



COMMUNITY SERVICE



SkillsUSA Championships Technical Standards

PURPOSE

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

First, download and review the General Regulations at updates.skillsusa.org.

ELIGIBILITY (TEAM OF THREE)

Open to a team of three (3) active SkillsUSA members from the same local chapter (school). 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. A full team must be registered. See General Regulations for more information about substitution and penalty rules.

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 not 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 SkillsUSA Championships Clothing Classifications that are pictured and described at skillsusastore.org. If you have questions about competition uniforms, call the SkillsUSA Store at 888-501-2183.

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

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. Time keeping device.
 - d. Printed timekeeper cards for signaling seven (7) minutes and nine (9) minutes.
2. Supplied by the competitor:
 - a. Official SkillsUSA three-ring binder documenting the project.
 - 1). All competitors must also submit a digital copy of their binder's contents saved as a PDF file. The purpose of the "Online Submission Requirements" is for pre-conference evaluation. Failure to submit a digital copy of the binder that can be opened and meets the required format may result in a loss of points. See "Online Submission Requirements" below for guidelines.
 - b. If using an electronic presentation media, bring a computer with HDMI cable and/or adapter necessary to connect to the HDMI port.
 - 1). It is recommended to save an electronic copy of the team's presentation on a USB drive as backup.
 - c. Clicker (for your specific equipment).
 - d. Notecards, if desired.
 - e. All competitors must create and submit online a one-page single sided resume. See "Online Submission Requirements" below for guidelines.

Note: All national competitors must also check for competition-specific updates and/or competitor preparation instructions on the SkillsUSA website at updates.skillsusa.org.

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

All SkillsUSA national competitors must submit their one-page single sided resume online. The deadline and link for online submissions will be published on <http://updates.skillsusa.org>.

Failure to submit any of the required online submission documents listed below by the established deadline will result in a 10-point penalty for each missing document. File(s) must open directly as a PDF file without additional software/application and/or permission status.

1. One-page single sided resume
2. A digital copy of their binder's contents saved as a combined single PDF file. The online submission of scanned pages must be in the same order as the physical binder presented at the competition orientation.

Your submissions must be saved as individual PDF file types using the file name format of "Your Last Name_Your First Name_DocumentType." For example, "Amanda Smith" would save the individual PDF submission files as:

- Smith_Amanda_Resume
- Smith_Amanda_Binder

OBSERVER RULE

The technical committee reserves the right to allow or prohibit observers into competition area(s). If allowed, no observer may enter or exit the competition area while a competitor is presenting. Observers are not allowed to talk to or make gestures to competitors. No videotaping or photography is allowed during the competition. All phones and electronic devices must be silenced and put away. The competition staff reserves the right to request any observer to leave if they are perceived as a distraction.

SCOPE OF THE COMPETITION

KNOWLEDGE PERFORMANCE

There is no general 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. 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. Only one project may be presented. Binders containing information about more than one project completed within the school year will not be judged.

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. Competition orientation
 - a. Competitors will be assigned appointment times. Appointments may be randomly pre-assigned by the technical committee or drawn during the competition orientation.
 - b. The project documentation must be submitted in an official SkillsUSA 3-ring binder at orientation. (See also the “Online Submission Requirements” above.)

2. Binder
 - a. The documentation must be submitted onsite in an official SkillsUSA three-ring binder. The binder must contain no more than 60 pages.

Note: A sheet of paper has two sides. Each side is considered one page. Therefore, a single sheet of unfolded paper is two pages.

- 1). A penalty of five (5) points will be assessed for each page beyond the limit.
 - a.) If sheet protectors are used, two sheets of paper can be placed back-to back, creating a front and back page. This would be considered two pages.
 - b.) This competition requires the use of sheet protectors.
 - c.) Unused sheet protectors will count as pages, as will any additional documents (such as extra resumes) placed in the binder.
 - d.) Any pages contained in a pocket, folded page, or similar features will be counted as additional pages and will be subject to penalty.

- b. All pages must be numbered and should be well organized in the following format.

- 1). **Title Page**

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

- 2). **Introduction**

- a.) Provide a project description, 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**

- a.) The table of contents should indicate page numbers. All surfaces following the table of contents should be numbered, and the information should be organized according to appropriate sections as indicated below.

- 4). **Section 1 – Objectives of the Project**

- a.) Objectives should be stated as SMART Goals (specific, measurable, attainable, relevant to local needs, and time bound). Objectives should include no more than three (3) measurable outcomes. Objectives should be revisited at the project's end to show the level of success and document impact. This information should be cited in the applicable impact sections.

- 5). **Section 2 – Community Impact**

- a.) Revisit your SMART goals to show the level of success your project had on the community outside of your school. Include statistical evidence such as

surveys, pre/post test results, and/or data/documentation to prove that the project made a significant difference. **Note:** Data must be related to the project.

6). **Section 3 – Impact on the School**

- a.) Revisit your SMART goals to show the level of success your project had on your school. 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. **Note:** Data must be related to the project.
- b.) Also, describe and document the full impact that participation in the project had on the school, pinpointing SkillsUSA Framework Essential Elements illustrating how students are fulfilling the organization's mission.

7). **Section 4 – Letter of Recognition**

- a.) A letter of recognition must be included in the binder, up to a maximum of five (5) letters. The original letter needs to be submitted on an official letterhead with signatures of signees. 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 related to/impacted by the project.

8). **Section 5 – Publicity/Photos**

- a.) Newspaper articles, photos or other items that show publicity received during the project. Do not include items that you 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.)
- b.) 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.
- c.) 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.
- d.) This section should also include photos that document events as they were conducted. Include Photos that were taken during the process of planning and executing your project. Photos should be affixed and captioned to clearly explain content.

3. Presentation

- a. The presentation should be between seven (7) and 10 minutes.
 - 1). Timing starts when the presentation begins.
 - 2). A timekeeper will signal competitors at seven (7) and nine (9) minutes.
 - 3). A **penalty** of five (5) points will be deducted for each 30 seconds or fraction thereof under five (5) minutes or for each 30 seconds or fraction thereof over 10 minutes.
- b. The presentation's purpose is to provide judges with an overview of the project and the positive results achieved.
- c. All three (3) team members must take an active part in the presentation.
- d. Teams are encouraged to be creative in their presentations. The use of presentation software such as PowerPoint, etc., is strongly encouraged.
- e. All charts and graphs must include evidence they are student produced.
- f. No commercially produced materials will be allowed.
- g. Each team may use at least one of the following visual formats in their presentation:
 - 1). Flip charts.
 - 2). PowerPoint or other computer presentation.
- h. Presenters should:
 - 1). Make an effective opening that clearly identifies the scope of the project.
 - 2). Provide a clear sense about the project planning timetable and process- how the project was initiated, organized, implemented, evaluated and celebrated.
 - 3). Describe the full impact the project had on the individuals, businesses, industry or the community that benefitted from the project and include your statistical data.
 - 4). Describe the full impact the project had on your school community and include statistical data. Also explain how the SkillsUSA Framework and Essential Elements were vital to the project's success.
 - 5). Make a strong conclusion resulting in an effective ending.

STANDARDS AND COMPETENCIES

CS 1.0 — Plan, develop, and create an effective project.

- 1.1. Brainstorm project ideas following a problem-solving process.
- 1.2. Break down project and task with timelines.
- 1.3. Identify resources and standards for completing project.
- 1.4. Anticipate and plan for possible obstacles and setbacks.
- 1.5. Establish work priorities.
- 1.6. Employ technology to solve problems.
- 1.7. Overcome barriers and roadblocks.
- 1.8. Evaluate the finished project and make appropriate modifications.

CS 2.0 — Document the project in a professional manner.

- 2.1. Identify appropriate activities that meet required standards.
- 2.2. Design concise and effective written and visual components.
- 2.3. Describe impact of project.

CS 3.0 — Create and deliver a professional presentation and respond to questions.

- 3.1. Choose an appropriate mode of communication.
- 3.2. Write and speak effectively.
- 3.3. Use appropriate body language.
- 3.4. Check for understanding when articulating complex issues.
- 3.5. Practice active listening skills.
- 3.6. Manage presentation time limits.
- 3.7. Articulate knowledge and understanding of SkillsUSA Framework and how the Personal Skills, Workplace Skills, and Technical Skills Grounded in Academics are applicable to the project.

CS 4.0 — Demonstrate teamwork skills.

- 4.1. Work collaboratively with other team members.
- 4.2. Honor the contributions and strengths of others.
- 4.3. Honor personal commitments and responsibilities to the team.
- 4.4. Foster positive and collaborative working relationships with others.

CS 5.0 — Project a professional self-image through attire and grooming.

- 5.1. Demonstrate a professional appearance in dress, good grooming, and personal presentation.
- 5.2. Display clothing that meets national standards requirement for competition.
- 5.3. Demonstrate good grooming in personal hygiene.
- 5.4. Wear clothing that fits well.
- 5.5. Present a wrinkle-free appearance.

CS 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. 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

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.*