2018 Toolkit

Leadership is the capacity to translate vision into reality.

Warren Bennis
# The Community Impact Challenge

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The Community Impact Challenge

Welcome

Welcome to the first annual Collegiate Impact Challenge (CIC). We are excited to have your team register as a participant. This toolkit is designed to help you navigate the challenge to enhance your team’s success and community impact.

CIC is a fun and rewarding competition among participating institutions, allowing student teams to connect and think critically about important social concerns. Using the United Nation’s 17 Sustainable Development Goals, teams will address complex social issues that are relevant to the state of Georgia.

By participating in CIC, students will experience the everyday challenge of becoming an engaged leader within their communities. Students will also have an opportunity to enhance competencies that are deemed critical for leaders in today’s communities and organizations:
- apply complex, systemic problem-solving approaches
- clearly communicate in written and oral formats
- effectively and collaboratively work with others in a purposeful and productive manner
- advocate and to influence others to engage in actions that help improve the communities in which they live and organizations with which they work

Now that you are registered for the competition, your team should:
1. Work with your designated faculty/staff coach to identify a critical social issue on which you will focus for the competition
2. Research and analyze why the issue exists and explore options to address it
3. Develop specific actions that can be implemented by the team to help mitigate the problem.

It is important to note that actions you recommend should be feasible and executable. In other words, if given the chance, you should be able to implement your solutions within a reasonable time frame.

Participating teams will formally present their initiatives at a statewide competition. The winning team will be recognized and rewarded for their achievement.

Please do not hesitate to contact any member of the CIC committee if you have any questions:
Georgia Southern University
Office of Leadership and Community Engagement
John Banter: jbanter@georgiasouthern.edu
John Egan: jegan@georgiasouthern.edu

Kennesaw State University
Center for Student Leadership
Thomas Yannuzzi: tyanuzz@kennesaw.edu
Judy Craven: jcraven@kennesaw.edu
Ryan Keesee: rkeesee@kennesaw.edu
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Program Timeline

**October 6, 2017:** A statewide challenge was issued to all institutions of higher education in the state of Georgia.

**January 31, 2018:** Deadline for submitting non refundable payment and a completed application with the following information:
- The name of the institution be represented
- The name and contact information of the faculty/staff coach
- The names and contact information of all team members

*Late applications and payment will be considered on a case by case basis. Once all teams have submitted their applications, a final list of teams and participants will be shared with all participating members.*

**February 1, 2018:** A competition toolkit will be distributed to all registered teams.

**April 13, 2018:** All teams are required to submit an Executive Summary providing an overview of their project. Executive Summaries will be used to help judges prepare for the competition.

**April 21, 2018: Competition Day:** to be held 9:00 am - 4:30 pm at Kennesaw State University. Detailed information will be sent closer to the date.
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Competition Overview

Requirements for Participation

- All student participants must be enrolled in a college or university in the state of Georgia as an undergraduate
- All teams must have a faculty or staff advisor/coach
- Team must consist of no less than three and no more than eight members

Process for Participation

- Once teams register and have met all requirements for participation, they will have two and a half months to analyze and research their specific problem.
  - Teams may utilize any public information source that would be accessible by any scholar, student, or professional consulting group.
  - Teams are encouraged to conduct scholarly research using books or articles, search libraries, use the Internet, and so forth for data collection.
  - In addition, faculty, community experts or other individuals may advise teams prior to the competition; however, advisors, community experts, or other individuals may not contribute directly to any of the team’s products (i.e. executive summary, and website presentation).
- Teams will create a website to persuade others to join their cause.
  - Based on their research and analysis, teams will develop a website that presents the significance of the problem being studied in a manner that clearly demonstrates a need for action.
  - The website must provide a compelling “story” about the problem, an overview of the research and analysis conducted, and the specific actions needed.
  - As a part of the call for action, the website should provide a method by which others can support the team’s initiative.
- The website will be used to provide a 15 minute presentation focused on persuading a live audience and panel of judges
  - Realistic and beneficial actions that could be taken by the team to help mitigate the problem should be included in the presentation.
- While this should be the team’s individual work, coaches are encouraged to provide feedback and oversight during the process.

The state wide competition will be held on April 21, 2018 at Kennesaw State University.
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Competition Components

I. Your **executive summary** will be submitted April 13, 2018 and formatted using the following instructions:
   - A PDF document that presents your case in an organized, concise, and compelling manner
   - No more than 2 double-spaced pages in 12 point font
   - Written as a formal document with a separate page for citations and reference sheet.

Refer to the the Coaches Supplement Materials, Section B for more information about writing an Executive Summary.

II. Your **formal presentation** will provide a compelling case that persuades others to support the actions being recommended toward mitigating the problem.

   - Every group member must speak must have a speaking role in the presentation.
   - Presentations should not exceed 15 minutes and will be followed by a 10 minute question/answer session.
   - Presentations should demonstrate an understanding of the deep-rooted, systemic nature of the issues being addressed, and provide recommendations that are not only actionable by the team, but that are also advantageous (i.e., the solution will not present unintended negative impacts that may make the issue worse or present other, more harmful social issues).

III. Your **website** will provide a compelling overview of the problem and an opportunity to support the team’s project. The website must include the following elements:
   - A clearly defined understanding of the problem that provided focus for the group’s work
   - An overview of the process the group used to systematically analyze the social justice issue
   - Valid sources that support the team’s work and provide additional information about the social problem being addressed
   - An actionable solution with means for others to support the team’s efforts

All participating teams will have access to a computer with internet access, a projector and audio during the formal presentation. Please have your website prepared in more than one format and ensure that it is clearly visible.
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Judging Process

Judges will evaluate the presentations’ substance, overall organization, and delivery, as well as the perceived effectiveness of the recommended actions. In general, judges will evaluate:

- **Structure**: How well organized is the presentation? Does the information flow in a logical and compelling manner?
- **Substance**: Are the three primary substantive issues addressed?
  1. **The Problem Definition**: How well is the problem or need defined, and how effectively is its significance addressed? Which SDG is being addressed? Is there a clear understanding of the SDG?
  2. **The Analysis of the problem**: How comprehensive is the research being used to analyze the problem? What evidence exist and are SDG target areas identified?
  3. **The Actions being recommended**: How well has the group investigated potential solutions? Are the actions being recommended realistic and actionable? Will the recommended actions potentially create other problems?
- **Style**: How well has the group delivered the presentation? Does the delivery demonstrate confidence and credibility? Does the delivery demonstrate a cohesive group identity?
- **Site Effectiveness**: How compellingly are the social problem and recommended actions portrayed on the website? Does the site elicit support for the proposed actions?

Winners from the first round will move forward the next round. There will be two or three rounds, depending on the number of competing teams. Teams advancing to subsequent rounds will present their projects to a new panel of judges. It is expected that teams will incorporate feedback received from previous rounds presentations. Presentations will be evaluated and scored using the rubric below.
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## Community Impact Challenge Judging Rubric

<table>
<thead>
<tr>
<th>Judging Component</th>
<th>Needs Improvement 1-3</th>
<th>Satisfactory 4-6</th>
<th>Good 7-9</th>
<th>Excellent 10-12</th>
</tr>
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<tbody>
<tr>
<td><strong>Define Problem:</strong> How well is the problem and its significance defined? Is the problem clearly linked to an Sustainable Development Goal (SDG)?</td>
<td>Demonstrates a limited ability to identify a problem statement or related contextual factors. No clear connection to an SDG demonstrated.</td>
<td>Begins to demonstrate the ability to construct a problem statement; showing evidence of most relevant contextual factors. Problem statement remains superficial and lacks a clear connection to an SDG.</td>
<td>Demonstrates the ability to construct a problem statement; showing evidence of most relevant contextual factors. Problem statement is more adequately detailed and demonstrates a clear connection to an SDG.</td>
<td>Demonstrates the ability to construct a clear and insightful problem statement, showing evidence of all relevant contextual factors and a clear connection to an SDG.</td>
</tr>
<tr>
<td><strong>Problem Analysis:</strong> How well has the group selected and used information to investigate the systemic causes of the problem?</td>
<td>Information and viewpoints are taken from sources without any interpretation or evaluation.</td>
<td>Information and viewpoints are taken from sources with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.</td>
<td>Information and viewpoints are taken from sources with enough interpretation/evaluation to develop a coherent analysis or synthesis.</td>
<td>Information and viewpoints are taken from sources with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.</td>
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<td><strong>Proposed actions:</strong> How well has the group identified potential solutions to the problem?</td>
<td>Proposes actions that are difficult to evaluate because it is vague or only indirectly addresses the problem.</td>
<td>Proposes one action that is simplistic and familiar rather than individually designed to address the specific contextual factors of the problem.</td>
<td>Proposes one or more actions that indicate comprehension of the problem. And are sensitive to contextual factors as well as one of the following dimensions: ethical, logical, or cultural.</td>
<td>Proposes one or more actions that indicate a deep comprehension of the problem. Actions are sensitive to contextual factors as well as all of the following dimensions: ethical, logical, and cultural.</td>
</tr>
<tr>
<td></td>
<td>Needs Improvement 1-3</td>
<td>Satisfactory 4-6</td>
<td>Good 7-9</td>
<td>Excellent 10-12</td>
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<tr>
<td><strong>Evaluate potential actions:</strong> How well has the group investigated the potential actions identified? Will these solutions possibly create other problems?</td>
<td>Evaluation of actions is superficial with surface level explanations of logic, feasibility, and potential impact.</td>
<td>Evaluation of actions is brief, with a lack of depth in explanations of logic, feasibility, and potential impact.</td>
<td>Evaluation of actions are adequate, with a thorough level of explanation of logic, feasibility, and potential impact.</td>
<td>Evaluation of actions are deep and elegant with a thorough and insightful explanation of logic, feasibility, and potential impact.</td>
</tr>
<tr>
<td><strong>Action Plan:</strong> How well has the group identified realistic and actionable ways to address the problem?</td>
<td>Provides an action plan that does not directly address the problem statement.</td>
<td>Provides an action plan that is brief (lack of depth in plan and scope).</td>
<td>Provides an action plan that is adequate in plan and scope.</td>
<td>Provides an action plan that is thorough and deep in plan and scope.</td>
</tr>
<tr>
<td><strong>Overall presentation:</strong> An overall evaluation of the presentation, including organization of material and website, language, and delivery</td>
<td>Presentation is poorly organized and presenters do not use compelling language and do not exhibit polished nonverbal and verbal expressions.</td>
<td>Presentation is marginally organized with a loosely identifiable beginning, middle and end. Some of the presenters use compelling language and exhibit polished nonverbal and verbal expressions.</td>
<td>Presentation is well organized with a clear beginning, middle, and end. Most presenters use compelling language and exhibit polished nonverbal and verbal expressions.</td>
<td>Presentation is well organized with a clear beginning, middle, and end. All presenters use compelling language and exhibit polished nonverbal and verbal expressions.</td>
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Coaches Supplemental Materials

The role of the coach is integral to the success and learning for the team. Thoughtful and purposeful guidance will be necessary to help the team stay focused and on track. As you consider your work with them, please incorporate the following guidelines:

- Ensure that your teams problem solving approach meets the core requirements for a policy case. Refer to Supplement C below for more information about building a Policy Case. Supplement D--Design Thinking--provides an overview of one approach your team can use for problem analysis. However, the approach used for problem identification and analysis is up to the individual teams.

- Ensure that your team uses the Sustainable Development Goals to identify and evaluate the problem.

- Guide the students and help them stay on track to maintain the integrity of the project. Do NOT do the work for them.

- Provide oversight and guarantee all Institutional Review Board (IRB) requirements are met, if needed.

- Provide oversight and guarantee that teams are recommending solutions that they can implement.

- Facilitate additional learning by highlighting transferable skills that team members are obtaining through their participation.

Below are additional resources to support the success of your team!
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A: Sustainable Development Goals Overview

“On 1 January 2016, the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development — adopted by world leaders in September 2015 at an historic UN Summit — officially came into force. Over the next fifteen years, with these new Goals that universally apply to all, countries will mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.

The SDGs, also known as Global Goals, build on the success of the Millennium Development Goals (MDGs) and aim to go further to end all forms of poverty. The new Goals are unique in that they call for action by all countries, poor, rich and middle-income to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and addresses a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.” (http://www.un.org/sustainabledevelopment/development-agenda/)

The Global Goals provide the problem solving framework for the Community Impact Challenge and have been divided into five broad categories, focus groups, for easy access and project development. Teams will use the Global Goals to explore and provide solutions to social issues that are relevant to the state of Georgia.

Comprehensive information about the United Nations Sustainable Development Goals can be found at this Website: un.org/sustainabledevelopment/.

Five Focus Groups

1. Poverty & Hunger
   Goal #1- No Poverty
   Goal #2- Zero Hunger

2. Health & Education
   Goal #3- Good Health & Well-Being
   Goal #4- Quality Education

3. Equality & Justice
   Goal #5- Gender Equality
   Goal #10- Reduced Inequalities
   Goal #16- Peace, Justice, & Strong Institutions

4. Environment & Climate Action
   Goal #6- Clean Water & Sanitation
   Goal #13- Climate Action
   Goal #14- Life Below Water
   Goal #15- Life on Land

5. Sustainable Cities & Infrastructure
   Goal #7- Affordable & Clean Energy
   Goal #8- Decent Work & Economic Growth
   Goal #9- Industry, Innovation, and Infrastructure
   Goal #11- Sustainable Cities & Communities
   Goal #12- Responsible Consumption and Production
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B: Writing an Executive Summary

Prior to the April 18 competition, teams will submit a two page, double spaced executive summary that accomplishes the following:

- Articulation of a problem statement based on the United Nations 17 Sustainable Development Goals that is directly relevant to your local community or the state of Georgia
- Recommendations for specific actions the team can take to implement a transformative solution.

Guidelines for Writing an Executive Summary

- An executive summary is a concise and impactful summary of the social problem being addressed. It highlights the specific definition of the problem, briefly summarizes the major points to be covered in reference to the problem, including the history and causes of the identified problem, and outlines the recommendations that will be offered to address the problem.
- Although it is an abbreviated representation of the case/project to be presented, a judge should be able to acquire the information needed to adequately prepare for the presentation. Based on the executive summary, judges should have a fundamental understanding about the problem being addressed, the reasons it exists, and the actions being recommended to help mitigate it.
- Write the executive summary after you have completed the analysis and decided on your recommendations.

Tips: 7 Steps to a successful summary

- Make the summary concise, but be sure to show why you've arrived at your conclusions.
- Don't introduce any new information that you do not intend to cover in the competition.
- Clearly frame the purpose or the problem being addressed in a complete, concise sentence. Remember that your reader/judge may not have much time, so they should know this information immediately.
- Present the major points in the same order you intend to address them in your presentation. Organization is key for communicating your message.
- Summarize the recommendations in a clear, compelling manner. Inform your reader/judge directly but thoroughly about what corrective actions you will suggest. Avoid elaborating on each recommendation in your executive summary; that is the purpose of the full case presentation.
- Reread the summary carefully and ask yourselves, "Is our problem statement clear? Did we include key recommendations? Could our judge peruse this without missing the main points? Are we creating interest in hearing the full case based on this summary?"
- Proofread and edit: have someone not familiar with your case read the summary—a classmate, professor, staff member, etc. How did they react? What parts were confusing or unclear? Their reaction might be similar to that of a judge. Revise as necessary.
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C: The Core Components for a Policy Case

Developing a Policy Case refers directly to developing a case about whether we should or should not take action toward an identified problem. Policy cases differ from cases of Fact (Cases that support whether something does or does not exist, or the truth or falsity of something) and cases of Value (cases about the right/wrongness, good/badness, etc. of something).

A Policy Case starts with a primary premise that there is a problem with how we are currently acting toward a particular situation. A Policy case incorporates both Facts and Values to ultimately argue for taking action toward a particular problem. There are 3 primary components to all Policy Considerations. It is expected that your team will address each of these components when presenting your case:

1. Creating NEED: What is the problem being considered (how are you Framing it) and why is it Significant (why should your audience care)
2. Analyzing CAUSE: What are the systemic causes of the problem, or why does the problem continue to exist
3. Establishing SOLUTIONS: What should be done to mitigate or resolve the problem.

When arguing NEED, you must not only describe the undesirable situation at hand, but you must frame the situation in a way that is meaningful for your audience and decision-makers. You must also present the situation in a manner that demonstrates the significance of the situation. In other words, not all problems justify our concerted efforts toward solving them. Therefore, you must justify why the situation for which you will request action deserves the attention of the audience.

When analyzing the Cause of the problem, you must make sure you take a systemic perspective. In other words, you must attempt to look at the “web of causes” (i.e., economic, political, social, cultural, and personal factors supporting the problem). Often times, multiple causes lie beneath an existing problem; therefore, understanding the complex interplay among those causes is needed to fully appreciate the required solution. The idea is to understand the more deeply rooted causes and not just address the symptoms of the problem.

Finally, when arguing for a solution, one must be able to support 2 primary considerations—the Advantages and “Doability” of the proposed actions. First, you must be able to support that your recommended action will not create unintended or negative impacts. If there are potential negative impacts (i.e., higher taxes), you should be able to support that the negative impacts associated with your proposed actions are worth taking the actions being proposed? In addition to having advantage, your recommended actions must be “doable.” In other words, you must go beyond arguing that your recommended actions should be done, and show they could be done.

For more information or questions, please contact Dr. Tom Yannuzzi, tyannuzz@kennesaw.edu or 470-578-4299.
Teams are welcome to use their own problem solving approach. Design Thinking is one approach that has been proven successful. This section provides a timeline you can use or modify at your discretion. For more information or questions, contact John Egan, jegan@georgiasoutern.edu or 912-478-1435.

**Design Thinking Approach**

**Empathize**
Learn about your social justice issue. Interview people working to address the issue and people who face it. Find out what matters to these people!

**Define**
Using the knowledge gained, define the issue through a well-crafted question that focuses and frames the problem.

**Ideate**
Harnessing everyone’s input, perspectives, and experiences to develop multiple creative solutions to your question.

**Prototype**
Take feasible ideas and put them to action by developing multiple solution prototypes. Looking for testability, not perfection.

**Test**
Test the prototypes and collect critical feedback. Analyze the feedback and go back to prototype. This iterative process should conclude with a single feasible solution.
## Suggested Design Thinking Timeline (an optional approach) for CIC

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<tr>
<th>Activity</th>
<th>Activity Description</th>
<th>Date Range</th>
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<tbody>
<tr>
<td><strong>Empathize</strong></td>
<td>Group should formulate a plan for applying empathy/observation to their social justice issue. Identify experts or people affected by your topic that could be interviewed and draft interview questions (faculty, community leaders, etc.). Schedule group or individual interviews. Identify documentaries, books or peer-reviewed journal articles that can help your team better understand the PEOPLE affected by your social justice issue.</td>
<td>Feb 1 - Feb 5</td>
</tr>
<tr>
<td><strong>Empathize</strong></td>
<td>Teams should collect (interviews) information and read secondary information (books, movies, journal articles) in an attempt to get a deeper understanding of the issue and more importantly the people affected by the issue. Interview experts or people affected by the issue in 30-45 minutes with 8-10 questions that move from broad to specific areas of focus. Record notes! Allow the interviews to be conversational and make notes from in-the-field observations such as attire, surroundings, and actions. Synthesize secondary and primary information into key insights about the history, context, people, and previously attempted solutions. Look beyond the obvious and relinquish your preconceived notions on the issue.</td>
<td>Feb 6 - Feb 17</td>
</tr>
<tr>
<td><strong>Define</strong></td>
<td>To begin the define process, consider having team members write their own insights (from empathize) on the issue onto several sticky notes (one insight per note). Clump everyone's sticky notes together into thematic clusters. Then begin the work of developing a well</td>
<td>Feb 18 - Feb 24</td>
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| The problem statement should begin with the phrase, “How might we...” “How” implies that solutions exist out there. “Might” says that our ideas may or may not work but we are not afraid to step into the issues. “We” says that this is a team effort and the team is responsible for taking on the actionable solution. Consider those affected by the social justice issue, their needs and the context or constraints. The problem statement should not be too narrow as to not permit creative solutions and should not be loaded with an already formulated solution. The problem statement should not be too broad as to not create guidance for the group. The Rule of 5: If you can brainstorm five different solutions in five minutes you’ve probably got it just right. A well crafted question should: provide focus and frame the problem, inspire your group, create criteria for evaluating competing ideas, and captivate those you encounter. |

| **Ideate** | Framed around your group’s problem statement, create a mind map or employ any other brainstorming strategy to create as many solution ideas as possible as a group. Here it is important to build on each others ideas, and NEVER say anything negative about an idea or evaluate ideas during the brainstorm. This curbs creativity. If someone says a crazy idea that makes no sense, try saying “yes, and...” followed by your next concept. Have someone hit a buzzer or ring a bell if someone begins to critique, evaluate or criticize an idea. Remember, it’s not about arriving at the “right” idea in this phase, but |

| | Feb 18 - Feb 24 |
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<td>rather to generate a broad range of possibilities. Let your group’s imagination run wild!</td>
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<tr>
<td></td>
<td>Ideas can later be put into one of three categories: wild (unexpected), darling (most likely to delight), and practical (the rational choice).</td>
</tr>
<tr>
<td><strong>Prototype Preparation</strong></td>
<td>The team can begin evaluating ideas from the brainstorm to identify a minimum of 2 concepts to bring into the prototype phase. What are the most promising ideas? What ideas address your specific problem statement? What ideas MIGHT involve actions the TEAM can take rather than actions for OTHER people to take (such as lawmakers, presidents, CEOs)? Select 2-3 ideas your team would like to further explore in the prototype/test phases.</td>
</tr>
<tr>
<td><strong>Prototype</strong></td>
<td>A low resolution prototype is developed of the concepts/ideas. These prototypes may take the shape of a role play, storyboard or video of the proposed solution to address their defined social justice problem. It should appropriately tell the story of your solution, and you should be prepared to show it to others in the testing phase. The prototype should not be perfect but testable.</td>
</tr>
<tr>
<td><strong>Test/Prototype Execution</strong></td>
<td>Prototype and test really go together in a combined iterative process. Show your prototypes to users, experts or anyone who has insight on the social justice issue. Ask for and record their feedback. Record positives, negatives, ideas generated and questions posed about the prototype. Next, incorporate the feedback into your groups new and improved prototypes. Test the prototypes again, record feedback again, and incorporate</td>
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<tr>
<th>Feedback into yet another improved prototype. Rinse... lather... repeat! Iterate until you've reached a well developed and refined “solution” that your TEAM can engage in to address your problem statement.</th>
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| Executive Summary, Website, & Presentation | Develop executive summary, website, and presentation as outlined in this toolkit. Review deadlines in toolkit. | March 24 - April 21 |

*Note: Team advisors may consider contacting their Institutional Review Board to determine if their group needs to go through a review process.*