

“The house we hope to build is not for my generation but for yours. It is your future that matters. And I hope that when you are my age, you will be able to say as I have been able to say: We lived in freedom. We lived lives that were a statement, not an apology.”

-- Ronald Reagan, *Fortieth President of the United States*

“True compassion is more than flipping a coin to a beggar; it comes to see that an edifice which produces beggars needs restructuring.”

-- Martin Luther King, Jr.

Interpretation of SAGE Judging Criteria

Criterion #1 – NEW Commercial Entrepreneurship Venture (10 points)

In their annual report and verbal presentation, how effective were the students in demonstrating that they: planned and operated at least one new, commercial business; in doing so, 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 business

Interpretation: The primary purpose of a commercial business is to make a profit; a secondary purpose *might* be to solve a social problem. Judges will evaluate how successful was the SAGE team in creating and implementing something NEW AND INNOVATIVE THIS YEAR. Some schools allow students to complete real entrepreneurship activities, as part of their class activities or as part of co-curricular activities. However, other schools are precluded from doing “real” business, so they must create a “virtual” business or a hypothetical business. Judges will favor real businesses.

If their school doesn't permit the startup of new business ventures as part of the school rules and regulations, we highly encourage individual students to create micro-enterprises on their own, and include the sum total of their work in their SAGE team's annual report and verbal presentations. In other words, the high school should show how each individual enterprise has contributed to the total SAGE TEAM effort. What is most important is that students show that they have applied their entrepreneurship knowledge to complete an actual business. Teams will be judged favorably if they indicate that they have a completed, written business plan for each micro-enterprise. Part of this business plan should be a marketing 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, for each micro-enterprise.

Sample Web Sites:

http://www.sba.gov/starting_business/planning/basic.html

<http://www.nfte.com>

<http://www.bplans.com/>

<http://www.businessplans.org/>

http://home3.americanexpress.com/smallbusiness/tool/biz_plan/index.asp

<http://www.entrepreneur.com/>

<http://www.mbemag.com/>

<http://www.entrepreneur-america.com/>

<http://www.ja.org>

Sample Activities

One high school SAGE team specialized in sewing, fabrics and design, and they created a designer handbag company. Another team started a new health food café to address growing concerns that too much unhealthy, fast-food was being sold on campus, with no healthy alternatives. They wrote a business plan, obtained funding, and got permission from school administrators to launch their new venture. Another high school launched a four-color magazine featuring success stories of leading entrepreneurs in their city. Some high school entrepreneurs prefer to work individually or, perhaps, with one or two partners. A business plan is essential (note: if your school does not have a NFTE-certified program, we encourage you to ask your teacher or principal to look into starting one; see <http://www.nfte.com>).

Criterion #2 – CONTINUING Commercial Entrepreneurship Venture (10 points)

In their annual report and verbal presentation, how effective were the students in demonstrating that they: planned and operated at least one continuing, for-profit business; in doing so, the students showed that they have learned about entrepreneurship and business, and have been able to apply their knowledge and skills to plan and implement their business.

(Note: If this is a SAGE team's first year, it may "opt out" of this criterion and ask judges to weight Criterion (1) a total of 20 points).

Interpretation: The primary purpose of a commercial business is to make a profit; a secondary purpose of such a business *might* be to solve a social problem. Judges will evaluate how successful was the SAGE team in SUSTAINING a commercial venture from a prior year

If a school doesn't permit the startup of commercial business ventures as part of the school rules and regulations, we highly encourage individual students to sustain micro-enterprises on their own, and include the sum total of their work in their SAGE team's annual report and verbal presentations. In other words, the high school should show how each individual enterprise has contributed to the total SAGE TEAM effort. What is most important is that students show that they have sustained their best venture, or ventures, from a prior year. Teams will be judged favorably if they indicate that they have an updated business plan from a prior year. 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, for each micro-enterprise.

Note: If this is a SAGE team's first year, or if this is a team that does not have a continuing for profit business, they may "opt out" of this criterion and ask judges to weight Criterion (1) a total of 20 points. The team should make it clear that they wish to exercise this option in both their annual report and verbal presentation.

Sample Web Sites and Sample Activities:

See Criterion #1.

Note: When SAGE began in 2002, many teachers asked if they could enter EXISTING business projects as SAGE projects. We said yes. Now that SAGE has been in existence for seven years, we encourage SAGE teams to enter projects that began after 2002, preferably as SAGE projects from the outset. Furthermore, judges may ask the question, "Would this business still be operating at your school if you didn't have a SAGE team?" If the answer is no, this will indicate that SAGE is making a larger impact than if the answer is yes, and judges may rate the team accordingly.

Criterion #3 – NEW Social Entrepreneurship Venture (10 points)

In their annual report and verbal presentation, how effective were the students in demonstrating that they: planned and operated at least *one new social venture*; in doing so, the students showed that they *learned* about social entrepreneurship and socially-responsible business, and were able to *apply* their knowledge and skills to plan, implement and sustain their venture. (Note: to earn the maximum points, SAGE USA teams must complete an action plan as an official Youth Venturer at <http://www.genv.net/?tg=articles&topics=43>).

Interpretation: The primary purpose of a social venture is to solve a social problem; a secondary purpose *may* be to make a profit.

Just as citizens provide “the market” from which the entrepreneur derives his profits, the successful commercial entrepreneur (CE) 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. In fact, many CEs explicitly build community service and environmental protection into their business models. These entrepreneurs understand that they have a social responsibility to improve their communities while making profits, and rather than focus solely on “single bottom line” profits, these people focus on the “triple bottom line”—profits, people and planet.

With the Berlin Wall coming down in 1989, the fall of the Iron Curtain and the end of apartheid in 1991, the spread of democracy, and the advances of technology in the past thirty years, a growing number of ventures have been started in the “citizen sector,” contrasted with the “private sector” of CEs and corporations, or the public sector of government. Enterprises created by individuals in the citizen sector, however, identify some form of community service as *the* entrepreneur’s main mission. These people are called social entrepreneurs (SEs), and while *a part of their business model may seek profits* from some type of ancillary operating activity, these profits are reinvested in their main, nonprofit operating activity. Examples include providing clean drinking water; alleviating poverty; improving healthcare, legalizing rights for the disabled; providing electricity to remote villages; implementing new education methods and technologies into schools. Social entrepreneurship is a relatively new term, and while many people have differences about the definition of social entrepreneurship, most do agree that social entrepreneurs are those people who start enterprises that may or may not be profit-driven, but whose mission is driven by *creating solutions to societal problems*.

SAGE judges will be looking for ways that students have found innovative ways to better their community. One way to do this is for them to become SEs. To provide financial capital for SAGE teams to start social enterprises, SAGE has formed a partnership with Youth Venture, an international youth organization whose mission is to invest in the ideas and capacity of youth, ages 12-20, to create, launch, and lead sustainable community-benefiting organizations are also encouraged to go to the Youth Venture website at <http://www.genv.net/>. As a result of this partnership, we have strongly recommended that all SAGE teams register their social ventures at the Youth Venture web site. Moreover, for SAGE Youth Venturers that require seed capital, Youth Venture provides Youth Venture seed capital grants of up to \$1,000 per SAGE team.

An outstanding book on the subject of social entrepreneurship is by David Bornstein, entitled *How to Change the World: Social Entrepreneurship and the Power of New Ideas*. (Oxford University Press: 2004). In the conclusion, Bernstein said: “If I learned one thing from writing this book, it is that people who solve problems must somehow first arrive at the belief that they *can* solve problems. This belief does not emerge suddenly. The capacity to cause change grows is an individual over time as small-scale efforts lead gradually to larger ones. But the process needs a beginning—a story, an example, an early taste of success—something along the way helps a person form the belief that it is possible to make the world a better place. Those who act on that belief spread it to others. They are highly contagious. Their stories must be told.” (p. 282)

By including SE as a judging criterion, SAGE provides high school youth with their first opportunity to “arrive at the belief” that they can solve problems. Judges will favor social ventures that include service activities that relate to some aspect of teaching entrepreneurship, financial literacy, personal financial management or technology (many teachers will tell you that they first gained a mastery of their subject when they had to explain concepts to others). Once a SAGE team has mastered entrepreneurial and other business skills, it can demonstrate its knowledge and skills by sharing them with others, such as grade school or middle school students.

Some high school teachers link community service to course objectives. When they do this, teachers are implementing an experiential learning strategy called “community service-learning.” Also, when a high school SAGE team seeks out and enlists the services of a SAGE mentor from a nearby university, the university student is also getting a chance to apply their new knowledge and skills by becoming business consultants to the SAGE team. This, too, is a form of service and learning; hence, service-learning!

Sample Web Sites”

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

Sample Activities:

Sample activities related to business include: (1) organizing 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) teaching children the BizWorld lesson plans [see web site above]; volunteering to teach computer skills at the local Boys and Girls Club; (3) helping the Girl Scouts with a cookie marketing campaign; (4) teaching senior citizens how to use the Internet. Another activity could be the formation of a “Junior SAGE” Tournament, whereby a high school SAGE team organizes a SAGE tournament for middle school students.

Criterion #4 – CONTINUING Social Entrepreneurship Venture (10 points)

In their annual report and verbal presentation, how effective were the students in demonstrating that they planned and operated at least *one continuing social venture*; in doing so, the students showed that they *learned* about social entrepreneurship and socially-responsible business, and were able to *apply* their knowledge and skills to plan, implement and sustain their venture

(Note: If this is a SAGE team's first year, it may "opt out" of this criterion and ask judges to weight Criterion (3) a total of 20 points.)

Interpretation: The primary purpose of a social venture is to solve a social problem; a secondary purpose *may* be to make a profit.

Just as citizens provide "the market" from which the entrepreneur derives his profits, the successful commercial entrepreneur (CE) 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. In fact, many CEs explicitly build community service and environmental protection into their business models. These entrepreneurs understand that they have a social responsibility to improve their communities while making profits, and rather than focus solely on "single bottom line" profits, these people focus on the "triple bottom line"—profits, people and planet.

With the Berlin Wall coming down in 1989, the fall of the Iron Curtain and the end of apartheid in 1991, the spread of democracy, and the advances of technology in the past thirty years, a growing number of ventures have been started in the "citizen sector," contrasted with the "private sector" of CEs and corporations, or the public sector of government. Enterprises created by individuals in the citizen sector, however, identify some form of community service as *the* entrepreneur's main mission. These people are called social entrepreneurs (SEs), and while *a part of their business model may seek profits* from some type of ancillary operating activity, these profits are reinvested in their main, nonprofit operating activity. Examples include providing clean drinking water; alleviating poverty; improving healthcare, legalizing rights for the disabled; providing electricity to remote villages; implementing new education methods and technologies into schools. Social entrepreneurship is a relatively new term, and while many people have differences about the definition of social entrepreneurship, most do agree that social entrepreneurs are those people who start enterprises that may or may not be profit-driven, but whose mission is driven by *creating solutions to societal problems*.

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By including SE as a judging criterion, SAGE provides high school youth with their first opportunity to “arrive at the belief” that they can solve problems. Judges will favor social ventures that include service activities that relate to some aspect of teaching entrepreneurship, financial literacy, personal financial management or technology (many teachers will tell you that they first gained a mastery of their subject when they had to explain concepts to others). Once a SAGE team has mastered entrepreneurial and other business skills, it can demonstrate its knowledge and skills by sharing them with others, such as grade school or middle school students.

Some high school teachers link community service to course objectives. When they do this, teachers are implementing an experiential learning strategy called “community service-learning.” Also, when a high school SAGE team seeks out and enlists the services of a SAGE mentor from a nearby university, the university student is also getting a chance to apply their new knowledge and skills by becoming business consultants to the SAGE team. This, too, is a form of service and learning; hence, service-learning!

Sample Web Sites and Sample Activities: See Judging Criterion #3.

Criterion #5 – Global Component (10 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 International Monetary Fund, World Bank, World Trade Organization, the United Nations, the International Labor Organization, and trade coalitions such as the European Union, NAFTA, CAFTA and ASEAN.

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 learn 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 activities? Or did they complete one or more separate activities 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

www.thepeoplespeak.org/globaldebates
www.globalexchange.org/campaigns/

Also, each policymaker has its own website. Students may want to perform an Internet search and learn about each of them.

Sample Activities

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. To connect to SAGE teams in other countries, email cdeberg@csuchico.edu and ask that he subscribe you to a listserv called “SAGEMAIL.” Also, a nice activity would be an in-depth study of the roles and responsibilities of various policymakers in a global economy.

Another idea for an outstanding global project is to participate in a UN-sponsored program called “The People Speak Global Debates.” High school students in more than 80 countries are invited to participate. According to its website (www.thepeoplespeak.org/globaldebates), any U.S. or international high school (grades 9-12, ages 14-19) can participate in the Global Debate. Students who are interested in global issues can use their voice to become involved in critical issues facing our world. What’s more, participating schools can compete to win a trip for their Global Debates team (four students and two educators) to the UN’s Foundation Youth Leadership Summit. The next one will be held in New York in July 2009. The summit is a three-day event featuring opportunities to meet UN officials, meet experts in the areas related to the debate topics, and participate in special activities, including a UN tour.

Students may also choose to focus on one or two books which can help them better understand global issues. Once they’ve read the books, they can provide an oral report to fellow SAGE. One outstanding book is *The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits* by C.K. Prahalad (2005). After reading the book, students not only will have new ideas about how to do business in other parts of the world, but they can also learn more about how major corporations can re-think their business models when choosing to do business in developing countries. Another book is by Nobel Peace Prize winner, Muhammad Yunus. His book, *Creating a World without Poverty: Social Business and the Future of Capitalism* envisions a world where business leaders use their intellectual, financial and social capital to create businesses that solve some of the world’s greatest challenges.

Criterion #6 - Civic Engagement (10 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 in a democratic society 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. Also, in order to be responsible commercial and social entrepreneurs, it is important that these individuals know how local, state and national laws affect their business, as well as WHO is passing such laws (i.e., politicians). 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 participate in the process.

One organization that is very interested in civic engagement is Campus Compact, which is a coalition of nearly 1,000 college and university who are committed to fulfilling the public purposes of higher education. As the only national association dedicated to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. 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 activities, SAGE teams should demonstrate their involvement in public and community service, and to show how their activities 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.

While student interest in public and community service is high, by the time they reach voting age (assuming they live in a democratic country), many don't vote. This comes at a time when their governments are failing to solve major problems, such as poverty, health care, unemployment, environmental degradation and drug trafficking. Voter turnout has declined almost everywhere, including in the U.S. (where in 2004's election, only 55% of America's voting-age population actually voted). While it is true that social entrepreneurs are filling an unmet need that historically has been viewed as government's responsibility, it is still government's responsibility to translate the will of its citizens into public policy.

SAGE believes that voting-age citizens who fail to vote in a democracy should not complain if their government is not serving them in the manner they deem appropriate. But stronger participation yields stronger government, and that is why we encourage high school teams to undertake projects that increase their knowledge about the importance of civic engagement.

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 Activities

(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) attend a city council meeting and give a report about what you learned to fellow SAGE students; (4) invite your Congressman, county supervisors, mayor, or city council members to make a presentation to your class about current issues faced by business and social entrepreneurs in your community.

Criterion #7 - Environmental Stewardship (10 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.

Recently, higher education has realized that it can be a leading change agent in this regard. For example, California State University, Chico recently adopted a new Strategic Plan for the Future (May 2006). This plan includes a new, sixth strategic priority that reads as follows:

Believing that each generation owes something to those which follow, we will create environmentally literate citizens, who embrace sustainability as a way of living. We will be wise stewards of scarce resources and, in seeking to develop the whole person, be aware that our individual and collective actions have economic, social, and environmental consequences locally, regionally, and globally.
http://www.csuchico.edu/pub/inside/06_05_11/president.shtml

SAGE judges will scrutinize the entrepreneurial and community service activities of each team to determine how well it has 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://www.ciesin.org/indicators/ESI>

Sample Activities

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 World is Flat*, 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; or *Plan B: Rescuing a Planet under Stress and a Civilization in Trouble*, by Lester R. Brown.

Criterion #8 - Utilizing College Mentors and a Business Advisory Board (10 points)

In their activities, how effective were the students in: Utilizing their resources, including at least one or two “consultants/mentors” from a nearby college or university, and a Business Advisory Board (each team should have at least three active BAB members, at least two of whom come from the private sector) to help them identify, deliver, assess and present their projects?

Interpretation – College Mentors: Each SAGE team should strive to work with older students enrolled at their nearest community college and/or university (e.g., alumni from your high school who were SAGE members, or older brothers and sisters?). 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 activities in the community, and K-12 students are a primary audience for these activities. 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 its mentors, the team should explain what role the mentors played in helping them identify, deliver, assess and present their activities. The best mentors take on the role of coach and consultant to help the SAGE team achieve its goals.

As for the Business Advisory Board (BAB), one of the best external resources for a SAGE team is its BAB. 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 activities 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 activities that have made a true impact in the lives of your SAGE students, and in the lives they have touched.

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.bap.org>;

<http://www.dspnet.org>;

<http://sife.org>.

As for using the Internet to recruit a BAB, go to your town’s Chamber of Commerce website and/or pick up a membership list from the chamber’s office. A SAGE team’s faculty adviser and SAGE students should scan the list and identify between 5-10 business leaders/ entrepreneurs who might 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 the BAB.

Sample Activities

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.

A SAGE team should invite all prospective BAB members to a welcome reception at its school or at a local restaurant. Team members should make a presentation about its goals and objectives. Also provide them a list of the 10 SAGE judging criteria, and provide them with ideas about how your team believes it can best meet the criteria. Then ASK THEM for ideas. Your second activity should be to schedule a strategic planning retreat, and invite prospective BAB members and university mentors to help you out as you complete your activities.

Sample Activities

When a SAGE team identifies its college mentors, the SAGE students should ask the mentor to review all 10 of the judging criteria. Ask the mentors what classes they are enrolled in, and whether or not they have completed any activities at the college level that can be adapted by the SAGE team. Ask the mentors for their help in tailoring the college activities to the SAGE judging criteria.

Criterion #9 - Use of Media (10 points)

In their activities, how effective were the students in: Utilizing mass media (e.g., newspapers, TV, radio, billboards, newsletters, a website devoted to SAGE)? 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 programs is to utilize available media outlets to create awareness of the most outstanding activities. 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 its 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

Do an Internet search on "Students for the Advancement of Global Entrepreneurship" and see what you find!

Sample Activities

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 activities, and include one or two photos with your press release.

Criterion #10 – Measuring Results (10 points)

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

Interpretation: It is very important that a SAGE team measures the results of its activities. Teams should strive to include an assessment component for each activity. SAGE judges are aware that “what gets measured gets managed.” One important assessment technique for a business entrepreneurship venture and social entrepreneurship venture is an income statement. If your social entrepreneurship venture involves a teaching activity, you may want to administer pre- and post-tests to measure learning. For example, if your SAGE team teaches a group of middle school students about 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 activities 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 Activities: 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.

SAGE Judging Criteria Scoring Rubric

High School: _____

Judge: _____

Section I. Based on examination of their Annual Report and Verbal Presentation, to what degree did the student team demonstrate...

Element	High	Medium	Low	Pts. Possible	Pts. Awarded
1. Entrepreneurship Applied to a <u>NEW</u> Commercial Entrepreneurship Venture	Completed one or more new entrepreneurial ventures and demonstrated evidence that they have learned about entrepreneurship and business and applied that knowledge to plan and implement their venture(s). Making a profit is primary; solving a social problem is secondary. 10 9 8	Completed one or more new ventures. Some knowledge of entrepreneurship and business was applied to the planning and implementation of their venture(s). 7 6 5 4	A new venture was not completed, or knowledge of entrepreneurship and business skills was not applied to the planning and implementation of their venture(s). 3 2 1	10	
2. Entrepreneurship Applied to a <u>CONTINUING</u> Commercial Entrepreneurship Venture	Sustained one or more entrepreneurial ventures from prior years and demonstrated evidence that improved upon these venture(s). Making a profit is primary; solving a social problem is secondary. 10 9 8	Sustained one or more ventures from prior years. Some knowledge of entrepreneurship and business was applied to the continuation of their venture(s). 7 6 5 4	There was little or no evidence that ventures started in prior years were continued. 3 2 1	10	

Section I. Based on examination of their Annual Report and Verbal Presentation, to what degree did the student team demonstrate...

Element	High	Medium	Low	Pts. Possible	Pts. Awarded
3. Social Entrepreneurship Applied to A NEW Venture	<p>Completed one or more new social entrepreneurial ventures and demonstrated evidence that they have learned about social entrepreneurship and applied that knowledge to plan, implement, and/or continue their venture(s). The team indicated that they registered at least one of their ventures as a Youth Venturer at the Youth Venture web site. Solving a social problem is primary; making a profit is secondary.</p> <p>10 9 8</p>	<p>Completed one or more new and/or continuing social entrepreneurial ventures. Some knowledge of social entrepreneurship was applied to the planning and implementation of their venture(s). The team did <i>not</i> provide evidence that they registered at least one of their ventures as a Youth Venturer at the Youth Venture web site</p> <p>7 6 5 4</p>	<p>Have not completed a social entrepreneurship venture or activity, or do not demonstrate understanding of the concept of social entrepreneurship.</p> <p>3 2 1</p>	10	
3. Social Entrepreneurship Applied to a CONTINUING Venture	<p>Completed one or more new and/or continuing social entrepreneurial ventures and demonstrated evidence that they have learned about social entrepreneurship and applied that knowledge to plan, implement, and/or continue their venture(s). The team indicated that they registered at least one of their ventures as a Youth Venturer at the Youth Venture web site. Solving a social problem is primary; making a profit is secondary.</p> <p>10 9 8</p>	<p>Completed one or more new and/or continuing social entrepreneurial ventures. Some knowledge of social entrepreneurship was applied to the planning and implementation of their venture(s). The team did <i>not</i> provide evidence that they registered at least one of their ventures as a Youth Venturer at the Youth Venture web site</p> <p>7 6 5 4</p>	<p>Have not completed a social entrepreneurship venture or activity, or do not demonstrate understanding of the concept of social entrepreneurship.</p> <p>3 2 1</p>	10	

Section I. Based on examination of their Annual Report and Verbal Presentation, to what degree did the student team demonstrate...

Element	High	Medium	Low	Pts. Possible	Pts. Awarded
4. A Global Dimension	<p>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?).</p> <p>10 9 8</p>	<p>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.</p> <p>7 6 5 4</p>	<p>Have not demonstrated even a modest awareness or appreciation for how business is conducted s in an international market</p> <p>3 2 1</p>	10	
5. Civic Engagement	<p>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).</p> <p>10 9 8</p>	<p>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).</p> <p>7 6 5 4</p>	<p>Do not understand principles of civic engagement.</p> <p>3 2 1</p>	10	
6. Environmental Responsibility	<p>Fully understand the importance of being responsible stewards of the environment while enjoying the privileges of participating in a free market economy.</p> <p>10 9 8</p>	<p>General awareness of environmental issues as they apply to the business, yet does not understand principles of stewardship.</p> <p>7 6 5 4</p>	<p>Do not understand, or did not address, how environmental issues apply to businesses in a free market economy.</p> <p>3 2 1</p>	10	
7. Use of College Mentors and Business Advisory Board (BAB)	<p>Effective use of one or two college mentors, and a Business Advisory Board, to identify, deliver, assess, and present their activity(s).</p> <p>10 9 8</p>	<p>Limited use of one or two college mentors, and a Business Advisory Board, to identify, deliver, assess, and present their activity(s).</p> <p>7 6 5 4</p>	<p>Did not use college mentors or a Business Advisory Board</p> <p>3 2 1</p>	10	

Section I. Based on examination of their Annual Report and Verbal Presentation, to what degree did the student team demonstrate...

Element	High	Medium	Low	Pts. Possible	Pts. Awarded
9. Use of Media	Effective use of media in publicizing the results of activities, including but not limited to newspaper, television, radio, billboards, the Internet, newsletters, fliers. SAGE teams that design their own SAGE web sites are viewed more favorably than those who don't. 10 9 8	Limited use of media to publicize the results of activities. 7 6 5 4	Failed to use media to publicize the results of activities. 3 2 1	10	
10. Measured Results	Effectively measured applicable results of activity (<i>e.g.</i> , when appropriate, prepared income statements; conducted pre- and post-tests regarding results). 10 9 8	Limited, or inapplicable, measurement of activity results. 7 6 5 4	Did not measure effectiveness of activity. 3 2 1	10	

III. SAGE Competitions

The citizen sector is, in fact, beginning to resemble a *market* economy of social ideas, characterized by a rich diversity of grassroots institutions and energetic entrepreneurs crafting solutions that no one could have anticipated, let alone planned for....In the past, citizen sector organizations have been isolated from the forces of head-to-head competition. As the romance of charity yields to a healthy realism that citizen organizations should rise and fall on their merits, the result is likely to accelerate innovation. In a competitive landscape—when rewards follow the best performers—it takes only one innovative organization to send everyone else scrambling to upgrade their products and services lest they be left behind.

- *David Bornstein, Author, How to Change the World, 2004*

The SAGE champion team each year will always send other teams scrambling to get better, thereby improving themselves, their schools, and their communities.

- *Curtis L. DeBerg, SAGE Founder, 2006*

State and National Competitions: An Overview

High school SAGE teams will travel to a state (or regional) competition sometime between February and July, 2008 (dates and locations pending). The competition is usually hosted by a university or SAGE Coordinator in your area. At the competition, SAGE teams are assigned to “leagues,” just like in athletic competitions. Each team presents the results of their activities to a panel of judges. The SAGE team that is rated the highest is known as the SAGE State Champion.

Each team makes a 30-minute live presentation to a panel of business and civic leaders (5 minutes set up and handout annual reports to judges, 15 minutes oral presentation, 5 minutes for questions and answers, and 5 minutes for exiting the room while the judges score the team). This presentation describes how a SAGE team’s activities have met the ten judging criteria.

The winner of the state or regional competition advances to the SAGE National competition, which is usually held in May, June or July (in the USA, the 2009 SAGE National competition will be in San Francisco on May 15-16). The SAGE World Cup will take place in August 2009. The winner and first runner-up of each SAGE National competition advances to the Seventh Annual SAGE World Cup in Brazil. Please refer to the SAGE web site for continuous news and updates.

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 by clearly identifying sections with the corresponding judging criteria. Samples of annual reports can be downloaded by going to:

<http://sageglobal.org>

Please make sure the report is written in ENGLISH. Suggestion: make sure someone who is very fluent in English proofreads and edits your report. A SAGE consultant or mentor available by e-mail can tell you whether your report would need editing, after which somebody at your school or in your community would proofread.

Written annual reports are limited to a total of four (4) printed pages on 8 ½ 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

activities. It would be helpful for the growth and prestige of our organization if SAGE is mentioned in the article. You may also attach sample newsletters and photos of billboards, etc.

Your team has two options in terms of the number of annual reports to bring to the competition.

- (1) You may bring 5 copies of your team's annual report to be given to the SAGE staff for filing purposes; or
- (2) You may bring 50 copies of your team's annual report to be handed out to the SAGE judges

During the five minute setup period, we urge your team to display the annual report on the computer projection screen, one page at a time, so that judges and other audience members can see the report.

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 activity.

For non-English speaking SAGE teams advancing to the SAGE World Cup, we urge you to speak in your native language if you do not speak American English with an American accent. If you choose to use your native language, we will allow as much time as needed in order for your interpreter to translate your verbal presentation into English.

Presentation Details

Each SAGE team will be given a 30-minute time block at the competition. During the first 5 minutes teams will immediately display their annual reports on the computer projection screen. While the judges are reading the annual reports, the team will set up its equipment, set up props, 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. Finally, in the last 5 minutes, students will remove all their equipment and exit the room

while the judges score the team.

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

Presentation Equipment Provided by the SAGE Host

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.

General Information

1. Except for the annual report (and media, if any), no handouts to judges are permitted. However, teams may display products by holding them up during and after the oral presentation.
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 Macintosh).
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 activities 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 SAGE 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 or Organization

A secondary school may have only one competing SAGE team. A secondary school with several organizations, like student government, business clubs, etc. is encouraged to use the SAGE structure as a means by which to get them to collaborate with other organizations toward a common goal. Because many of these organizations have common goals, this is an ideal chance to learn how to work together, an essential career skill.

If students from more than one high school wish to come together as one team, that is permissible. Example: Teen members of a Boys and Girls Club's "Keystone Club."

SAGE Ambassador's Creed

As a SAGE ambassador I have a rare opportunity to fulfill a personal dream and create an honorable legacy, namely, by helping to make manifest a vision which I share with SAGE, which is to bring benefit to humankind by enabling people everywhere to fulfill their potential for individual self-reliance and freedom, community sustainability and stewardship, transnational understanding and cooperation, and maturity and timeless wisdom.

I shall strive to avail myself fully of this opportunity by enabling youth and young adults to

- learn about SAGE,
- participate in SAGE,
- start up business and social ventures which become replicable and self-funding,
- develop into dedicated and indefatigable social entrepreneurs.

To bring these benefits to our emerging generation, I shall

- recruit or assist in recruiting a SAGE ambassadorial team which would subscribe to this creed;
- facilitate the underwriting for SAGE in the city or country in which I represent SAGE;
- invite youth and young adults to avail themselves of SAGE;
- invite professionals to mentor the youth and young adults in SAGE and evaluate social ventures so that they operate optimally;
- work cooperatively with governments, institutions, and other organizations so as to advance all programs consistent with the guiding philosophies of SAGE.

At all times, I shall

- teach and advise others on the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship;
- integrate the Six Pillars of Character into all my activities;
- teach and utilize the best practices of social entrepreneurship, so that an example be set for youth and young adults;
- teach that community and compassion come first for social entrepreneurs; cooperate with SAGE so that the SAGE vision be fulfilled.