

COMMUNITY SERVICE



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, refer to General Regulations, Page 9.

CLOTHING REQUIREMENT

For men: Official blazer, jacket or sweater; black dress slacks; white dress shirt; plain black tie with no pattern or SkillsUSA black tie; black socks and black shoes.

For women: Official blazer or jacket; black dress skirt (knee-length) or slacks with businesslike white, collarless blouse or white blouse with small, plain collar that may not extend onto the lapels of the blazer; black sheer or skin-tone seamless hose and black dress shoes.

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 800-401-1560 or 703-956-3723.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

ELIGIBILITY

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.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. Overhead projector and screen
 - b. Easel for flip chart
 - c. 110 volt outlet
 - d. Timer
 - e. Time cards
2. Supplied by the contestant:
 - a. Laptop computer, LCD projector or other visual equipment as necessary for the presentation. Backup must be ready and available if technical problems occur.
 - b. Note cards, if desired
 - c. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website: www.skillsusa.org/compete/updates.shtml

SCOPE OF THE CONTEST

The contest 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 contest.

Skill Performance

The contest will consist of two parts: a notebook outlining the chapter community service project and a live presentation by the chapter team. 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. Notebooks containing information about more than one project 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.

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

Contest Guidelines

1. Notebook

- a. A chapter notebook must be compiled that describes the chapter community service project. The notebook must be brought to the contestant orientation meeting.
- b. The notebook must be an official SkillsUSA three-ring binder.
- c. The notebook must not contain more than 30 pages (60 surfaces).

Note: A surface is only that material which can be pasted or glued to a notebook page. Any pockets, fold-out 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. Pages may be plasticized without affecting the scores.

- 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.
 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. Objectives 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. 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.
7. *Section IV — Letters of Recognition*
A maximum of five letters can be included. Include letters from business or industry representatives that recognize your community service contribution and demonstrate the community's awareness of SkillsUSA.
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. Original copies of newspaper articles must be submitted. Dates of the article must be within the article or a letter of verification from the editor must be submitted. Photocopies of articles

are not acceptable. You may also document your efforts to secure publicity by the inclusion of 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: Five points will be deducted for each 30 seconds or fraction thereof under seven minutes or over 10 minutes. Time will be started when the presentation begins. The timer will signal the team at seven minutes and at nine 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 be student produced. No commercially produced materials will be allowed. Each team must 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
- 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 seven- to 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 through the use of displays and visuals
- 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
- 3.10 Communicate the primary points of the speech in a compact and complete manner
- 3.11 Tie organizational elements together with an effective ending
- 3.12 Complete the speech within the time limits set by contest requirements

CS 4.0 — Wear appropriate clothing for the SkillsUSA national contest

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

Committee Identified Academic Skills

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

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

None Identified

Source: NCTM Principles and Standards for School Mathematics. To view high school standards, visit: standards.nctm.org/document/chapter7/index.htm. Select “Standards” from menu.

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: www.mcrel.org/standards-benchmarks/.

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.