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 work being performed by career and technical education students.

ELIGIBILITY (TEAM OF 3)

Open to a team of three active SkillsUSA members. Each state may send one middle school, one high school, and one college/postsecondary entry. The entire chapter is encouraged to participate in the community service project. The 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 closed-toe 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. A device with an HDMI port (such as a projector/screen, television, or other similar device).
   b. Access to power.
   c. Timer.
   d. Timecards.
2. Supplied by the competitor:
   a. SkillsUSA three-ring binder documenting the project. A digital copy of the binder's contents must be submitted online prior to the conference. This online submission requirement is in addition to submitting the physical binder during orientation.
   b. If using an electronic presentation media, bring a computer with HDMI cable and/or adapter necessary to connect to the HDMI port.
   c. It is recommended to save an electronic copy of the team's presentation on a USB drive as backup.
   d. Clicker (for your specific equipment).
   e. Notecards, if desired.
   f. All competitors must create a one-page resume. See "Resume Requirement" below for guidelines. Middle school students are exempt from the resume requirement.

RESUME REQUIREMENT

Competitors must create a one-page resume to submit online. SkillsUSA South Carolina competitors should submit their resume by the deadline published on the competition updates page of our website. 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 state website.

PROHIBITED DEVICES

Cellphones, electronic watches and/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 Director of the SkillsUSA Championships. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor's scores may be removed.

ONLINE SUBMISSION REQUIREMENTS

The following will be submitted online prior to the national conference at a predetermined date via instructions provided on the state competition updates page.
1. Resume
2. A digital copy of the binder's contents must be submitted online prior to the conference. This online submission requirement is in addition to submitting the physical binder during orientation.

Note: Check the Competition Guidelines and/or the updates page on the SkillsUSA South Carolina website.

SCOPE OF THE COMPETITION

The competition will consist of two parts: a binder 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. Middle school competitors are exempt from testing requirements.

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. Binders containing information about more than one project completed within the school year will not be judged.

The binder and presentation should represent a community service project that was conceived, planned, and completed during the academic year immediately preceding the National Leadership & Skills Conference.

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. Binder Documentation
    a. The chapter must compile documentation that describes the chapter community service project.
    b. Documentation must be presented in an official SkillsUSA 3-ring binder and turned in to judges at the competition orientation meeting. (See also the national online submission requirement above.)
    c. The binder must not contain more than 30 pages (Both surfaces of the 30 pages may be filled for a maximum of 60 surfaces.) All pages must be numbered.
    Note: A surface is only that material which can be printed, pasted, or glued to a binder page. Any pockets, foldout pages and/or 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 binder should be well 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 description of the project, not to exceed one page and no longer than two paragraphs. This statement should provide a brief and concise overview of the community service project.
        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. All pages must be listed in descending order.
        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 include no more than three (3) 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*
        Using the SkillsUSA Framework as a guide, describe and document the full impact that the project had on individuals, organizations, businesses, industry, or the community as appropriate to the project. Include statistical evidence such as surveys, pre/post test results, and/or data/documentation to prove that the project made a significant difference and can be sustained in the future. Note: Data must be related to the project.
        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, and/or data/documentation to show how the project made a difference in some aspect of the school environment or in the student population that empowered students to

become skilled professionals, career-ready leaders and responsible community members. Data must be related to the project.

7). *Section IV — Letter of Recognition*
A letter of recognition must be included in the binder, up to a maximum of five (5) letters. Focus for this section should be the stakeholder voice that benefited from the completed project. The letter should provide evidence that supports the service project's value to the community and demonstrates awareness of SkillsUSA. Letters could also come from business and industry representatives that recognize the community service contribution. Letters of recognition must be from professionals/companies and/or stakeholders within your district that are directly related to/impacted by the project.

8). *Section V — Publicity*
Newspaper articles, photos or other items that show publicity received during the project. Do not include items generated to promote participation. SkillsUSA must be mentioned in the publicity article to receive credit. For full credit, the community service project's name must be credited/mentioned in the article. (This can include an established project-specific name and/or the school's chapter name.)

Original copies of newspaper articles must be submitted. If the team uses information (or receives any publicity during the project) via the Internet, social media, and/or electronic (web-based) news articles, the team must reference the source, including the dates published.

Date 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. The team may also document efforts to secure publicity by including letters from newspapers and/or TV/radio stations verifying that articles related to the 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 seven to ten (7-10) minutes in length.
   c. Time penalty: Five (5) points will be deducted for each 30 seconds or fraction thereof under seven (7) minutes or over 10 minutes. Time will be started when the presentation begins. The timer will signal the team at seven (7) minutes and at nine (9) minutes.
   d. Teams are encouraged to be creative in their presentations. The use of presentation software such as PowerPoint, etc., 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). PowerPoint or other computer presentation.

STANDARDS AND COMPETENCIES

CS 1.0 — Create a professional binder/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 the binder.
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 to10-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 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 binder 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, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/who-we-are/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.

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.