



PURPOSE

To evaluate local chapter activities related to community service, citizenship and patriotic overtones demonstrating a belief in the American way of life.

First, download and review the General Regulations at: <http://updates.skillsusa.org>.

ELIGIBILITY (TEAM OF 3)

Open to all active SkillsUSA members. Each state may send one middle school, one high-school and one college/postsecondary entry.

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 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, when turning in their notebooks, for their interviews, and when picking up notebooks at the end of the competition.

SCOPE OF THE COMPETITION

KNOWLEDGE PERFORMANCE

All competitors are required to take the SkillsUSA professional development test except middle school competitors, who are exempt from testing requirements.

SKILL PERFORMANCE

The competition evaluates local chapter activities for community service, citizenship projects and those projects with patriotic overtones that demonstrate a belief in the American way of life through creation of a professional portfolio.

COMPETITION GUIDELINES

How to Enter the Competition

1. **Deadline:** The entry will be brought to the National Leadership and Skills Conference and submitted to the national technical committee at orientation.
2. **Interview:** Interview time will be given at the time the entry is submitted.
3. **Exhibition of Entries:** Entries will be displayed in a secure area following the judging. Observers will be allowed to view them at designated times throughout the conference.
4. **Pickup of Entries:** Entries will be picked up by the state association director or chapter advisor at the time designated in the schedule. Entries will not be released to an unauthorized person. Chapters will be charged \$10 for the return of their entries following the national conference.
5. **Procedure:** Chapters must conduct three separate projects that demonstrate community service, patriotism, and citizenship while promoting career and technical education. Only one project per category may be entered. Students must plan, organize, prepare and execute all projects within the current competition school year.
6. All competitors — except for middle school students — must provide a one-page resume. See “Resume Requirement” below for guidelines.

Resume Requirement

With the exception of middle school students, competitors must create a one-page resume to submit online. SkillsUSA national competitors should submit their resume by June 1. The link for resume submission will be published on <http://updates.skillsusa.org> on May 1. 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](http://the.adobe.website) for more information.

Note: Check the Competition Guidelines and/or the updates page on the SkillsUSA website at <http://updates.skillsusa.org>.

Documentation Guidelines

1. Entries must be typed and submitted in an official three-ring SkillsUSA notebook or scrapbook. The notebook/scrapbook will contain no more than 75 sheets of paper the size of the official SkillsUSA notebook/scrapbook paper. Both surfaces of the 75 sheets may be filled, for a maximum of 150 surfaces.

Penalty: Five points per surface (10 points per sheet of paper) will be deducted for exceeding these maximums.

Note: A surface is only that material which can be pasted or glued to the basic notebook/scrapbook paper. Any pockets, foldout pages, 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. Original copies of newspaper articles must be submitted. Photocopies of articles, letters or digital communications are **not** acceptable. Dates of articles must be within the article, letter or digital communication or the date must be attached to the newspaper article, letter or digital communication (digital communication should contain the URL link as well).

A link to an online article/story/picture does not meet the requirements for including the item in any section of the book.

No complete names should be used anywhere in the book — first or last names only.

2. Documentation must include the following in this order:
 - a. **Title Page:** Include name of chapter, name of chapter president, school name, school address and school telephone number, and a complete list of credentials or certifications offered through the school's SkillsUSA pathway(s) or program of study for the chapter entering the competition. Order should be as stated in description.
 - b. **Table of Contents:** This should be Page 1. The table of contents will follow the presented order list with page numbers. (It is better to itemize each section with page numbers for the item rather than a range of pages for the section.)
 - c. **Section I: Community Service**
 - 1). A single project description
 - 2). Indication of the applicable SkillsUSA Framework component (Personal Skills, Workplace Skills, Technical Skills Grounded in Academics) and Essential Elements for the project. Explain how the essential elements were used to complete the project.
 - 3). Objectives for the project
 - 4). Evidence of planning for the project
 - 5). Methods of implementation
 - 6). Number of members involved in the activity and the total membership (if the activity was done by a single pathway, use the pathway membership; however, if the entire chapter participated, use the total membership numbers)
 - 7). Letters (three) of recommendation or recognition

- 8). Photographs (at least three and no more than six)
- d. **Section II: Patriotism and Citizenship**
- 1). A project description.
 - 2). Indication of the applicable SkillsUSA Framework component (Personal Skills, Workplace Skills, Technical Skills Grounded in Academics) and Essential Elements for the project. Explain how the essential elements were used to complete the project.
 - 3). Objectives for the project
 - 4). Evidence of planning for the project
 - 5). Methods of implementation
 - 6). Number of members involved in the activity and the total membership (if the activity was done by a single pathway, use the pathway membership; however, if the entire chapter participated, use the total membership numbers).
 - 7). Letters (three) of recommendation or recognition
 - 8). Photographs (at least three and no more than six)
- e. **Section III: Promotion of Career and Technical Education**
- 1). A project description
 - 2). Indication of the applicable SkillsUSA Framework component (Personal Skills, Workplace skills, Technical Skills Grounded in Academics) and Essential Elements for the project. Explain how the essential elements were used to complete the project.
 - 3). Objectives for the project
 - 4). Evidence of planning for the project
 - 5). Methods of implementation
 - 6). Number of members involved in the activity and the total membership (if the activity was done by a single pathway, use the pathway membership; however, if the entire chapter participated, use the total membership numbers).
 - 7). Letters (three) of recommendation or recognition
 - 8). Photographs (at least three and no more than six)
3. **Letters of Recommendation/Recognition** (three for each project — one from each category below).
- a. Letter from a school administrator will be required for each project on school letterhead stationery with a signature and date
 - b. Letter from a business, organization or industry representative will be required for each project, on official stationery with a signature and date
 - c. Letter from local newspaper, radio station or TV station verifying that articles have been submitted and/or published to publicize the activity conducted by the SkillsUSA chapter. Original copies of the newspaper articles must be submitted. Date(s) of the project must be within the article or attached to the article. Photocopies of the articles are not acceptable. A letter from the advisor verifying the article, date, source is also acceptable (must be school stationery, dated and signed).

4. **Photographs**

- a. At least three and not more than six good photographs (digitally reproduced copies are acceptable for photographs) of each project must be submitted to show events as they were conducted. (A collage-type picture is acceptable but must be printed as a single item.).
- b. Photos should be affixed in the scrapbook/notebook and identified.
- c. Photographs should be labeled with a description of the event taking place. Names (use only the person's first or last name) of people in the photograph should be included.
- d. Photographic support of the American Spirit entry being planned and implemented (photos of meetings and work being done) and the construction of the main entry (photos of the entire entry being put together) are recommended to include — but are not limited to — photos of meetings, projects, meetings with individuals outside of the chapter, documents getting signed, etc. Include letters or photos that make the entry more of a complete story and believable.

5. **Interview**

- a. An interview will be set up with the team of 3 students. They will have an opportunity to explain how they approached various activities and how the project benefited their class. The interview will be used to help verify points awarded by the judges and to answer any questions they may have. No PowerPoint presentations or visual aids other than the notebook may be referenced during the interview.
- b. The interview is split into three (3) sections:
 - 1). Introductions
 - 2). Questions from the judges (All team members should participate in answering the questions)
 - 3). Team presents their notebook to the judges (All team members should participate in the presentation)

Note: Remember, this is a timed event. Be careful not to exceed your time limit.

PROHIBITED DEVICES

Cell phones 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 SkillsUSA Championships director. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor's scores may be canceled.

STANDARDS AND COMPETENCIES

AM 1.0 — Conduct, plan and participate in three separate projects during the school year and provide evidence by creating a professional notebook/scrapbook with the title page, table of contents and three required sections.

- 1.1. Describe the project using correct grammar, punctuation and spelling
- 1.2. List the objectives for the project
- 1.3. Write obtainable SMART goals for the project
- 1.4. Provide evidence of planning for the project (Example: Committee reports, Framework lessons, pictures)
- 1.5. Describe which component and essential element(s) from the Framework were employed and how you used them to help make your project a success
- 1.6. Describe how the project was planned using the SkillsUSA Program of Work
- 1.7. Describe who helped to plan the project
- 1.8. Describe the methods of implementation used
- 1.9. Provide a description of how the project was conducted in a sequential order and how you met your SMART goals
- 1.10. Explain how each member participated in the project
- 1.11. List the total membership of the chapter and how many members were involved in the project

AM 2.0 — Complete a five- to 10-minute interview process explaining the entry to the judges and a question-and-answer session.

- 2.1. Create an effective, clear and strong opening
- 2.2. Organize the presentation according to the sequence of projects in the scrapbook
- 2.3. Communicate information about each project in a compact and complete manner
- 2.4. Display various verbal techniques and exhibit poise in behavior
- 2.5. Close speech with an effective ending that ties all of the elements together
- 2.6. Communicate your knowledge of the Framework used in your project
- 2.7. Complete the interview within the time limits set by the competition standards

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 conversations and in group discussions
- 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

- Analyze mass media messages
- Demonstrate comprehension of a variety of informational texts
- Use text structures to aid comprehension
- Identify words and phrases that signal an author’s organizational pattern to aid comprehension
- Understand source, viewpoint and purpose of texts
- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate narrative writing
- Demonstrate expository writing
- Demonstrate persuasive 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

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 and 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 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.*