



MODELS *of* EXCELLENCE

SETTING THE PACE
FOR EXCELLENCE IN
PERSONAL, WORKPLACE
AND TECHNICAL SKILLS

2019

APPRENTICESHIP.GOV



MODELS *of* EXCELLENCE

June 2019

Dear SkillsUSA Advocates,

It is my pleasure to share the outstanding efforts of our 24 Models of Excellence (MOE) chapters. This award celebrates the highest level of our Chapter Excellence Program (CEP), which recognizes chapters nationwide for the outstanding application of the SkillsUSA Framework in developing personal, workplace and technical skills demanded by industry.

We are proud to introduce two new partners for CEP this year: Apprenticeship.gov and Crescent Tools, a premier hand tool brand from Apex Tool Group. We are grateful for their support, which includes grants in the amount of \$2,000 for each MOE chapter. We appreciate their commitment in helping SkillsUSA members become the best version of themselves. I'd also like to thank the teachers, advisors, administrators, parents, government officials and other stakeholders who support CEP and all of our efforts year-round. Without you, programs like this would not be possible. Your generosity of time and resources, and all the things you do that no one will ever see, are appreciated more than you know. As Olympian Allyson Felix said, "Everyone sees the glory moments, but they don't see what happens behind the scenes." There is no truer statement and we are grateful for you.

Celebrating our top chapters is bittersweet for me as it is my last as executive director of SkillsUSA. I can honestly say that seeing CEP grow in terms of both chapter participation and depth of skills application has been the most rewarding experience of my SkillsUSA career. Why? The answer is simple. CEP challenges the status quo by engaging ALL members on the local level through the integration of personal, workplace and technical skills in chapter activities. By doing so, members experience relevant and intentional learning and career preparation. Even more importantly, they are able to apply and articulate those skills, showing tangible connectivity between SkillsUSA and workplace readiness. This is our purpose; this is why I love SkillsUSA. As you read through this booklet, you'll understand what I mean. My congratulations to our MOE chapters. You have done exceptional work and you make us proud.

On behalf of nearly 400,000 SkillsUSA members nationwide, thank you for your support.

In gratitude,



Tim Lawrence
SkillsUSA Executive Director



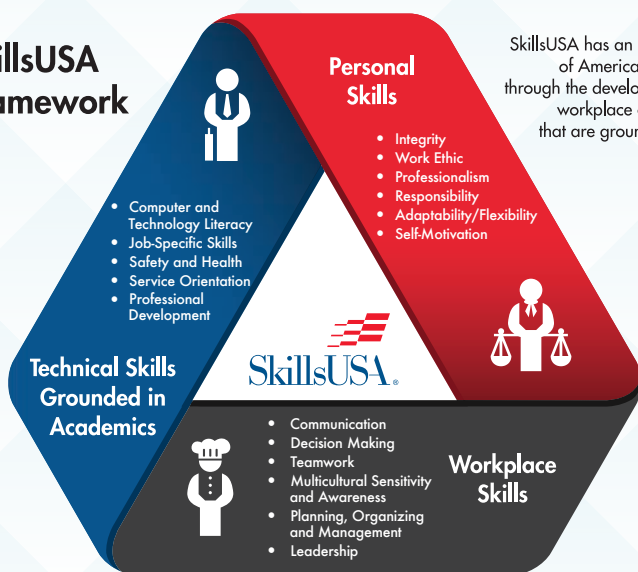
chapter excellence
program

THE SKILLSUSA FRAMEWORK — BUILDING FUTURES, CHANGING LIVES

Career and technical education and SkillsUSA exist because we believe **every student deserves career success**. It's that simple. We're in the business of ensuring students are ready to excel in the workplace and as leaders of their communities. It's an awesome responsibility, but one to embrace because it defines our legacy of positively influencing student lives and supporting our nation's economic future.

What do students need for career readiness? We believe the answer resides in the SkillsUSA Framework for developing **personal**, **workplace** and **technical skills**. This trifecta of student success centers on industry demand and builds the foundation for relevant and intentional student learning and leadership development. Innovative programming, quality instruction and industry partnerships focus on equipping students with the necessary leadership, technical, communications and management skills to succeed at work and in life. When it all comes together, students have the opportunity to explore and experience high-demand, high-skilled, high-wage (H³) careers. And *voila!* Together, we address the skilled labor shortage while placing our members on a pathway to a better life.

SkillsUSA Framework



SkillsUSA has an impact on the lives of America's future workforce through the development of personal, workplace and technical skills that are grounded in academics.

THE CHAPTER EXCELLENCE PROGRAM

The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter.

CEP recognizes achievement as it relates to the integration of the SkillsUSA Framework in chapter program of work activities. As a chapter's yearly action plan, the program of work is at the heart of student learning and employability development. By using the framework as a guide, chapters have a blueprint for creating relevant activities that encourage participation and foster an understanding of student learning attained during each activity. The framework's focus on intentional learning turns the program of work into more than just a planning tool. It also becomes the vital conduit that links students to the application of **personal**, **workplace** and **technical skills** demanded by industry.

Within the personal, workplace and technical skill areas, there are specific Essential Elements tied to each. These Essential Elements are high-demand employability skills as defined by industry and the benchmark for measuring student success during an activity. If students learn the Essential Element of responsibility during a personal skills activity, the framework requires that a chapter be specific regarding the how and why students learned responsibility. This conscientious approach gives added meaning to the valuable experience gained by students in the planning, organization and implementation of activities. Most importantly, this approach actualizes SkillsUSA's mission to "empower members to become world-class workers, leaders and responsible American citizens" on the chapter level.

Every chapter is encouraged to participate in CEP, and there are three award levels to recognize program involvement. The first two levels are acknowledged by a chapter's state association, and the third level is recognized nationally through Models of Excellence. Each level is designed to give chapters a benchmark for success and future improvement, leading to stronger chapters and more prepared students. The more a chapter applies the SkillsUSA Framework, the greater the chance for CEP honors.



CONGRATULATIONS, 2019 MODELS OF EXCELLENCE RECIPIENTS

Personal Skills

New Jersey	Gloucester County Institute of Technology
Georgia	Greenbrier High School
Wisconsin	New Berlin West High School
Missouri	New Madrid R-I Technical Skills Center
California	Norwalk High School
Colorado	Thomas Jefferson High School
Ohio	Upper Valley Career Center
Georgia	Wiregrass Georgia Technical College

Workplace Skills

Georgia	Cross Keys High School
New Jersey	East Brunswick Vocational and Technical School
Oklahoma	Geary High School
Massachusetts	Greater Lowell Technical High School
Georgia	Grovetown High School
Tennessee	Tennessee College of Applied Technology-Pulaski
Arizona	Valley Academy for Career and Technology Education
Ohio	Vanguard-Sentinel CTC-Vanguard Campus

Technical Skills Grounded in Academics

New Jersey	Bergen County Academics
Ohio	Buckeye Hills Career Center
North Carolina	Catawba Valley Community College
Wyoming	Central High School
New Mexico	Deming High School
Colorado	Durango High School
Massachusetts	Lynn Vocational Technical Institute
Arizona	Willow Canyon High School

THANK YOU
Apprenticeship.gov
and Crescent Tools
for Supporting Chapter Excellence!

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chapter excellence
program



THE “FORGOTTEN” VETERAN CEMETERY

WORK ETHIC, ADAPTABILITY/FLEXIBILITY, SELF-MOTIVATED



Gloucester County Institute of Technology (GCIT), New Jersey

Gone but never forgotten. Members from a returning Models of Excellence chapter, Gloucester Institute of Technology (GCIT), took this statement to heart by restoring a forgotten cemetery for fallen African American veterans in their community. Upon hearing about the cemetery for Civil War, World War I and World War II veterans, members contacted the caretaker to learn more about the its history and determine how they could help. A seven-member committee strategized restoration ideas, created a detailed design, set timelines for completion and engaged the talents of members in two career and technical programs. Members built benches, welded wreath stands, repaired and repainted fencing, planted flowers, constructed a walkway and cleaned the grounds. They also contacted Veteran’s Affairs regarding headstones for unknown soldiers. As an added educational component, committee members presented a workshop to the SkillsUSA chapter and the African American culture club to share the history of the cemetery and host the caretaker as guest speaker. The chapter’s efforts not only beautified the cemetery, but also created a lasting relationship with the caretaker and others within the community.

Work ethic was shown by members doing their part to complete tasks professionally and in a timely manner. Members took it upon themselves to follow up with each other, the caretaker and others in fulfilling their roles. The chapter used a SkillsUSA Career Essentials activity called “Get Out-of-the-Box” to teach the importance of **adaptability/flexibility** skills. Skills learned were put to the test when communicating with local veterans associations and making project revisions. Members were **self-motivated** in creating a vision for the renovation and delivering on each task to turn their ideas into reality. Civic responsibility in action!



AUGUSTA UNIVERSITY ICU TOILETRIES DRIVE

RESPONSIBILITY, SELF-MOTIVATED, WORK ETHIC



Greenbrier High School, Georgia

Time in the ICU is never pleasant. SkillsUSA members at Greenbrier High School aspired to make long hours of waiting a little easier by collecting nonperishable food items and small toiletries for families with loved ones in intensive care unit at Augusta University Hospital. The chapter added to its efforts by creating an assessment about the Essential Elements of responsibility, self-motivation and work ethic to tie into the personal skills learned through this activity. With 100% member participation in the drive, over 290 items were collected by members, school peers and outside support in the two weeks prior to Thanksgiving break. Members publicized the initiative by creating posters and doing morning announcements every day during the drive. Chapter leaders outlined instructions and goals and followed through on expectations. As for the test, 90% of members passed and were able to give a well-developed explanation of responsibility, self-motivation and work ethic. Most importantly, the drive helped Augusta supply its ICU with necessities for the coming year.

Members demonstrated **responsibility** by recognizing an important need and actively promoting its purpose and goals to membership, resulting in 100% participation within the chapter. Members were **self-motivated** in their approach, far exceeding their initial goal of being able to donate at least 150 items. Their enthusiasm for the activity generated unexpected outside support. **Work ethic** was demonstrated on an individual and team basis as items were collected and delivered to the hospital. It was also shown by members in creating a test to validate member learning. A meaningful and fulfilling personal skills endeavor with excellent results.



QUOTES TO RESULTS WORKSHOP

WORK ETHIC, PROFESSIONALISM, RESPONSIBILITY



New Berlin West High School, Wisconsin

SkillsUSA resources are a great way to enforce framework learning. The chapter officers and personal skills committee at New Berlin West High School did just that by using the SkillsUSA “Quotes to Results” resource to develop and present an interactive workshop to members. The workshop centered on the Essential Elements of work ethic, responsibility and professionalism, and the officers and committee had SkillsUSA alumni train them for the presentation. Officers also crafted a 10-question assessment, given pre- and post-workshop, to evaluate member understanding and improvement. Members were led through a series of activities including small-group discussions, role-play scenarios and round-robin challenge questions. The pre-workshop test revealed a passing grade of 70% or higher by 90% of participants. The post workshop test revealed a passing grade of 95% or higher by all participants. Not only did members increase their knowledge of work ethic, responsibility and professionalism, but they had an opportunity to learn from each other, recognize peer strengths, and build a sense of teamwork and community.

Officers and committee members demonstrated **work ethic** by creating a student-led workshop, publicizing it to members, and seeking the help of alumni to prepare for it. **Professionalism** was demonstrated in how the workshop was presented and how members actively shared during the session. Both presenters and participants interacted respectfully and collaboratively. Members took **responsibility** by seeking a measured result in evaluating the workshop’s effectiveness. While the initial assessment showed promise, the workshop clearly impacted the overall understanding of participants. It also allowed officers and committee members to work on their presentation skills. Well done!



TURKEY TROT

WORK ETHIC, SELF-MOTIVATION, RESPONSIBILITY



New Madrid R-I Technical Skills Center, Missouri

When communities come together, amazing things happen! SkillsUSA members at the New Madrid Technical Skills Center assisted a school-based donation program called Eagles Closet by spearheading a communitywide Turkey Trot. Chapter officers, the service committee and public relations committee collaborated to put forth a plan of action and execute the initiative, which involved a three-hour challenge to collect as many canned and nonperishable food items as possible. Members divided into teams to strategically canvass the community, resulting in 460 food items. All totaled, 76% of the members participated in collecting and sorting food items with many working around other mandatory activities to be involved. The chapter also incorporated a pre- and post-activity Quizlet regarding the importance of work ethic and self-motivation in the Turkey Trot's success. This included developing 30-second elevator speeches around these topics, which participants were able to articulate by the end of the activity. The Turkey Trot proved successful in stocking Eagles Closet for Christmas and beyond, while promoting bonding and participation. The chapter's efforts increased awareness of Eagles Closet as it received calls after the event from people seeking ways to help.

Chapter members demonstrated **work ethic** through a high participation rate, even by members with other commitments. **Self-motivation** was shown in the chapter's strategic approach to collecting donations within a specified timeframe. Members demonstrated **responsibility** by understanding the needs of their community and in exceeding their initial goal of collecting 300 items. They were also able to emphasize the importance of work ethic and self-motivation by requiring members to test their knowledge of these Essential Elements and in conveying their importance. A trot worth touting!



ENERGY CONSERVATION COMPETITION

RESPONSIBILITY, SELF-MOTIVATION, ADAPTABILITY/FLEXIBILITY



Norwalk High School, California

Energy conservation adds up and SkillsUSA members at Norwalk High School recently proved it. The returning MOE chapter created awareness and delivered results through a campuswide energy conservation competition. Members worked in teams to oversee light management, promotion, monitoring and idea development. The chapter took a realistic approach, knowing it could not go around turning off all the lights on campus and unplugging electrical items to meet its goal of reducing the school's power usage by 15%. Members got creative and promoted their campaign via email, fliers and classroom visits where they professionally presented their project and enlisted the support of teachers and classmates. Persistence was key, as they quickly discovered frequent reminders were a necessity as was speaking directly to teachers and staff members. Encouraging classrooms to unplug personal items or open doors to use less air conditioning was not always met with a positive response. However, by the end of the three-week campaign, the chapter achieved a 10% decrease in energy use. While this was not as high as it had hoped, Wireless Wednesdays are still going strong, and there is a noticeable improvement in lights being turned off.

Members exhibited **responsibility** by supporting energy conservation through awareness and the promotion of good habits. Members were **self-motivated** in going above and beyond to hold teachers and classmates accountable in their efforts. Frequent verbal and written reminders were required to change behavior. They also actively monitored energy use to track tangible results. **Adaptability/flexibility** was essential as they adapted presentations based on teacher schedules and found other ways of encouraging goals by using fliers, e-mail and other incentives. A proactive approach to address an important issue!



T.J. HOLIDAY FOOD DRIVE

RESPONSIBILITY, SELF-MOTIVATION, ADAPTABILITY/FLEXIBILITY



Thomas Jefferson High School, Colorado

SkillsUSA members at Thomas Jefferson High School used an opportunity to give back as a way to teach valuable personal skills. The returning MOE chapter hosted a holiday food drive to collect nonperishable food donations for distribution to families within their school community. Students worked with Lowe's to acquire food boxes, which were assembled and placed in classrooms across campus. The chapter added an incentive by rewarding the class contributing the most with a doughnut party. After two weeks of promoting the food drive, the chapter successfully collected food from 20 classrooms, which was enough to provide 15 Thomas Jefferson families with food for the holidays and beyond. This was a significant improvement over last year, when only a handful of classes participated. Other organizations came on board as a result of SkillsUSA leadership, leading to greater community awareness and generosity. Members also took the initiative to go out on their own time with their own resources to purchase and collect items. In the end, the chapter and the school gained from the collaborative community spirit surrounding the event.

Members showed **responsibility** by meeting deadlines and providing a valuable service to members of their school community in a professional manner while respecting the confidence of those being served. **Self-motivation** was evident in the efforts spent collecting, organizing and delivering food boxes, and in the individual efforts made by members to achieve goals. **Adaptability/flexibility** was shown by a willingness to adapt timelines within reason in order for others to contribute, and in completing various tasks through a willingness to fill in where needed. Kindness = learning.



BUILDING SKILLS TO START YOUR CAREER: THE JOB INTERVIEW EXPERIENCE

INTEGRITY, PROFESSIONALISM, ADAPTABILITY/FLEXIBILITY



Upper Valley Career Center, Ohio

For returning MOE chapter Upper Valley Career Center, “SkillsUSA: Champions at Work, Career-Ready Starts Here” is more than a theme; it’s a worthy endeavor. Developing career-ready competencies is woven into everything the chapter does, including job interview preparation. Junior members were invited to create a personal resume and complete a job application followed with an interview opportunity with industry partners. The diligent efforts of officers and committee members resulted in 90% of juniors (327 members) participating in the resume and job application process and 35 industry partners attending the interview event. Winter storms caused some disruption with the interviews, and only half the members could attend that portion, but the activity proved valuable on many fronts. Rubrics were completed with feedback on resumes and job applications. Those interviewed learned the importance of personal appearance, dealing with pressure and effective communication with potential employers. Ultimately, every member gained valuable experience in skills needed to jump-start their career.

Students learned **integrity** by creating resumes and filling out applications with honest and realistic information about themselves, knowing they would be evaluated on it later. This included using descriptive language to accurately represent skills and talents. **Professionalism** was interwoven throughout the activity, especially during interviews. Students learned the importance of tact, displaying a polished appearance and maintaining poise during questioning. Due to weather and the challenge of scheduling such a large number of industry partners, **adaptability/flexibility** was essential to see the interview portion come together. Students also had to learn to adapt to stressful situations, including hosting a luncheon and tour for stakeholders. Career-ready does start at Upper Valley Career Center!



WHAT'S IN YOUR BRAND? BUILD A PERSONAL BRAND THAT WILL WORK FOR YOU

PROFESSIONALISM, SELF-MOTIVATION



Wiregrass Georgia Technical College, Georgia

When is a brand more than a brand? When it defines your competitive advantage in the workplace. SkillsUSA members at Wiregrass Georgia Technical College learned the value of building a personal brand through a series of activities focused on verbal and nonverbal communication, resumes, and personal image in-person and on social media. The personal branding experience consisted of three specific components: (1) speed interviewing with hiring professionals; (2) resume review and feedback with three professionals; and (3) a fun, interactive “polish your brand” session that included advice on digital image (social media, screen names, email handles) and interview image (how to or how not to dress for an interview). The response from students and professionals was outstanding, with 123 students completing every component, 52% of the chapter participating in at least part of the activity, and 43 hiring professionals serving as interviewers and resume reviewers. When surveyed about the value of the event, 99% of the response was positive, including 100% saying they now felt more prepared for an interview. Students not only learned the value of interview preparation, but the feedback and suggestions from industry professionals also shed light on employee expectations and areas of improvement.

Professionalism was apparent throughout as students took an objective look at their image from all angles: in-person, online and via the resume and interview process. They learned the value of professional appearance and demeanor and the influence of one’s social media image from a professional perspective. **Self-motivation** was demonstrated in the desire by participants to put forth their best image during the process while desiring to improve. Members had to be realistic and willing to accept critiques and coaching to strengthen their personal image. #Winning.



WINTER EMERGENCY PREPAREDNESS

PLANNING, ORGANIZING AND MANAGEMENT, TEAMWORK



Cross Keys High School, Georgia

Winter conditions are unpredictable and can change without notice. A returning MOE chapter, Cross Keys High School, helped community residents prepare for the worst by distributing winter emergency kits and assisting with readiness planning. Several chapter committees were involved in the process, culminating in an outreach effort at a local mall in late December. The community service committee spearheaded the initiative, including a meeting with Lowe's, which resulted in discounted buckets, donated batteries and toilet tissue. The professional development committee researched emergency kit contents and information on emergency preparedness plans. After pricing out contents, the ways and means committee budgeted for 100 kits. The public relations committee designed fliers for event promotion and handouts. Members also tested their personal knowledge, with 80% identifying at least 20 items needed in an emergency kit and 70% passing an assessment on preparing an emergency plan. The public's response the day of the event was so high, members distributed every kit and helped approximately 200 residents with emergency readiness plans.

Planning, organizing and management was essential because multiple committees were involved. The research behind this activity was just as important as its execution. Each committee had defined tasks and collaborated with other committees on progress and status. This included ongoing communication, internal and external leadership, effective delegation, research on emergency preparedness, event scheduling, community relations and more. Teamwork was seen in the overwhelming response by members to support the initiative in various roles. They had to work together to develop and strengthen communication skills regarding emergency preparedness and in order to assist others in the community with their planning. Peace of mind delivered through conscientious service.



LOW-COST CNC-LASERED SKILLSUSA PROMO ITEMS

COMPUTER AND TECHNOLOGY LITERACY, JOB-SPECIFIC SKILLS,
SERVICE ORIENTATION



Geary High School, Oklahoma

When you've got a brand like SkillsUSA, everyone wants to walk around with it! Members at Geary High School recognized this and used their workplace skills to design, produce, package and market CNC-lasered SkillsUSA metal tumblers for fundraisers and promotions. CNC technology is part of Geary's engineering curriculum, so the tumbler provided a great opportunity to engineer a quality product at a discounted price. Members knew they were onto something when interest for the tumblers from other chapters, alumni associations and business partners grew, aptly merging purposeful learning with professional experience. What started as a project to sell 250 tumblers turned into sales of over 350 tumblers in eight states with more orders on the way. In serving their rapidly growing customer base, members learned ways to improve design, manufacturing speed, cost efficiency and service. They also learned valuable skills in product marketing, including sending a tumbler to SkillsUSA headquarters in Virginia, where it is proudly on display.

A key aspect of this operation was learning and replicating SkillsUSA brand standards. **Computer and technology literacy** proved integral to this quality control process in ensuring CNC engraving matched branding standards perfectly and consistently. **Job-specific skills** were applied individually and in teams as specific steps were developed for prep, production, cleaning, packaging and delivery. Students also learned process improvement and leadership in meeting timelines and supplying a quality product at an achievable price point. **Service orientation** was evident in how students served customers and each other. Outstanding customer service resulted in increased demand, and students worked together on the production process, simulating a cooperative and supportive workplace. SkillsUSA success on many levels!



FRESHMAN OUTREACH INITIATIVE

COMMUNICATION, PLANNING, LEADERSHIP,
ORGANIZATION AND MANAGEMENT



Greater Lowell Technical High School, Massachusetts

There's no doubt about it: freshman year is overwhelming. In an effort to make the high school transition easier, SkillsUSA members from Greater Lowell Technical High, a returning MOE chapter, created an initiative specifically for ninth graders. Members wanted to involve this group earlier and better by providing more meaningful opportunities and greater support. The chapter established a subcommittee focused on this goal, successfully hosting five freshman-oriented events. The newbies were even given the privilege of participating in three activities previously reserved for upperclassmen: the district pizza party, district conference volunteer team and state conference voting delegate team. Talk about upgraded status! The results were astounding. Participation in the district volunteer program increased by 650%, state-level activities by 100%, and the number of freshmen traveling to state doubled. The chapter exposed freshmen to SkillsUSA through exploratory programs such as mind-mapping, trade-oriented activities involving the framework and Essential Elements, and through participation in state-level competitions. The chapter now has a dedicated and eager group of new SkillsUSA members ready to reach out to the next generation.

The chapter used various **communication** channels to promote the program including direct email to interested ninth graders, morning announcements, fliers and website postings. **Planning, organization and management** was apparent in the chapter's decision to create a subcommittee specifically focused on this outreach program. Members had to collectively plan, set priorities, timelines and practice resourcefulness to achieve their goals. The impact of this initiative embodies outstanding student **leadership** in approach and execution. Existing members provided guidance in both words and actions, building relationships, creating value and setting a positive example. The ripple effect!



HIGH ROPES COURSE AND TEAMWORK CHALLENGE

COMMUNICATION, TEAMWORK, PLANNING,
ORGANIZING AND MANAGEMENT



Grovetown High School, Georgia

The SkillsUSA law enforcement section at Grovetown High School takes team-building seriously because it is an essential part of its career pathway. Members decided to promote an atmosphere of friendship, cooperation and loyalty by directing a multifaceted teamwork challenge. Using the Impact resource from SkillsUSA as inspiration, the teamwork committee created six team-building activities with the final event held at the high ropes challenge course at Fort Gordon. Each committee member was responsible for planning, organizing and facilitating an activity after school while also participating in fundraising activities to raise money for the ropes course. The activities and fundraising were worth it, as 24 members participated in the military-style, high-ropes obstacles that required exemplary teamwork as well as adventure and bravery.

Members practiced **communication** in planning and scheduling activities as well as leading them. Every member had to clearly and effectively communicate during activities. All aspects of this initiative pointed to the importance of **teamwork**, and the results of team success and failure. An emphasis on the value of each person in a functioning team was apparent, as was overcoming obstacles to achieve a common goal. Members discovered their own strengths and those of others. Members also learned the value of being both a leader and follower depending on the situation. **Planning, organizing and management** skills were required in hosting six activities within two months and in encouraging members to assume leadership roles. This meant being able to follow through on participation during a busy time of year and making sure everyone held to their commitment and responsibilities. As legendary basketball coach Phil Jackson said, "The strength of the team is each individual member. The strength of each member is the team." Truth.



SKILLSUSA DAY

PLANNING, ORGANIZING AND MANAGEMENT, TEAMWORK, COMMUNICATION



East Brunswick Vocational and Technical School, New Jersey

The Skills USA Framework is an integral part of chapter success and career readiness, period. Chapter officers at East Brunswick Vocational and Technical School took the lead in ensuring their members understand the importance of the framework by developing a fun and interactive SkillsUSA Day workshop. The student-led workshop consisted of two public speaking components (an interview and elevator speech contest), four teamwork challenges (an icebreaker, a scavenger hunt and two problem-solving tasks) and three framework lessons. Transition activities were used to ensure groups were arranged differently each time, fostering an active and cooperative atmosphere. For one activity, members were given all 17 Essential Elements and a copy of the framework and had to correctly piece them together. Due to the high engagement and comfort level, every participant was given an opportunity to speak in front of the entire group at some point during the workshop. Participants quickly discovered the applicability of framework skills and the interconnected nature of one skill set to another. Needless to say, SkillsUSA Day was a huge success with 95% of the chapter participating.

Officers demonstrated strong **planning, organizing and management** skills in being able to host an engaging, all-day workshop with multiple elements. They designed lessons that included considerations for multicultural sensitivity and transition activities that would promote equal participation, even among the most reserved members. **Teamwork** was essential as officers worked positively and productively together and among members, showing respect and support with an interesting and interactive agenda. Each team member understood his or her role and followed through accordingly. Officers made sure to check for understanding during the workshop, illustrating that effective **communication**, which also includes active listening. A SkillsUSA Day to remember!



BLANKETS OF LOVE

DECISION MAKING, TEAMWORK, PLANNING,
ORGANIZING AND MANAGEMENT



Tennessee College of Applied Technology – Pulaski, Tenn.

Bringing joy to others most often involves a simple act of kindness. Members from the returning MOE chapter at the Tennessee College of Applied Technology – Pulaski did just that for residents at two local rehabilitation facilities. The chapter spearheaded a “Blankets of Love” project to connect with patients in recovery by presenting them with fleece blankets on Valentine’s Day. SkillsUSA officers and members planned and executed every aspect of the event, including learning mandatory rules and regulations for visiting the facilities as well as gift guidelines. Members decided on blankets because they are safe and useful, and the chapter was able to budget funds for purchasing blankets in a variety of colors. After coordinating and scheduling visits with rehabilitation staff, members hand-delivered blankets wrapped with messages of encouragement to 121 residents. The event was a triumph with 21 members participating, each feeling grateful for the joy seen on the faces of those served by their thoughtful act.

Members demonstrated excellence in **decision-making** by choosing an appropriate gift idea, working within budgetary requirements and in thoughtfully approaching how to make the visits possible. **Teamwork** was used in acquiring blankets, preparing them for distribution and writing messages to personalize each gift. Members also worked together to coordinate facility scheduling and carpools. The event ran smoothly, showing that effective **planning, organizing and management** in any activity, large or small, is essential for a positive outcome. Due to the restrictive nature of facility visits, the members excelled at adhering to guidelines while ensuring their presence delivered much-appreciated cheer. A loving tribute to lift the human spirit!



HABITAT FOR HUMANITY PARADE FLOAT PROJECT

COMMUNICATION, TEAMWORK, PLANNING,
ORGANIZING AND MANAGEMENT



Valley Academy for Career and Technology Education, Arizona

Ever wonder what goes on behind the scenes in parade float construction? For SkillsUSA members at Valley Academy for Career and Technology Education, the task of building a Christmas float for Habitat for Humanity turned into a valuable workplace skills endeavor. Chapter officers took a divide and conquer approach by assigning project committees to spearhead various float-building phases and expedite construction. This resulted in several components being built simultaneously to meet Habitat for Humanity deadlines. The chapter also split responsibilities within teams so that each person would be responsible for specific job tasks. The chapter took charge of all design elements and procured materials, putting forth a detailed plan for construction that included working around holiday breaks. The officer team also created a 10-question framework assessment, requiring members to analyze specific skills used in the process. The result? The chapter further strengthened its partnership with Habitat for Humanity; everyone in the chapter participated; the float won first place in design for small groups; and the main float structure was repurposed and sold as a shed after the parade.

Communication with Habitat for Humanity and among members was instrumental in ensuring the float was built according to expectations and within a specific timeframe. The fact that all members were involved in a meaningful way showed the influence of **teamwork** in achieving a common goal. There was no task too small or too big in making this float a winner. **Planning, organizing and management** was seen in how members applied leadership, time management and had to adapt along the way since building a float always presents the unexpected. What's more, due to the involvement of all members, everyone had to play an active role in learning. A win-win.



SURVIVAL SWAP

COMMUNICATION, TEAMWORK, PLANNING,
ORGANIZING AND MANAGEMENT



Vanguard-Sentinel Career & Technology Center (CTC) — Vanguard Campus, Ohio

Focusing only on skills within a chosen career pathway is no way to broaden your horizons. SkillsUSA members at Vanguard Sentinel Career and Technology Center solved this dilemma by sharing skills through an interactive “Survival Swap.” Each of the school’s 17 labs created a 40-minute survival skills activity to be taught to students of another lab. Class officers worked with class representatives to ensure activities were focused on learning life skills, also requiring each participant to give an elevator speech about what they learned. Members created a flier explaining the concept to lab instructors and students, set the date for the activity, and assigned students to different labs. The result? Welding and metal fabrication students learned how to rid computers of viruses. Health careers students learned how to change a tire and check air pressure. Those in digital media technology learned how to read floor plans. Business management students learned how to choose meals on a budget and make fettuccine Alfredo. And those are just a few examples! Not only did the swap increase interaction among students and instructors, but every student also came away with useful life skills and an appreciation for his or her peers.

Communication was essential due to the number of students and labs involved. Each participant had to practice verbal communication due to the elevator-speech requirement and written communication via a post-event questionnaire; 100% were able to list three new skills learned. **Teamwork** was essential to bring the labs together, plan activities and gauge the event’s success with a post-activity questionnaire. An activity of this magnitude required **planning, organization and management** to enlist participation from 17 of 17 labs and in teaching useful life skills within each career field. Survival at its best!



BCA FLASH

JOB-SPECIFIC SKILLS, SAFETY AND HEALTH,
SERVICE ORIENTATION



Bergen County Academies, New Jersey

Providing program insight in a “flash” is genius for middle schoolers. Quick and fun! The culinary arts program at Bergen County Academies, a returning Models of Excellence chapter, did just that by participating in the BCA Flash program to expose middle schoolers to different technical programs. Chapter officers put together an interactive presentation to provide a glimpse into what students learn in culinary arts. Curiosity about their program proved to be high, as there was only space for 36 students and every spot was filled. Members took advantage of the opportunity by giving a PowerPoint presentation about SkillsUSA, providing safety tips on working with knives and kitchen tools, demonstrated how to move about the kitchen and prep food, and capped it off by creating cheese and pesto puff pinwheels and chocolate shortbread cookies in small groups. Students handled every aspect of the event with the utmost professionalism, including choosing and printing recipes, finalizing student participation, preparing ingredients, equipment setup and instruction details. SkillsUSA members worked cleanly, were organized and effectively prepared two recipes while maintaining energy and demonstrating basic kitchen skills.

Job-specific skills were front and center as members demonstrated a variety of culinary proficiencies. This included deliberate instruction as they prepared recipes alongside middle schoolers, demonstrating every step. An emphasis on **safety and health** in the kitchen was paramount in terms of using knives and kitchen tools and details such as tying hair back and wearing aprons for cleanliness. **Service orientation** was shown in the way members interacted with middle schoolers, school staff and advisors in creating a presentation that was thoughtful, interactive and informative. A flash success!



BARK INTO ACTION

JOB-SPECIFIC SKILLS, SAFETY AND HEALTH,
SERVICE ORIENTATION



Buckeye Hills Career Center, Ohio

SkillsUSA members at the Buckeye Hills Career Center, a returning MOE chapter, “barked into action” by using their smarts and skills to promote health and safety for both humans and animals. Recognizing the need to improve conditions at its local dog shelter, the chapter created a plan to repair the HVAC system, build doghouses and promote animal adoption. After two months of planning and creating job-specific lists, the project began with the HVAC overhaul. Students removed the old HVAC system, installed a new heat pump, air conditioning unit and ducting, and thoroughly cleaned the building. They also handled the electrical work, passing all safety skill checks. Carpentry students built four beautiful doghouses to provide outdoor cover. The community service team used computer skills to create videos highlighting pet care and showcase animals available for adoption. Students made detailed supply lists to track costs, and all tasks were completed accurately and professionally. After the chapter’s efforts, the office and kennel enjoyed more efficient heating and cooling, dogs had more housing, and the dog shelter received much-appreciated publicity.

Job-specific skills were a necessity in ensuring all aspects of the project were completed to industry standards. HVAC students applied installation, ducting and electrical knowledge, carpentry students demonstrated proficiencies with tools and materials, and the community service team used technology in promoting the dog shelter. **Safety and health** were paramount in improving conditions for employees and dogs. Students also used safety procedures when working with equipment and conducting safety checks. **Service orientation** was used in identifying key projects at the dog shelter and in following through to achieve objectives. A lot to bark about!



CATAWBA VALLEY COMMUNITY COLLEGE 10TH GRADE EXTRAVAGANZA EVENT

JOB-SPECIFIC SKILLS, PROFESSIONAL DEVELOPMENT,
SERVICE ORIENTATION



Catawba Valley Community College, North Carolina

A returning MOE chapter, Catawba Valley Community College, shared its enthusiasm for technical programs by hosting a CTE extravaganza for high school sophomores, teachers and administrators. The hands-on experience highlighted Catawba's educational offering through simulated workplace scenarios, presentations, tours and exhibits. SkillsUSA officers and the chapter's technical skills committee partnered with each technical program to create an event that would attract over 600 people from nine schools — the largest CTE showcase in North Carolina history. SkillsUSA members developed a marketing plan, assisted in promotional activities, outlined volunteer responsibilities, reviewed exhibit and presentation status, prepared event sites and served in various capacities for an all-encompassing experience. In total, 38 technical pathways at Catawba were represented with 68 members making presentations, coordinating activities and serving as tour guides. The event highlighted the importance of career exploration as well as the role of SkillsUSA in developing industry-relevant skill sets. Tenth graders left with a new perspective on trade careers, and the event leveraged industry relationships to open doors for members transitioning into the workforce.

Members exhibited **job-specific skills** by creating career-relevant activities and presentations for participants, enabling them to share their knowledge about different career pathways. The intricate details of the event and professionalism required of members throughout the process resulted in a valuable **professional development** experience. This included interactions with different stakeholders ranging from high school students and parents to school administrators and industry partners. **Service orientation** was evident in the approach taken to expose students to the trades through public service, community outreach and proactive involvement. Bravo for telling the skilled trade story with gusto!



ENGINEERS FOR ENGINEERS

PROFESSIONAL DEVELOPMENT, JOB-SPECIFIC SKILLS,
COMPUTER AND TECHNOLOGY LITERACY



Central High School, Wyoming

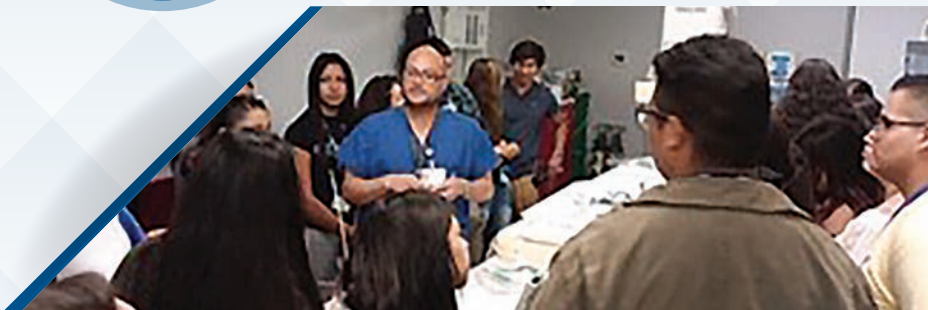
Networking and mentorship are essential to career readiness. SkillsUSA members from Central High School augmented their engineering program through hands-on application and professional interaction with local engineers through an “Engineers for Engineers” workshop. Members were responsible for contacting engineers and inviting them to visit classes. Members split into teams and designed prototypes for evaluation. They also created presentations about their prototypes, the importance of SkillsUSA and the application of framework skills. Participating engineers visited classes, listened to student presentations and provided constructive feedback regarding prototypes. All eight mechanical design teams met with at least one engineer during the course of the activity, with engineers providing two or more suggestions to each team. Teams implemented suggestions and made improvements to their prototypes within days of meeting with their professional partners. The workshop provided a valuable learning experience, access to new technologies and expertise, and exposure to job opportunities in the area. It also enabled the students to educate engineers about SkillsUSA. The workshop was so successful that similar workshops are in the works.

Professional development was paramount as students applied professionalism in their prototype development and presentations while receiving industry input and guidance. The prototype designs required **computer and technology literacy** with students learning new technology in the process. One mechanical design team worked with a local software engineer to improve its skills related to coding, programming and databases. **Job-specific skills** were used by teams in applying mechanical engineering knowledge and in making changes to improve their prototypes. That’s what we’d call a successfully engineered event!



TECHNICAL SKILLS EXPLORATION OF CAREER PATHWAYS IN THE MEDICAL FIELD

JOB-SPECIFIC SKILLS, COMPUTER AND TECHNOLOGY LITERACY,
PROFESSIONAL DEVELOPMENT



Deming High School, New Mexico

Career pathways in the medical field are vast and in demand. Members at Deming High School partnered with a local hospital to learn more about health-related career options, boost chapter and contest participation, and build professional relationships. Members met with the director of business development at the hospital to brainstorm presentation topics, timelines and develop a project for community service. Working collaboratively with hospital staff, members learned about nutrition, exercise, cardiac care and other relevant topics. Using this knowledge, they developed a “Healthy Heart” presentation for third graders that could also be used in competition. In the process, they learned about new healthcare careers, clinical interning opportunities, and gained new academic and technical skills proficiencies. Students also participated in pre- and post-activity testing, with the majority showing growth in both clinical and employability skills. In all, 90% of members participated in this activity, and 50% competed in the state leadership and skills competition, with hospital staff assisting the chapter in its preparations.

Students gained **job-specific skills** through a valuable mentorship opportunity, learning directly from healthcare professionals. Students received firsthand insight into medical theory and timely topics, and had to apply what they learned during an educational and engaging presentation. **Computer and technology literacy** were needed as members developed a professional media presentation that was informative while engaging for a third grade audience. This required the use of creative graphics and easy-to-understand medical terminology. **Professional development** was a theme throughout with testing and presentation evaluation used to measure progress. Members also learned about planning, communication and multicultural sensitivity and awareness, essential in this career field. Exploration and excellence wrapped into one!



STAFF APPRECIATION BREAKFAST ONLINE MENU

COMPUTER AND TECHNOLOGY LITERACY,
JOB-SPECIFIC SKILLS, SERVICE ORIENTATION



Durango High School, Colorado

The returning MOE chapter from Durango High School applied technical skills by taking an existing activity and making it better. Each year, the chapter hosts a highly anticipated staff appreciation breakfast during SkillsUSA Week. Members enhanced the breakfast this year by integrating technology to create an online invitation, menu, and pre-order and reservation system. They also expanded the guest list to include the district superintendent, members of the school board, and staff from administration and transportation departments. Members collaborated with the culinary arts program to create menu options, develop marketing and presentation ideas, and fine-tune their Google reservation sheet. After formatting the menu to look like one from a nice restaurant and conducting link tests, the online process was ready to go by Feb. 1. Staff appreciated the convenience of using the system to RSVP and being able to choose from several delicious options. The breakfast was so popular that nearly 80 teachers and staff attended. Breakfast guests were impressed with the students' professionalism and use of technology to provide exceptional customer service.

The chapter demonstrated **computer and technology literacy** by using an online system to send invitations, track RSVPs and offer food choices to staff. This means of communication added convenience for guests and facilitated food preparation and planning for the breakfast. **Job-specific skills** were applied in creating and formatting an attractive online menu, and in collaborating on other aspects of the breakfast. Chapter officers and members embraced **service orientation** by thinking of a way to improve the breakfast and applying it. The online process took the breakfast to a whole new level. Way to go, Durango!



TECH GOES TO TIGER TOWN — A CHILDREN'S BOOK

COMPUTER AND TECHNOLOGY LITERACY, JOB-SPECIFIC SKILLS,
SERVICE ORIENTATION



Lynn Vocational Technical Institute, Massachusetts

SkillsUSA members at Lynn Vocational Technical Institute, a returning MOE chapter, are known for thinking outside the box. Upon choosing literacy as their yearlong service commitment, members wanted to share a book with kindergarten classes (housed at their school) that would help children better understand CTE and what the “big kids” did all day. After researching existing possibilities and not finding the right storyline, members opted to write their own book; *Tech Goes to Tiger Town* was born! The story centers around the school mascot, a tiger, who wants to be different from the other tigers. “Tech the Tiger” ventures out of the jungle to visit a local vocational school, where he learns about different career options. Students worked with teachers and advisors to write and edit the book, create graphics and finalize for publishing. When the final book arrived, students held a successful launch party, captivating both kindergartners and members of the community by reading their creation. Not only was the book loved by the kindergartners, it was a great introduction to CTE and careers; achieving the chapter’s goals. Since its introduction, *Tech Goes to Tiger Town* has found its way into the hands of many others, including vested CTE and SkillsUSA partners.

Students became well-versed in **computer and technology literacy** because they had to learn new computer-based programs to design, author and publish the book. By sharing the book with others in the classroom and through the book launch, students learned **job-specific skills** such as networking, writing press releases and hosting social events. Lastly, by creating a book meant to educate others about CTE, students learned the importance of **service orientation** and what it means to create something powerful and lasting to be enjoyed for generations. A wicked smart idea!



HIGH SCHOOL NATION MAJOR LEAGUE BASEBALL MEDIA DAY

PROFESSIONAL DEVELOPMENT, JOB-SPECIFIC SKILLS,
SAFETY AND HEALTH



Willow Canyon High School, Arizona

SkillsUSA members from Willow Canyon High School take their broadcasting seriously. In a returning MOE chapter, members took their learning to a professional level by participating in the High School Nation MLB Media Day at the Peoria Sports Complex during spring training. Students collaborated on questions and participated in behind-the-scenes and on-camera tasks, confidently taking their skills to the field where they gathered footage and interviewed players, including rising MLB stars. They also had a chance to go to the Glendale Civic Center to interview managers. Members successfully interviewed five Seattle Mariners players and personnel, as well as nine managers, and captured footage of others interviewing managers and players. More than an hour of footage was collected with students benefiting from working alongside professional sports journalists to make observations and learn the trade. Since players, coaches, managers and press were continually present, students held themselves to a high standard at all times. After it was all said and done, students had enough material to prepare several segments that aired during morning announcements at school.

The intensity of the event and working alongside professionals, including using cameras on the field and inside different facilities, was an excellent **professional development** opportunity. Students were expected to act professionally at all times, elevating their attention to detail. **Job-specific skills** were practiced as students assumed the roles of interviewer, anchor, camera operator, film editor and spotter and in gaining access to athletes and managers for interviews. Students practiced **safety and health** by implementing industry-standard safety procedures such as having a spotter to protect the camera operator from stray balls. They also had to be aware of equipment safety while working in close proximity to others. Sounds like a home run!

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In keeping with a tradition of respect for the individuality of our members and our role in workforce development, SkillsUSA strives to ensure inclusive participation in all of our programs, partnerships and employment opportunities.

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