

**Contest Date:**

Interviews: March 23, 2021

(orientation 9AM- Contestant Schedule will be announced during orientation)

**Notebook Submissions:**

Notebooks must be received by March 4 to

DropBox: <https://www.dropbox.com/request/T8JqONfjarYyomQ4rByo>

Google Drive: <https://forms.gle/u8nZ3A4hYwCsWPxf7>

(there are no mailed submissions this year)

**Contest Type: VIRTUAL**

(all contest type MUST knows are listed on the website. YOU NEED TO BE FAMILIAR WITH BOTH THIS DOCUMENT AND THAT DOCUMENT)

**Zoom Contest Link:**

<https://ohioskillsusa-org.zoom.us/j/98018768829?pwd=UkdBaDZyVWNqaHZBaE5tV04vWWlwQT09>

Meeting ID: 980 1876 8829

Passcode: 880443

## 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 outstanding work being performed by career and technical education students.

## ELIGIBILITY (Team of 3)

Open to active SkillsUSA members.

All notebooks come straight to state. 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, and this team may be made up of a mixture of high school and college/postsecondary students, students from one class or from a combination of classes in an institution. All team members must be from the same school.



## ORIENTATION

Orientation is at 9:00am. Orientation is for contestants only and is closed to advisors. **At that time, they will be assigned a number/time for their presentation.**

## CLOTHING

Official SkillsUSA dress OR business attire

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|-------|--|
| Men   | Official red 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.  |
| Women | Official red blazer, jacket or sweater; 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. |

## OBSERVER RULE

Advisors are not permitted in the contest area during judging.

## Equipment Provided by Contestants:

- One copy of a 1-page typed personal résumé.
- Laptop
- Community Service Notebook-See Special Information about notebook submission requirements

## SPECIAL INFORMATION

- **No smart watches or phones are permitted during the contest.**

## 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 and submitted in advance. Notebooks are returned after the presentation.
- 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, foldout 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:
  - i. *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.
  - ii. *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.
  - iii. *Table of Contents*  
The table of contents should indicate page numbers. All surfaces should be numbered, and the information should be organized per appropriate sections as indicated below.
  - iv. *Section I — Objectives of the Project*  
Objectives should be specific, measurable, action-oriented, relevant to local needs and timebound. Objectives should be revisited at the conclusion of the project to show level of success and to document impact.
  - v. *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.
  - vi. *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.
  - vii. *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.
  - viii. *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. If you use information (or receive any publicity during the project) via the internet, social media or electronic articles, you must reference the source, including the dates. 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 including 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 may use at least one of the following visual formats in their presentation:
  - i. Flip charts
  - ii. Overhead transparencies
  - iii. 35mm slide presentation
  - iv. PowerPoint or other computer presentation.

## Judging Criteria

Each project will be judged based on the Notebook and Presentation. See the Rubric for Community Service for detailed descriptions of each category.

## STANDARDS AND COMPETENCIES

### Ohio Technical Competencies

|         |   |
|---------|---|
| 1.1.5.  | Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).                           |
| 1.1.6   | Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community, and workplace roles.                    |
| 1.1.8   | Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.  |
| 1.2.2   | Deliver formal and informal presentations.  |
| 1.2.3.  | Identify and use verbal, nonverbal and active listening skills to communicate effectively.  |
| 1.2.4   | Use negotiation and conflict-resolution skills to reach solutions.  |
| 1.2.5.  | Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.   |
| 1.2.6.  | Use proper grammar and expression in all aspects of communication.  |
| 1.2.7   | Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.   |
| 1.2.10. | Use interpersonal skills to provide group leadership, promote collaboration and work in a team.   |
| 1.2.11. | Write professional correspondence, documents, job applications and résumés.   |
| 1.2.12  | Use technical writing skills to complete forms and create reports.  |
| 1.2.13  | Identify stakeholders and solicit their opinions.   |
| 1.4.1   | Use office equipment to communicate (e.g., phone, radio equipment, fax machine, scanner, public address systems).   |
| 1.4.2   | Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines). |
| 1.4.8   | Use electronic media to communicate and follow network etiquette guidelines.  |

## Ohio Academic Standards

### Language Arts

| Ohio Technical Competencies | ELA Standard | ELA Standard Description  |
|-----------------------------|--------------|---|
| 1.1.6                       | W.9-10.2     | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Establish a clear and thorough thesis to present information.</li> <li>b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting b. (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.</li> <li>c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> </ul> |

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|                          |           | <ul style="list-style-type: none"> <li>d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>  |
| 1.1.5<br>1.2.5<br>1.2.11 | W.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  |
| 1.4.2                    | W.9-10.6  | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  |
| 1.1.6                    | W.11-12.2 | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Establish a clear and thorough thesis to present a complex argument.</li> <li>b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> |
| 1.1.5<br>1.2.5<br>1.2.11 | W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  |
| 1.4.2                    | W.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  |

## Speaking and Listening

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|-----------------------------------|-----------------|--------------------------|
| Ohio<br>Technical<br>Competencies | ELA<br>Standard | ELA Standard Description |
|-----------------------------------|-----------------|--------------------------|

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|---|--------------------|--|
| <p>1.1.6<br/>1.2.3<br/>1.2.5<br/>1.2.7<br/>1.2.10</p> | <p>SL.9-10.1</p>   | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol> |
| <p>1.1.8</p>  | <p>SL.9-10.3</p>   | <p>Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>   |
| <p>1.2.2</p>  | <p>SL.9-10.4</p>   | <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>   |
| <p>1.2.2<br/>1.4.2<br/>1.4.8</p>                      | <p>SL.9-10.5</p>   | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>   |
| <p>1.2.2<br/>1.2.5<br/>1.2.6</p>                      | <p>SL.9-10.6</p>   | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p>   |
| <p>1.1.6<br/>1.2.3<br/>1.2.5<br/>1.2.7<br/>1.2.10</p> | <p>SL.11-12.1</p>  | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>             |
| <p>1.1.8</p>  | <p>SL.11-12.3</p>  | <p>Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>   |
| <p>1.2.2</p>  | <p>SL. 11-12.4</p> | <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development,</p>  |

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|                         |             | substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  |
| 1.2.2<br>1.4.2<br>1.4.8 | SL. 11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| 1.2.2<br>1.2.5<br>1.2.6 | SL. 11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)          |

## Language

| Ohio Technical Competencies | ELA Standard | ELA Standard Description  |
|-----------------------------|--------------|---|
| 1.2.6                       | L.9-10.1     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Use parallel structure.*</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>   |
| 1.2.6                       | L.9-10.2     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ul>  |
| 1.2.6                       | L.9-10.3     | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> <li>a. Write work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> <li>b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</li> </ul> |
| 1.2.6                       | L.11-12.1    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ul>  |
| 1.2.6                       | L.11-12.2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ul>   |
| 1.2.6                       | L.11-12.3    | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> <li>a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed.</li> <li>b. Apply an understanding of syntax to the study of complex texts when reading.</li> </ul>   |

| Ohio Technical Competencies | ELA Standard | ELA Standard Description   |
|-----------------------------|--------------|--|
| 1.2.12                      | WHST.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| 1.2.12                      | WHST.9-10.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| 1.2.12                      | WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| 1.2.12                      | WHST.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |

**Mathematics**

None identified.

**Science**

None identified.