



COMMUNITY SERVICE



SkillsUSA Championships Technical Standards

PURPOSE

To evaluate local chapter activities that benefit the community and to recognize excellence and professionalism in the area of community service. This event also enables the community to become aware of the outstanding work being performed by career and technical education students.

First, download and review the General Regulations at: <http://updates.skillsusa.org>.

ELIGIBILITY (TEAM OF 3)

Open to active SkillsUSA members. Only the first-place high-school and/or college/postsecondary winning team(s) may be entered in national competition. The entire chapter is encouraged to participate in the community service project. A team of three members will represent the chapter in a live presentation. All team members must be from the same school.

CLOTHING REQUIREMENT

Class A: SkillsUSA Official Attire

- Official SkillsUSA red blazer or official SkillsUSA red jacket
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie or SkillsUSA black tie), white shirt (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area of the blazer, sweater, windbreaker or jacket
- Black dress slacks or black dress skirt (knee-length at minimum)
- Black dress shoes

Note: The official SkillsUSA windbreaker, sweater and black Carhartt jacket are no longer available for purchase in the SkillsUSA Store. However, these clothing items are grandfathered in as previous official SkillsUSA clothing and can be worn in SkillsUSA competitions as directed in this document.

Note: Wearing socks or hose is no longer required. If worn, socks must be black dress socks and hose must be either black or skin-tone and seamless/nonpattern.

These regulations refer to clothing items that are pictured and described at www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

Note: Competitors must wear their official competition clothing to the competition orientation meeting.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. Projector and screen.
 - b. 120-volt outlet.
 - c. Timer.
 - d. Timecards.
2. Supplied by the competitor:
 - a. Laptop computer, Projector (optional) or other visual equipment as necessary for the presentation.
 - b. An electronic copy of the team’s presentation must be saved on a USB drive as backup; USB drives will be used in case of technical problems with audio/visual equipment.
 - c. Clicker (for your specific equipment).
 - d. Notecards, if desired.
 - e. All competitors must create a one-page resume. See “Resume Requirement” below for guidelines.

RESUME REQUIREMENT

Competitors must create a one-page resume to submit online. SkillsUSA national competitors should submit their resume by June 1. The link for resume submission will be published on <http://updates.skillsusa.org> on May 1. Failure to submit a resume will result in a 10-point penalty.

Your resume must be saved as a PDF file type using file name format of “Last Name_First Name.” For example, “Amanda Smith” would save her resume as **Smith_Amanda**. If you need assistance with saving your file as a PDF, visit [the Adobe website](#) for more information.

Note: Check the Competition Guidelines and/or the updates page on the SkillsUSA website at <http://updates.skillsusa.org>.

PROHIBITED DEVICES

Cell phones or other electronic devices not approved by a competition’s national technical committee are **NOT** allowed in the competition area. Please follow the guidelines in each technical standard for approved exceptions. Technical committee members may also approve exceptions onsite during the SkillsUSA Championships if deemed appropriate.

Penalties for Prohibited Devices

If a competitor's electronic device makes noise or if the competitor is seen using it at any time during the competition, an official report will be documented for review by the SkillsUSA Championships director. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor's scores may be canceled.

SCOPE OF THE COMPETITION

The competition will consist of two parts: a notebook outlining the chapter community service project and a live presentation by the chapter team.

KNOWLEDGE PERFORMANCE

There is no written knowledge test required in this competition. Competitors are required to take the SkillsUSA professional development test.

SKILL PERFORMANCE

The chapter will organize the year's community service activities and present its best community service project to a panel of judges. Only one project may be presented during the school year. Notebooks containing information about more than one project within the school year will not be judged.

The notebook and presentation should represent a community service project that was conceived, planned and completed during the current school year. Professionals like companies not related directly to projects or High Stakeholders within your district are no longer accepted as letters of recognition.

Note: Although involvement of the entire school is encouraged, the project must clearly be organized and conducted by the active SkillsUSA chapter.

COMPETITION GUIDELINES

1. Notebook
 - a. A chapter notebook must be compiled that describes the chapter community service project. The notebook must be brought to the competitor orientation meeting.
 - b. The notebook must be an official SkillsUSA three-ring binder.
 - c. The notebook must not contain more than 30 pages (Both surfaces of the 30 pages may be filled for a maximum of 60 surfaces.)

Note: A surface is only that material which can be printed, pasted or glued to a notebook page. Any pockets, foldout pages, individual materials contained in plastic sleeves, multiple pages or similar features will count as additional surfaces and will be subject to penalty, except where specifically stated otherwise. All pages must be in plastic sleeves.
 - d. The notebook should be organized in the following format:
 - 1.) *Title Page*

The title page must include the name of the project, chapter name, school address and a list of the names of the presenting team members.

- 2.) *Introduction*
Provide a brief description of the project, not to exceed one page. This statement should provide a brief and concise description or overview of your community service project. No longer than two paragraphs.
- 3.) *Table of Contents*
The table of contents should indicate page numbers. All surfaces should be numbered, and the information should be organized according to appropriate sections as indicated below.
- 4.) *Section I — Objectives of the Project*
Objectives should be specific, measurable, action-oriented, relevant to local needs and time-bound of the community it serves. Objectives should be no more than four measurable outcomes. They should be revisited at the conclusion of the project to show level of success and to document impact.
- 5.) *Section II — Community Impact*
Describe and document the full impact that the project had on individuals, organizations, businesses, industry or the community in general as appropriate to the project. Include statistical evidence such as surveys, pre/post test results or data/documentation to prove that your project made a significant difference and can be sustained in the future.
- 6.) *Section III — Impact on the School*
Describe and document the full impact that participation in the project had on the school community pinpointing SkillsUSA Framework Essential Elements that illustrate how students are fulfilling the mission of the organization. Include statistical evidence such as surveys, pre-/post-test results or data/documentation to show how your project made a difference in some aspect of the school environment or in the student population that empowers SkillsUSA members to become world-class workers, leaders and responsible American citizens.
- 7.) *Section IV — Letter of Recognition*
A letter of recognition must be included in the notebook, up to a maximum of five letters. Focus for this section should be the stakeholder voice that benefited from the project you completed. The letter should provide evidence that supports your service projects value to the community and demonstrates their awareness of SkillsUSA. Letters could also come from business or industry representatives that recognize your community service contribution.
- 8.) *Section V — Publicity*
Newspaper articles, photos or other items that show publicity received during the project. Do not include items you generated to promote participation. SkillsUSA must be mentioned in the publicity article to receive credit. For full credit your community service project's name must be credited/mentioned in the article. (This can include an established project specific name and/or your school's chapter name.)

Original copies of newspaper articles must be submitted. If you use information (or receive any publicity during the project) via the internet, social media or electronic articles, you must reference the source, including the dates.

Dates of the article must be within the article, or a letter of verification from the editor must be submitted on proper letterhead. Photocopies of articles are not acceptable. You may also document your efforts to secure publicity by including letters from newspapers or TV/radio stations verifying that articles related to your project have been submitted for publication. This section should also include photos that document events as they were conducted. Photos should be affixed and captioned to explain content.

2. Live Team Presentation

- a. A team of three will represent the chapter in a live professional presentation. The purpose of the presentation is to provide the judges with an overview of the chapter's community service project and the positive results achieved. All team members must take an active part in the presentation.
Note: Presentations should provide a clear sense about the project planning timetable and process — how the project was initiated, organized, implemented, evaluated and celebrated.
- b. The presentation shall be 7-10 minutes in length.
- c. Time penalty: 5 points will be deducted for each 30 seconds or fraction thereof under 7 minutes or over 10 minutes. Time will be started when the presentation begins. The timer will signal the team at 7 minutes and at 9 minutes.
- d. Teams are encouraged to be creative in their presentations. The use of computer-generated presentations or other visuals is strongly encouraged.
- e. All charts and graphs must include evidence they are student-produced.
- f. No commercially produced materials will be allowed. Each team may use at least one of the following visual formats in their presentation:
 - 1.) Flip charts
 - 2.) Overhead transparencies
 - 3.) 35mm slide presentation
 - 4.) PowerPoint or other computer presentation

STANDARDS AND COMPETENCIES

CS 1.0 — Create a professional notebook/scrapbook that follows guidelines and effectively expresses chapter community service activities.

- 1.1. Design a title page that lists the name of the project and the chapter name.
- 1.2. Construct a table of contents and organize subjects in order and list with page numbers.
- 1.3. Write clear and effective objectives.
- 1.4. Describe community impact.
- 1.5. Describe school impact.
- 1.6. Secure letters of recommendation from local officials affected by this project. All letters must be on official letterhead to gain points in notebook.
- 1.7. Explain publicity received by activities.

CS 2.0 — Design and write an effective presentation that provides the judges with an overview of the chapter's community service project and positive results achieved.

- 2.1. Prepare a 7-10 minute demonstration of a job skill.
- 2.2. Organize the demonstration in a logical and coherent manner.

- 2.3. Incorporate at least one of the following visual aids in the presentation: flip chart, overhead transparencies, 35mm slide presentation and/or PowerPoint or other computer presentation.

CS 3.0 – Deliver the presentation in a professional manner meeting the standards outlined by the technical committee.

- 3.1. Engage all team members in the presentation.
- 3.2. Explain the community service project using displays and visuals. This is what the notebook must do for your teams evidence
- 3.3. Demonstrate an effective and pleasing delivery style.
- 3.4. Effectively use verbal illustrations and examples.
- 3.5. Make a formal and effective introduction to the presentation that clearly identifies the scope of the demonstration.
- 3.6. Pronounce words in a clear and understandable manner.
- 3.7. Use a variety of verbal techniques including: modulation of voice, changing volume, varied inflection, modifying tempo and verbal enthusiasm.
- 3.8. Demonstrate poise and self-control while presenting.
- 3.9. Demonstrate good platform development and personal confidence from each team member. Utilize the SkillsUSA Framework where applicable.
- 3.10. Communicate the primary points of the speech in a compact and complete manner. Keep it focused on facts of the project.
- 3.11. Tie organizational elements together with an effective ending.
- 3.12. Complete the speech within the time limits set by competition requirements.

CS 4.0 – Wear appropriate clothing for the SkillsUSA national competition.

- 4.1. Display clothing that meets national standards for competition
- 4.2. Demonstrate good grooming in dress and personal hygiene

CS 5.0 – SkillsUSA Framework.

The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. Please reference the graphic above, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/about/skillsusa-framework/.



COMMITTEE IDENTIFIED ACADEMIC SKILLS

The technical committee has identified that the following academic skills are embedded in this competition.

Math Skills

None Identified

Science Skills

None Identified

Language Arts Skills

- Provide information in oral presentations.
- Demonstrate use of verbal communication skills: word choice, pitch, feeling, tone and voice.
- Demonstrate use of nonverbal communication skills: eye contact, posture and gestures using interviewing techniques to gain information.
- Organize and synthesize information for use in written and oral presentations.
- Use print, electronic databases and online resources to access information in books and articles.
- Demonstrate narrative writing.
- Demonstrate informational writing.
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing.

CONNECTIONS TO NATIONAL STANDARDS

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- The ability to use data effectively and from a factual percentage based on results of surveys used.

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: www.nctm.org.

Science Standards

- Understands the nature of scientific inquiry.
- Understands the scientific enterprise.

Source: McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium/browse.asp.

Language Arts Standards

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write. They use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Source: *IRA/NCTE Standards for the English Language Arts*. To view the standards, visit: www.ncte.org/standards.