

COMMUNITY ACTION PROJECT



PURPOSE

To evaluate a team of two contestants' 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 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 2)

Open to active SkillsUSA members enrolled in career and technical programs with entry-level job skills as the occupational objective. A letter from an appropriate school official on school letterhead stating that both contestants 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 contest." The letter must be signed by the school official, who must also include his/her title.

The eligibility letter must be submitted to the technical committee at the orientation meeting.

CLOTHING REQUIREMENTS

Class A: SkillsUSA Attire:

- Red SkillsUSA blazer, windbreaker or sweater, or black or red SkillsUSA jacket.
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie), white blouse (collarless or small-collared) or white turtleneck, with any collar not to

extend into the lapel area or the blazer, sweater, windbreaker or jacket.

- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length, accompanied by black or skin-tone seamless hose).
- 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 1-888-501-2183.

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

ADVISORS

1. Advisors or instructors must attend the orientation meeting with the contestant.
2. The advisor is responsible for obtaining the eligibility letter from the school and submitting it to the technical committee at orientation.
3. Failure to follow these steps will result in a penalty against the contestants' score.

ORIENTATION

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

1. Advisor must attend with contestant.
2. Eligibility letter must be submitted.
3. Résumé for SkillsUSA requirement must be submitted.
4. SkillsUSA attire is required.
5. Notebooks will be collected at orientation, and contestants will retrieve their notebook from the display room on Thursday at the time indicated. The technical committee will store notebooks during this time.

OBSERVER RULE

Observers are permitted to view the contest. However, other contestants competing in Community Action Project may not observe presentations.

TIME LIMITS

Contestants' presentation must be a minimum of 5 minutes and a maximum of 10 minutes. Penalties apply for presentations less than the 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 apply for the following:

1. No advisor attending the orientation: -10 points.
2. Missing eligibility letter at orientation: -10 points.
3. Attire incorrect at orientation: -10 points.
4. Résumé not submitted at orientation (requirement of SkillsUSA): -10 points.
5. Presentation time: -5 points for every 30 seconds or fraction thereof (if less than 5 minutes or more than 10 minutes).

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. Judges, including a timekeeper.
 - b. All necessary information for the judges and technical committee.
 - c. A projector and screen will be provided if using electronic media; however, cabling must be provided by the contestant.
2. Supplied by the contestant:
 - a. SkillsUSA three-ring notebook documenting the project, which will be on display for one day after the presentations.
 - b. Presentation media, such as laptop computer, poster boards, etc.
 - c. If using an electronic presentation media, bring a stick or thumb drive for backup.
 - d. Cable specific for the laptop and the projector, if using a laptop.
 - e. Backup presentation media should be available in case of technical difficulties.

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 at: <http://updates.skillsusa.org>.

ARRANGEMENT OF ROOMS

1. An assembly area will be set up for the contestants to wait their turn.
2. Presentation room is provided and includes a table and chair, if needed by the contestant.
3. Projector for electronic presentations.
4. Screen or appropriate area for projection, if needed.
5. Table and chairs for judges.
6. Chairs for observers.

SCOPE OF THE CONTEST

The contest will require the contestants to develop and execute a project in their community or school. Documentation or recording of the events will be maintained in a SkillsUSA notebook to be presented at the competition. The presentation shall last a minimum of 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 employability skills knowledge test is required for this contest.

Skill Performance

The contest requires the contestants to develop and execute a project in the community or school community.

The contest will consist of two parts: a SkillsUSA notebook outlining the community service project and a live presentation by two eligible contestants explaining the project. Refer to contest guidelines for specific requirements.

Both the presentation and the notebook will be reviewed and judged at the time of the contest. The notebook will then be on display for a period of time. Responsibility to retrieve the notebook at the end of the display period is upon the contestants.

CONTEST GUIDELINES

1. *Completed at home school.*

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 or other support people.
- g. Evaluate final results of the project.

2. *Notebook.*

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

- a. The notebook must be an official SkillsUSA three-ring binder. Notebook must contain no 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, foldout pages, individual materials contained in plastic sleeves, multiple pages or similar features will count as additional surfaces and may be subject to penalty. Pages may be plasticized without affecting the scores.
- b. Pictures (or copies of pictures) may be used throughout the notebook to assist judges in understanding the project.
- c. Notebook 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 did you decide on

the project? Who did you enlist 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 did you determine this?

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? Did you receive letters of appreciation, congratulations or any other types of recognition? Do you have pictures or copies of pictures that may be included?

9. **Section 5 — Evaluation.**

Do you feel the project was successful? Why or why not? What are your 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 5 minutes and a maximum of 10 minutes in length.
- b. Time penalty of 5 points is deducted for each 30 seconds (or fraction) under the five minutes or for each 30 seconds (or fraction) over the 10 minutes.
- c. Timing is started when the presentation begins. Timekeeper will signal the presenters at 5, 7 and 9 minutes.
- d. Presentation can use any type of media, such as PowerPoint, slides, posters or any other media that would be

- appropriate. Be creative in expressing your 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, and how did you align the steps and timeline?
 - k. Results: Evaluate the impact of the project on the school or community or whoever was the recipient and received benefit of the project.
 - l. Closing: Indicate if the project was successful or not. If successful, why, and if 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 website for updates:
updates.skillsusa.org

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 notebook 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 contestants 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 through the use of 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.

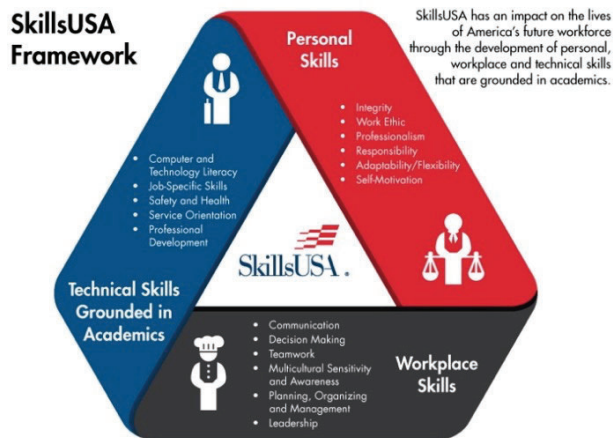
- 4.1 Explain the project through the use of media you have chosen.
- 4.2 Demonstrate an effective and pleasing delivery style.
- 4.3 Effectively use verbal illustrations and examples.
- 4.4 Make a formal and effective introduction to the presentation that clearly identifies the scope of the project.
- 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 contest 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 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 contest.

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: 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.