



COMMUNITY ACTION PROJECT

SkillsUSA Championships Technical Standards



PURPOSE

To evaluate a team of two competitors' ability to develop, execute, document, and present a project that was completed in their community or school, and which provides a benefit or learning experience to the community or school. This event also enables the community to become aware of the work being performed by career and technical education students.

ELIGIBILITY (TEAM OF TWO)

Open to a team of two active SkillsUSA members enrolled in career and technical programs with entry-level job skills as an occupational objective. Each state may send one middle school, one high-school, and one college/postsecondary entry.

Eligibility Letter: A letter from an appropriate school official on school letterhead stating that both competitors are classified under the provisions of Public Law 105-17, Individuals with Disabilities Education Act, 1997, is required for participation.

State associations having restrictions on release of this information may submit a letter of eligibility that simply states, "I certify that (student's name) meets the eligibility requirements for the SkillsUSA Community Action Project competition." The letter must be signed by the school official, who must also include their title.

Certification letter: A letter of certification is required on school letterhead and signed by a school administrator (principal, school counselor, special needs director, etc.) that certifies the binder has been developed and created by the students. The letter simply needs to state: "I certify that the binder for the team [name of competitors] has been developed and created by the students per requirements of the SkillsUSA Championships Technical Standards."

Guidance and instruction may be provided by the advisor/instructors in how to use applications, such as formatting programs, and the like in the execution of the binder.

Both eligibility and certification letters must be submitted online to the technical committee. The online submission link will be posted on the state competition updates website.

CLOTHING REQUIREMENTS

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. All necessary information for the judges and technical committee.
 - b. A device with an HDMI port (such as a projector/screen, television, or other similar device)
2. Supplied by the competitor:
 - a. See the pre-conference online submission requirements section for more details:
 - 1). Eligibility letter from a school official
 - 2). Certification letter confirming work was completed by students
 - 3). SkillsUSA three-ring binder documenting the project. The online submission requirement is in addition to submitting the physical binder during orientation.
 - b. Presentation media, such as laptop computers, poster boards, etc.
 - 1). If using an electronic presentation media, bring a computer with HDMI cable and/or adapter necessary to connect to the HDMI port.
 - 2). Bring a backup of your digital files saved on a USB flash drive, in case of technical difficulties. (Backup files will include copies of your online submissions: digital copy of binder contents, two letters, and if applicable presentation.)

- c. All competitors must submit 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

Competitors must also submit electronic copies of the following items saved as PDFs (portable document format). SkillsUSA national competitors should submit the following documents by the deadline published on the SkillsUSA state competitions updates webpage. Failure to submit any of the required documents will result in a penalty.

1. Eligibility letter
2. Certification letter
3. Resume
4. A digital copy (pdf) 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.

Your submissions must be saved as a PDF file type using the file name format of “Last Name_First Name_Document.” For example, “Amanda Smith” would save her submissions as: resume as

- Smith_Amanda_Resume
- Smith_Amanda_Eligibility
- Smith_Amanda_Certification
- Smith_Amanda_Binder

If you need assistance with saving your file as a PDF, visit the [Adobe website](#) for more information.

ARRANGEMENT OF COMPETITION SPACE

1. Presentation area which includes a table, chair and device with a HDMI port
2. Table and chairs for judges

OBSERVER RULE

1. If approved by the technical committee, observers, who are not participants, may be permitted in the competition area.
2. Observers are not allowed to talk or gesture to competitors.
3. Judges may penalize competitors who receive assistance from observers.
4. No videos, pictures, or note-taking during the competition. All electronics must be turned off.
5. Observers may not enter or exit while the competitors are presenting.
6. Any judge, timekeeper, or doorkeeper has the right to ask an observer to leave if they are being a distraction.

SCOPE OF THE COMPETITION

The competition will require the competitors to develop and execute a project in their community or school. Documentation or recording of the events will be maintained in a SkillsUSA binder to be presented at the competition. The presentation shall last a minimum of five (5) minutes and a maximum of 10 minutes and will include an explanation of the purpose and scope of the project, how the project was developed, methods used, implementation, and execution of the project and its results.

KNOWLEDGE PERFORMANCE

No written knowledge test is required for this competition. Competitors in this event are also exempt from the SkillsUSA Professional Development Test.

ADVISORS

1. An advisor or instructor must attend the orientation meeting with the competitor.
2. The advisor/instructor is responsible for submitting both the eligibility letter and the certification letter online from the school.

ORIENTATION

The following are required at the orientation meeting, or a penalty may apply. Refer to the penalties section.

1. An advisor/instructor must attend with the competitor.
2. Eligibility and certification letters will be verified.
3. SkillsUSA attire is required.
4. Binders must be submitted at orientation, or a penalty will be applied.

TIME LIMITS

Presentation must be a minimum of five (5) minutes and a maximum of 10 minutes. Penalties apply for presentations less than the five (5) minutes or greater than the 10 minutes in increments of 30 seconds or fraction thereof.

Setup time for the presentation is not scored; however, this time should be kept to a minimum.

PENALTIES

Penalties may apply for the following:

1. Eligibility letter not submitted online: -10 points.
2. Certification letter not submitted online: -10 points.
3. Resume not submitted online: -10 points.
4. Copy of the binder contents not submitted online: -10 points.
5. Advisor does not attend the orientation: -10 points.
6. Incorrect attire on competition day: -10 points.
7. Presentation time: -5 points for every 30 seconds or fraction thereof (if less than (five) 5 minutes or more than 10 minutes).
8. Binders with pages in excess of 30 pages (60 surfaces) will receive a penalty: -10 points.

SKILL PERFORMANCE

The competition will consist of two parts: a SkillsUSA binder outlining the community service project completed at the competitors' school and a live presentation by two eligible competitors explaining the project.

COMPETITION GUIDELINES

1. Community Project

Project will be completed prior to competition. Requirements are:

- a. Determine the need or desire for a project.
- b. Outline the project.
- c. Develop the timeline of the project.
- d. Implement the project.
- e. Anticipate results of the project or its impact to the community or school community.
- f. Include participation of others involved: school peers, school administration, community leaders, and/or other support people.
- g. Evaluate results of the project.

2. **Binder Documentation**

The purpose of the binder is to document and capture the chronological events in the completion of the project.

- a. The project materials must be submitted onsite in an official SkillsUSA three-ring binder. The binder must contain no more than 30 pages (60 surfaces).
- b. Pictures (or copies of pictures) may be used throughout the binder to assist judges in understanding the project.

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 may be subject to penalty.

c. **Binder Organization Requirements**

1). **Title Page**

Name of the project, school name and address, names of the presenting team, and any other members of the team who worked on the project at the home school.

2). **Introduction**

Provide a brief description of the project

3). **Table of Contents**

4). **Section 1 — Methodology**

Describe the methodology for determining the project to be completed. How was the project decided upon? Who was enlisted at this stage? What was the anticipated goal of the project?

5). **Section 2 — Organization**

Describe how the project was organized. What was the timeline? Who was responsible for which steps, and how was this determined?

6). **Section 3 — Implementation Schedule**

What were the specific steps to be followed?

7). **Section 4 — Result of the Project**

What was the impact of the project on the school or community? Who benefited from the project?

8). **Section 5 — Recognition for the Project**

Was this project recognized in any local papers, school papers, radio, TV, or other news media? Were any letters of appreciation, congratulations, or any other types of recognition received? Are there pictures or copies of pictures that may be included?

9). **Section 5 — Evaluation**

Was the project successful? Why or why not? What are the recommendations and/or thoughts for this project?

3. **Presentation**

The purpose of the presentation is to provide the judges with an understanding of the project, how the project was decided or determined, how it was completed, results achieved, and comments or recommendations for others to do a similar project.

- a. Presentation is a minimum of five (5) minutes and a maximum of 10 minutes in length.
- b. Time penalty of five (5) points is deducted for each 30 seconds (or fraction) under the five (5) minutes or for each 30 seconds (or fraction) over the 10 minutes.

- c. Timing starts when the presentation begins. Timekeeper will signal the presenters at five (5), seven (7), and nine (9) minutes.
- d. Presentation can use any type of media, such as PowerPoint, slides, posters, or any other appropriate media. Be creative in expressing the presentation to the judges.
- e. All presentation materials must be produced by the students involved in the project, whether they are presenting or not.
- f. Both members of the team must participate in the presentation.
- g. Introduction: Brief description and scope of the project
- h. Project Scope: How was the project initiated? What triggered this project?
- i. Organization: Planning steps, objectives
- j. Steps and Timeline: What are the planning steps to implement this project? What was the timeline? How were the steps and timeline aligned?
- k. Results: Evaluate the impact of the project on the school or community or whoever was the recipient and received the benefit of the project.
- l. Closing: Indicate if the project was successful or not. If successful, why? If the project was not successful, why not?
- m. Organization of Presentation: Follow the appropriate steps of a presentation: opening/introduction, scope of project, steps and timeline, results, and closing.
- n. Presence, Demeanor, Self-Confidence: Involve all members, demonstrate poise, self-control, good platform performance, and personal confidence.

Check the SkillsUSA South Carolinawebsite for updates.

STANDARDS AND COMPETENCIES

CAP 1.0 — Create a community project

- 1.1. Determine the need/desire for the project.
- 1.2. Develop the project.
- 1.3. Obtain assistance in completing the project.
- 1.4. Execute the project.

CAP 2.0 — Create a professional binder that follows guidelines and effectively expresses project

- 2.1. Design a title page that lists the name of the project.
- 2.2. Prepare an introduction.
- 2.3. Construct a table of contents, organize subjects in order, and list with page numbers.
- 2.4. Write clear and effective objectives and scope of project.
- 2.5. Describe impact of the project on the school or community.
- 2.6. Secure any publicity, including newspaper articles, letters of commendation from appropriate sources.
- 2.7. Clearly evaluate and recommend (or not) the project.

CAP 3.0 — Design and prepare an effective presentation that provides the judges with an overview of the project, including results achieved

- 3.1. Both competitors must participate in the presentation.
- 3.2. Prepare a 5- to 10-minute demonstration of the project.
- 3.3. Organize the demonstration in a logical and coherent manner.

- 3.4. Explain the project using displays and visuals, incorporating at least one of the following visual aids in the presentation: posters, flip chart, overhead transparencies, 35mm slide presentation and/or PowerPoint or other computer presentation.

CAP 4.0 – Deliver the presentation in a professional manner meeting the standards outlined by the technical committee.

- 4.1. Explain the project using media you have chosen.
- 4.2. Demonstrate an effective and pleasing delivery style.
- 4.3. Effectively use verbal illustrations and examples.
- 4.4. Make a formal and effective introduction to the presentation that clearly identifies the scope of the project.
- 4.5. Use a variety of verbal techniques including modulation of voice, changing volume, varied inflection, modifying tempo and verbal enthusiasm.
- 4.6. Demonstrate poise and self-control while presenting.
- 4.7. Demonstrate good platform development and personal confidence.
- 4.8. Tie organizational elements together with an effective closing.
- 4.9. Complete the presentation within the time limits set by competition requirements.

CAP 5.0 – Wear appropriate clothing per SkillsUSA national requirements.

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

CAP 6.0 – 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

- Potential calculations based on providing results or the project, cost analysis, etc.

Science Skills

- Potential green project or other project related to the environment within the community.

Social Studies Skills

- Community demographics, generational impact, historical impact based on the type of project.

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

None Identified

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: <http://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.