



Community Service

2024 SkillsUSA Michigan State Championships Contest Description Task and Materials List

CONTEST LOCATION:

Amway Grand Plaza Hotel

<http://www.amwaygrand.com/>

RESUME:

Each student must submit a one-page printed resume before the contest starts at the contest site (present to contest coordinator, not judges). Failure to do so will result in a 10 point penalty.

STUDENT MUST SUPPLY:

- Laptop (if necessary)
- Projector (if necessary)
- All cables and electrical cords necessary to run above equipment
- (1) 3x5 note card may be used.
- 1 page resume (one for each student)
- All books are to be brought to the contest site the day of the contest.

NOTE:

- *Please refer to the 2023-24 Technical Standards for specific contest details.*

FRAMEWORK REQUIREMENT

Students will be expected to display or explain how they used some of the SkillsUSA Framework Essential Elements.

TESTING REQUIREMENT

Online Professional Development

CLOTHING REQUIREMENT (if different from National contest):

- SkillsUSA official dress
- No heels over 2"

OBSERVERS ALLOWED IN ROOM DURING COMPETITION? NO

Community Service Rubric

Team # _____

Presentation Time _____

	Substantially Demonstrated	Moderately Demonstrated	Minimally Demonstrated	Score (0-5)	Weight	Awarded Points	Total Points
Binder: Title Page CS 1.0 — Create a professional binder/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.	5 4 The Title Page meets all of the criteria stated: name of the project, chapter name, school address, and a list of the names of the presenting team members.	3 2 The Title Page meets at least half of the criteria stated: name of the project, chapter name, school address, and a list of the names of the presenting team members.	1 0 The Title Page meets less than half of the criteria stated: name of the project, chapter name, school address, and a list of the names of the presenting team members.		2	0	10
Binder: Introduction CS 1.0 — Create a professional binder/scrapbook that follows guidelines and effectively expresses chapter community service activities.	5 4 The Introduction meets all of the criteria stated: Provide a description of the project, 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 2 The Introduction meets at least half of the criteria stated: Provide a description of the project, 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.	1 0 The Introduction meets less than half of the criteria stated: Provide a description of the project, 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.		2	0	10
Binder: Table of Contents CS 1.0 — Create a professional binder/scrapbook that follows guidelines and effectively expresses chapter community service activities. 1.2. Construct a table of contents and organize subjects in order and list with page numbers.	5 4 The Table of Contents meets all of the criteria stated: The table should indicate page numbers. All surfaces should be numbered, and the information should be organized according to appropriate sections as indicated below. All pages must be listed in descending order.	3 2 The Table of Contents meets at least half of the criteria stated: The table should indicate page numbers. All surfaces should be numbered, and the information should be organized according to appropriate sections as indicated below. All pages must be listed in descending order.	1 0 The Table of Contents meets less than half of the criteria stated: The table should indicate page numbers. All surfaces should be numbered, and the information should be organized according to appropriate sections as indicated below. All pages must be listed in descending order.		2	0	10
Binder: Objectives of the project CS 1.0 — Create a professional binder/scrapbook that follows guidelines and effectively expresses chapter community service activities. 1.3. Write clear and effective objectives.	5 4 Thoroughly describes the objectives of the project, and includes no more than three (3) measurable outcomes. Goal is well written and utilizes all 5 components of a SMART goal. (Specific, Measurable, Attainable, Realistic and Timely)	3 2 Describes the objectives of the project but leaves some confusion or gaps. Goal is vague and does not utilize all the components of a SMART goal. (Specific, Measurable, Attainable, Realistic and Timely)	1 0 Does not adequately address the objectives of the project. Goal is poorly written and does not utilize the components of a SMART goal. (Specific, Measurable, Attainable, Realistic and Timely)		12	0	60
Binder: Community Impact CS 1.0 — Create a professional binder/scrapbook that follows guidelines and effectively expresses chapter community service activities. 1.4. Describe community impact.	5 4 The community impact of the project is clearly expressed using the SkillsUSA Framework as a guide, and describes and documents the full impact that the project had on the community as appropriate to the project. This section includes clear and relevant statistical evidence such as surveys, pre/post test results, and/or data/documentation to prove that the project made a significant difference and can be sustained in the future.	3 2 The community impact of the project is vaguely expressed using the SkillsUSA Framework as a guide, and somewhat describes and documents the full impact that the project had on the community as appropriate to the project. This section includes some statistical evidence such as surveys.	1 0 The community impact of the project is poorly expressed and does not use the SkillsUSA Framework as a guide. Little or no statistical evidence is included.		15	0	75
Binder: Impact on the School CS 1.0 — Create a professional binder/scrapbook that follows guidelines and effectively expresses chapter community service activities. 1.5. Describe school impact.	5 4 The school impact of the project is clearly expressed using the SkillsUSA Framework as a guide, and describes and documents the full impact that the project had on the community as appropriate to the project. This section includes clear and relevant statistical evidence such as surveys, pre/post test results, and/or data/documentation to prove that the project made a significant difference and can be sustained in the future.	3 2 The school impact of the project is vaguely expressed using the SkillsUSA Framework as a guide, and somewhat describes and documents the full impact that the project had on the community as appropriate to the project. This section includes some statistical evidence such as surveys.	1 0 The school impact of the project is poorly expressed and does not use the SkillsUSA Framework as a guide. Little or no statistical evidence is included.		16	0	80
Binder: Letters of Recognition CS 1.0 — Create a professional binder/scrapbook that follows guidelines and effectively expresses chapter community service activities. 1.6. Secure letters of recommendation from local officials affected by this project. All letters must be on official letterhead to gain points in the binder.	5 4 The letter(s) meets all of the criteria stated: 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 directly related to/impacted by the project.	3 2 The letter(s) meets at least half of the criteria stated: 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 directly related to/impacted by the project.	1 0 The letter(s) meets less than half of the criteria stated: 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 directly related to/impacted by the project.		10	0	50
Binder: Publicity CS 1.0 — Create a professional binder/scrapbook that follows guidelines and effectively expresses chapter community service activities. 1.7. Explain publicity received by activities.	5 4 The binder clearly and substantially demonstrates evidence of publicity received by activities. Newspaper articles are clearly dated and mention SkillsUSA. Photos are captioned and effectively explain the content.	3 2 The binder moderately demonstrates evidence of publicity received by activities. Newspaper articles are dated and mention SkillsUSA. Photos are captioned and explain the content.	1 0 The binder minimally demonstrates evidence of publicity received by activities. Newspaper articles and photographs are not included or do not include proper documentation.		16	0	80
Live Presentation: Opening / Introduction CS 3.0 — Deliver the presentation in a professional manner meeting the standards outlined by the technical committee. 3.5. Make a formal and effective introduction to the presentation that clearly identifies the scope of the demonstration.	5 4 The team makes a strong and effective formal introduction to the presentation that clearly identifies the scope of the demonstration.	3 2 The team makes an introduction to the presentation, but it does not capture the listeners attention.	1 0 There is no clear opening.		16	0	80
Live Presentation: Team Appearance 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. 3.8. Demonstrate poise and self-control while presenting.	5 4 The team substantially demonstrates a professional appearance through good grooming in dress and personal hygiene. The clothing fits well and is free from wrinkles.	3 2 The team moderately demonstrates a professional appearance through good grooming in dress and personal hygiene. The clothing fits well and is somewhat free from wrinkles.	1 0 The team does not demonstrate a professional appearance in dress and/or personal hygiene. The clothing does not fit well and appears unkempt.		8	0	40
Live Presentation: Organization 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. 2.2. 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 and/or PowerPoint or other computer presentation. 3.9. Demonstrate good platform development and personal confidence from each team member. Utilize the SkillsUSA Framework where applicable. 3.10. Communicate the primary points of the speech in a compact and complete manner. Keep it focused on facts of the project.	5 4 The presentation was clearly tied to the project and organized in a logical manner, using engaging visual aids.	3 2 The presentation was somewhat organized and logical, using visual aids.	1 0 The presentation was poorly organized and hard to follow. Visual aids were not utilized.		20	0	100
Live Presentation: Objectives CS 3.0 — Deliver the presentation in a professional manner meeting the standards outlined by the technical committee.	5 4 Thoroughly describes the purpose of the project. Goal is well written and utilizes all 5 components of a SMART goal. (Specific, Measurable, Attainable, Realistic and Timely)	3 2 Describes the purpose of the project but leaves some confusion or gaps. Goal is vague and does not utilize all the components of a SMART goal. (Specific, Measurable, Attainable, Realistic and Timely)	1 0 Does not adequately address the purpose of the project. Goal is poorly written and does not utilize the components of a SMART goal. (Specific, Measurable, Attainable, Realistic and Timely)		20	0	100
Live Presentation: Community Impact CS 3.0 — Deliver the presentation in a professional manner meeting the standards outlined by the technical committee.	5 4 The impact on the community is substantially described, and the presentation effectively illustrates how the SkillsUSA Framework and Essential Elements were vital to the success of the project. The explanation of statistical data is engaging and easy to understand.	3 2 The impact on the community is moderately described, and the presentation discusses how the SkillsUSA Framework and Essential Elements influenced the project. There is an explanation of statistical data.	1 0 The impact is minimally described and minimally reference the SkillsUSA Framework and Essential Elements. No data is included.		20	0	100
Live Presentation: School Impact CS 3.0 — Deliver the presentation in a professional manner meeting the standards outlined by the technical committee.	5 4 The impact on the school is substantially described, and the presentation effectively illustrates how the SkillsUSA Framework and Essential Elements were vital to the success of the project. The explanation of statistical data is engaging and easy to understand.	3 2 The impact on the school is moderately described, and the presentation discusses how the SkillsUSA Framework and Essential Elements influenced the project. There is an explanation of statistical data.	1 0 The impact is minimally described and minimally reference the SkillsUSA Framework and Essential Elements. No data is included.		20	0	100
Live Presentation: Closing CS 3.0 — Deliver the presentation in a professional manner meeting the standards outlined by the technical committee. 3.11. Tie organizational elements together with an effective ending.	5 4 The closing is strong and ties in organizational elements for an effective ending.	3 2 The closing is recognizable and ties in organizational elements.	1 0 The conclusion was weak or no conclusion was given.		16	0	80
PENALTY: Binder Surfaces	The binder must not contain more than 30 pages (Both surfaces of the 30 pages may be filled for a maximum of 60 surfaces.) All pages must be numbered. Maximum penalty of -500 points.						
PENALTY: Time	The presentation will be 7-10 minutes. Five points will be deducted for each 30 seconds or fraction thereof under 7 minutes, or for each 30 seconds or fraction thereof over 10 minutes. Maximum penalty of -100 points.						
PENALTY: Framework	Maximum penalty of -50 points.						