

CHAPTER MANAGEMENT **GUIDE**



I'M READY

MIDDLE SCHOOL PROGRAMS

2019-2020



Dear SkillsUSA Advisor:

Writing this letter is bittersweet, as it is the last I will write for the membership kit before my retirement next year. While I am excited about the future, I reflect on the past 19 years as your executive director with fondness and pride. What a ride it has been, and look at how far we have come!

Let me start by acknowledging our 2019-2020 theme SkillsUSA: Champions at Work, I'm Ready. The beauty of this theme lies in its truthful simplicity and brevity. In only two words, it says it all. When I became executive director in 2001, we were an organization primarily focused on using competition as a tool for career readiness. There was also a disconnect in terms of career and technical education's (CTE's) relevance in supporting the nation's economy. Today, not only do we celebrate our strong tradition of competition, but we also see the results from taking a holistic approach to career preparation through the application of workplace, personal and technical skills as outlined in the SkillsUSA Framework. We also applaud the renewed enthusiasm surrounding CTE and SkillsUSA's visibility on the national stage as a proven and valid solution to fill the skills gap. To say that 2018 was a banner year is an understatement, and 2019 is on track to be even better. Here are some highlights:

- The largest paid membership in history with 427,432 members (students and alumni). To put this in perspective, in 2001, this number was 250,120. Wow!
- The largest Washington Leadership Training Institute in history with 545 members from 28 states making 128 congressional visits in a single day.
- Largest-ever SkillsUSA National Leadership and Skills Conference (NLSC) with an estimated 18,000 attendees. It now takes 20 football fields to house the 100 competitions at the NLSC.

In addition, we continue to have success with our flagship curriculum, the *SkillsUSA Career Essentials* suite including Foundations, Experiences and Assessments to teach the SkillsUSA Framework and ensure our members are job-ready Day One. We also activated the following four key imperatives to move SkillsUSA forward:

1. Establish SkillsUSA as an education solution to state education agencies.
2. Create an abundant supply of well-trained teachers to grow CTE programs.
3. Ensure career readiness for every member through our framework.
4. Work to enhance business, industry and donor partnerships.

What does this mean for you as a middle school teacher and SkillsUSA advisor? Now is a great time for you and your students to be part of SkillsUSA. We have so much going for us, and the momentum continues to build. For your students, this is a monumental time to use SkillsUSA as a conduit for career exploration, leadership development, exposure to competition and new friendships. Students can take this experience into high school, further building upon their career readiness and providing clarity for a path forward. It also adds validation for lifelong learning and the pursuit of career fulfillment, which will eventually lead to every student having the confidence to say, "I'm ready."

Let's make this the best year yet. Thank you for your support of me over the years and of SkillsUSA. I appreciate it more than you know.

With gratitude,

A handwritten signature in black ink that reads "Timothy W. Lawrence".

Tim Lawrence
Executive Director

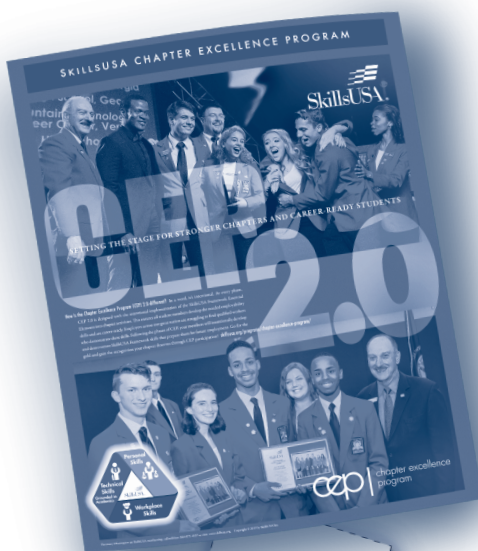


TABLE OF CONTENTS

Chapter Excellence Program	4
1 Secure support from your school administrator	11
2 Connect on the state SkillsUSA level	11
3 Ensure SkillsUSA is integral to your CTE program	12
4 Conduct membership recruitment activities	13
5 Register yourself and students as members of SkillsUSA	14
National middle-school dues and deadlines	15
6 Organize chapter management structure	16
7 Take advantage of SkillsUSA programs and resources	19
SkillsUSA Career Essentials: Foundations/Experiences/Assessments	20
Jump into STEM!	22
Student2Student Mentoring	23
SkillsUSA Week, Feb. 2 – 8, 2020	23
National conference pin and T-shirt design challenge	24
National Week of Service, May 3 – 9, 2020	24
SkillsUSA Champions photo contest	24
President's Volunteer Service Award	25
CareerSafe	25
Educational resources	26
8 Make plans to attend conference or training	27
Washington Leadership Training Institute, Sept. 21 – 25, 2019	27
Leverage, June 20 – 22, 2020	27
Activate, June 20 – 22, 2020	27
Engage, June 20 – 22, 2020	27
TAG Tuesday, June 23, 2020	28
Local, state and national office	28
Compete at the local, state, national and international level	29
SkillsUSA Championships	29
Programs	30
9 Connect with your local high school	31
10 Celebrate chapter success	32



CHAPTER EXCELLENCE PROGRAM 2.0

The Chapter Excellence Program (CEP) establishes a quality baseline that all chapters will be encouraged to attain with extra incentive for exemplary chapter performance. SkillsUSA has now rolled out CEP 2.0. How is it different? In a word, it's *intentional*. At every phase, CEP 2.0 is designed with the *intentional* implementation of the SkillsUSA Framework Essential Elements into chapter activities. This ensures all student members develop the needed employability skills and are career-ready. Employers across our great nation are struggling to find qualified workers who demonstrate these skills. Following the phases of CEP, your members will *intentionally* develop and demonstrate SkillsUSA Framework skills that prepare them for future employment. Go for the *gold* and gain the recognition your chapter deserves through CEP participation!

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 (POW) 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. When you use the framework, the program of work becomes the vital conduit that links students to the application of personal, workplace and technical skills demanded by industry, the SkillsUSA trifecta for student success!

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. 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 framework, the greater the chance for CEP honors.

How Does My Chapter or Section Get Involved?

Every chapter or section with paid membership is eligible to participate in CEP. To fully benefit, chapters in your state are encouraged to participate in CEP on an annual basis. For your active chapters, this is an opportunity to be



recognized. For those who are not active, this is incentive to become active.

The CEP application is housed on the membership registration site. It is an online application that is easy to complete and save within the registration system.

How Does CEP Work?

The program consists of three award levels, with the first two levels recognized by the state and the final two levels eligible for national recognition.

- **First Level** — Honors chapters for achieving essential standards of excellence as a “Quality Chapter.”
- **Second Level** — Recognizes chapters that go beyond baseline requirements with bronze, silver and gold “Chapters of Distinction” awards.
- **Third Level** — Chapters in each state receiving the gold award will be eligible for selection as a Models of Excellence chapter. These chapters define excellence. Best practices will be gleaned from the award winners and shared with the field to serve as models for other chapters to emulate in strengthening their local programs.

CEP is focused on the learning and skills developed by students as a result of chapter involvement versus honoring chapters simply by the number of activities they employ throughout the year. The award application is written and presented in a manner that supports evidence of these findings.

ONLINE RESOURCES

DOWNLOAD RESOURCES AT:

[https://www.skillsusa.org/programs/
chapter-excellence-program/](https://www.skillsusa.org/programs/chapter-excellence-program/)

- CEP 2.0 Guide
- CEP Lesson Plans

How Are Chapters or Sections Recognized for Their Participation?

The advantages of CEP are many! If you're ready to take your chapter or section to the next level, this program is for you. For active chapters, CEP process fosters recognition for current participation and activities while promoting greater involvement. For chapters needing encouragement, CEP provides a simple outline of requirements to make participation realistic and accessible. To participate, all a chapter needs to do is complete the requirements and fill out an application. There is no charge for participating in CEP. Each level of CEP is very specific as to what is required. Awards are presented on the local, state and national levels, with the Models of Excellence earning national recognition. Here is a summary of how chapters are recognized through CEP, starting with Quality Chapter and working up to Models of Excellence.

What Do CEP Award Recipients Receive?

QUALITY CHAPTER AWARD (LEVEL 1)

- Each chapter fulfilling the Quality Chapter Award (Level 1) will receive a certificate
- Recognized at the state level

CHAPTER OF DISTINCTION AWARD (LEVEL 2)

- Each chapter will receive the Quality Chapter Award plus an opportunity to compete for gold, silver and bronze status
- Gold, silver and bronze winners will receive a certificate
- Gold winners will receive:
 - ◆ A display banner*
 - ◆ Advisor lapel pin*
 - ◆ Invitation to attend the Chapter of Distinction mega prize reception at NLSC
 - ◆ Recognized at the state level

MODELS OF EXCELLENCE AWARD (LEVEL 3)

- Each chapter will receive the Quality Chapter Award certificate
- Gold Chapter of Distinction recognition items, plus:
 - ◆ Large award banner*
 - ◆ Award plaque*
 - ◆ Invited to the Models of Excellence awards banquet during NLSC
 - ◆ Recognized during the NLSC Awards Ceremony
 - ◆ Recognition in promotional materials and best practices guide highlighting Models of Excellence award winners
 - ◆ \$2,000 chapter grant*

* Based on secured sponsorship

SkillsUSA Framework Intentionality in the Program of Work

While the Chapter Excellence Program is a phenomenal recognition program, the real benefit is that chapters are intentional about incorporating the SkillsUSA Framework into activities. This is the only way that students will be

able to connect the activity to intentional learning, leading to the ability to articulate their growth to employers. It is a powerful connection of taking program of work activities and making them have lasting impact on the development and attainment of student success. It is a game-changer!

The phases will assist you and your chapter in implementing the process.

PHASE 1 – The Challenge

“A leader influences the hearts, minds and actions of others”
— SkillsUSA definition of leadership.

Our country is facing a crisis — if you listen to the nightly news, that may not come as a surprise. In fact, you may be asking, “Which one?” While this crisis may not make the nightly news on a regular basis, it has the potential to cripple our economy for years to come. The crisis? It's the current skills gap and labor shortage.

Our country needs trained and qualified individuals to fill the demands of business and industry. The United States is facing a skilled-trades talent drought. Consider the following facts:

According to ManpowerGroup:

- 46% of all employers in the United States report difficulty in recruiting
- Over 50% of skilled trade workers in the USA are over 50 years old
- Five of the top 10 industries with the greatest difficulty in hiring are:
 - ◆ Skilled Trades
 - ◆ Health Care
 - ◆ Manufacturing
 - ◆ Technicians
 - ◆ Truck Drivers/Diesel Mechanics

Our challenge and opportunity as career and technical education (CTE) teachers is the development of our students in academic, technical and career readiness (employability) skills. Historically, CTE teachers have focused most on the development of technical knowledge and skills. While this continues to be our primary purpose, it doesn't address the total development needs of our students.



Recent changes in federal education policy through the No Child Left Behind and Every Student Succeeds acts have placed emphasis on the application of academic skills through CTE. Purposeful attention to reinforcing the applied academics in our technical instruction addresses the requirements of these Federal education laws.

Teaching the framework and using it as a tool with the activities of your SkillsUSA chapter gives members opportunities to develop and demonstrate the framework Essential Elements.

Today's challenge for CTE teachers and SkillsUSA advisors is to offer all students a complete menu of:

- Technical knowledge and skill
- Reinforcement of academic knowledge and skills through technical instruction
- Opportunities for development and demonstration of framework skills

PHASE 2 – Teaching the SkillsUSA Framework

There has never been a better time to provide opportunities to all students through SkillsUSA to develop and demonstrate the SkillsUSA Framework skills. A SkillsUSA chapter provides the structure for members to develop framework skills through active involvement. But a successful SkillsUSA chapter cannot exist without the leadership of chapter officers that focuses on the engagement of members.

As advisor, you must teach the framework to your chapter officers, so they can share it with the members of their chapter and reinforce the framework in chapter activities. Take time during a chapter officer retreat or a chapter officer meeting to introduce the framework.

Use the lesson plan provided.

The lesson plan is designed for the chapter officers to provide framework instruction to the chapter members, but it is also appropriate for you to use with the chapter officers. Having the chapter officers experience the lesson plan will give them a chance to experience the workshop before having to teach the members.

When the chapter officers have a good understanding of the Essential Elements, have them complete the Essential Element Assessment for Chapter Officers.

The questions may also be converted to an electronic scoring system so officers can use their smartphones to respond.

Discuss the assessment with the following questions:

- Which Essential Elements don't you understand?
- Which Essential Elements did you find it difficult to score?
- Are there any Essential Elements that surprise you that they are part of the framework?
- Which of the Essential Elements do we need to work on as a chapter officer team?



PHASE 3 – Teaching and Assessing the Needs of the Members

After the chapter officers understand the framework and Essential Elements, it is important that they share that information with the chapter members. Have the officers use the *SkillsUSA Framework Chapter Officer Lesson Plan* to educate the members on the framework and prepare them for the framework assessment for chapter members. The assessment questions may also be converted to an electronic polling or voting system so officer can use their smartphones to respond. Following the lesson plan will also help the members identify the Essential Elements to target for the coming year and some potential activities to help member develop and demonstrate the targeted Essential Elements. Use the SkillsUSA Results to Honor cards to recognize members who demonstrate Essential Elements. This is especially true for the targeted Essential Elements during chapter activities.

Options for teaching the SkillsUSA Framework:

- Each teacher/instructor may teach the lesson to the classes
- A former officer may teach the lesson to the classes
- The advisor may teach to the entire chapter if it is outside of the classroom

PHASE 4 – Identifying the Targeted Essential Elements

After the chapter officers have taught the members about the framework and determined the targeted Essential Elements, it's important to put the plans in place to emphasize the targeted Essential Elements. These targeted Essential Elements should be the ones members most want to develop and demonstrate this year. As activities are planned, always consider how the activity will provide the opportunities for members to develop and demonstrate the targeted Essential Elements. These Essential Elements must become integral to the activities of the program of work. While the activities of the POW provide the experiences for members to grow in the targeted Essential Elements. We consider the POW to be the delivery mechanism for framework skill development.



PHASE 5 – Review Last Year's Program of Work

The National Program of Work (POW) sets the pace for SkillsUSA activity and has seven major goals. Your executive committee (CTE instructors, chapter officers and committee chairs) should determine the Essential Elements your students want to develop this year and then weave them into the POW. This is the foundation upon which you help students create, implement and evaluate a plan of action.

- A review of last year's program of work is a good place to start in the creation of this year's POW. If your chapter did not have a program of work, move to Phase 6.
- Does your campus or community expect your chapter members to conduct this program/activity? Community organizations, for example, may depend on your members to provide labor for an established community activity such as Habitat for Humanity. If so, keep this activity.
- Did the chapter members really enjoy the activity (based on the results of a survey)? If so, you may choose to continue offering this activity.
- Was the activity successful in developing the targeted framework skills in the participants (see appendices for an activity rubric) and were the targeted framework skills for the activity identified in this year's assessment? Your chapter officer team may choose to continue this activity or select a new activity from which the students can develop the targeted framework skills.
- Have the officer team create a list of the POW activities that they want to include in this year's POW and the Essential Elements to which the activities apply
- Determine which of the new targeted Essential Elements are "missing" from the list. This information will be the basis for selecting new programs and activity.

The next phase in the process of creating a purposeful and focused POW is to facilitate the process of selecting new activities that encourage participant growth in the "missing" elements.

PHASE 6 – Develop a Program of Work for the Current Year

If your chapter did not have a POW last year, your officer team will be starting from scratch. Facilitate a brainstorming session with the officer team to identify possible chapter activities from which participants can develop each targeted Essential Element from the student survey results. This process could occur at a chapter meeting where all members participate in the brainstorming session. The officer team shares the list of the proposed POW activities with the members at a chapter meeting to gain approval and foster member ownership. Your role in this process includes:

- Helping the officer team develop a presentation
- Including in the presentation the proposed activities
- A description of each activity
- The targeted Essential Elements for each activity
- The POW area in which the activity fits. Here is a list of the POW areas for your reference:
 - ◆ Community Service
 - ◆ Employment
 - ◆ Professional Development
 - ◆ Public Relations
 - ◆ SkillsUSA Championships
 - ◆ Social Activities
 - ◆ Ways and Means
- A budget
- A question and answer session
- Teaching the officers how to facilitate a brainstorming session
- Assigning an officer to one of the POW areas to facilitate the session
- Helping the officers determine a process by which members can sign up for POW committees. It may be as simple as posting sign-up sheets around the meeting room.



- From the results of the brainstorming sessions, determining the POW activities
- Holding a vote, if necessary, to narrow the list to a reasonable number
- Assigning each activity to a POW area based on the objective of the activity. For example, all fundraisers are planned, organized and managed by the Ways and Means Committee.
- The next phase in the process is creating committees for each activity to begin the activity planning process. Assist the officers to implement the committee forming process they created.

PHASE 7 – Write SMART Goals for Chapter and POW Activities

It is time for committee work.

- The officers may need to help the committees get up and running by:
 - ◆ Calling the first meeting
 - ◆ Helping the members select a chair and a secretary to record minutes
 - ◆ Instructing committee members on how to write SMART goals
 - ◆ Instructing committee chairs on how to prepare a meeting agenda and chair a meeting
 - ◆ Instructing the committee secretaries on how to prepare meeting minutes
- It may be appropriate for two committees to partner on an activity.
- Some committees such as the Community Service Committee may opt to assess the community needs before they select a project.
- Other committees, such as the Social Committee, may want to survey the members.
- Each committee should meet shortly after the training is completed.

- At the first meeting, the committee chairs are to facilitate a SMART goal writing session. (See the SMART goal lesson plan included online.)
- SMART goals should be written for each activity of which the committee is responsible.
- Two types of SMART goals must be written for each POW program activity, one focused on the Essential Element outcome (one of this type is required) and the other on the success of the activity (three of this type are required).
- Here is an example of each type of goal:

Essential Element Outcome Goal:

One hundred percent of the students who participate in the Christmas Tree sales fundraiser will demonstrate three customer service skills as outlined in the activity handbook and assessed by a peer review by the end of the sales period, Dec. 23, 2019.

Activity Outcome Goal:

One hundred community members will attend the Veterans Appreciation breakfast on Nov. 11, 2019.

Here is some general information regarding SMART goals:

- Well written goals have the following characteristics:

S – Specific

What do I want to accomplish?

M – Measurable

How will I know when it is accomplished?

A – Achievable

How can I accomplish this goal?

R – Relevant

Does this goal align with other objectives?

T – Time-bound

What timeframe(s) will I use for this goal?

- SMART goals should include the Essential Element to be assessed, the measurement criteria based on the assessment system implemented, the specific instructional strategies and the time frame.

PHASE 8 – Develop and Implement Plan of Action for Each POW Activity with the Targeted Essential Elements

Employers have identified the ability to develop, implement and evaluate a plan of action as a highly desired skill in potential employees. Generally, an individual who can develop a plan of action has the ability to break down an activity into manageable pieces including:

- Tasks to be completed
- A timeline for each task
- Who is responsible for each task
- Resources available to complete the tasks
- Budget (expenses and income)

Once the committees have established activity goals, the next phase is to develop a plan of action for each activity of which they are responsible.

Committees must meet well in advance of their activity target date to develop the Plan of Action. It is suggested that each committee meets early in the fall even if its activity is to occur in the spring.

The plan of action timeline will determine when the committees complete the various tasks associated with the activity.

Committees are also charged with discussing and identifying contingency plans for unexpected situations. This process facilitates committee members developing their adaptability and flexibility skills.

When planning the activities of the program of work, it is critical to integrate the targeted Essential Elements. This provides opportunities for participating members to develop and demonstrate the targeted Essential Elements. Here are some ideas of intentionally integrating the Essential Elements:

- Keep the targeted Essential Elements posted in the classroom, and refer to them often during class and meetings.
- The committee members or chapter officers who are leading the activity should identify areas where members will have the opportunity to develop and demonstrate the targeted Essential Elements.
- Before beginning, have members develop personal plans for how they will contribute to the activity and demonstrate the targeted Essential Elements while participating. Use activities in SkillsUSA's *Ignite* or its thumball guide to help refresh the members' knowledge of the targeted Essential Elements.
- Establish peer mentors who will watch members and record how and when members demonstrate the targeted Essential Elements. Peer mentors could also record instances of where members failed to demonstrate the targeted Essential Elements for future conversations.
- During the activity, have members record their personal experiences involving the targeted Essential Elements.

- After the completion of the activity, have all member reflect on how they demonstrated the targeted Essential Element.
- During the evaluation of the activity, discuss how members demonstrated the targeted Essential Elements. Determine additional work that is needed to further grow this Essential Element.

Implementation of the plan of action is the next! It will be fun and fulfilling for you as the advisor to watch your chapter leaders demonstrate the Essential Element skills as they implement the program of work.



PHASE 9 – Evaluate Chapter and POW Activity Goal Achievement

A key component of learning is feedback. Specific and timely feedback helps students improve and enhance their own learning.

Reflection occurs throughout each activity as well as at the end of activity. Based on periodic evaluation, adjustments are made and contingency plans may have to be implemented. Evaluation needs to occur at many levels:

- Individual level – the achievement of the Essential Element by the officers, committee chairs, committee members and participants
- Committee level – the performance of the committee as a team
- Activity level – the achievement of the activity goals

Every activity conducted should be evaluated. A great evaluation will examine the following:

- If the SMART goals of the activity were achieved. An analysis should be completed on each goal to determine what worked and what needs improvement.
- The total impact of the activity. Consider the following as some of the areas for evaluation:
 - ◆ The opportunities for members develop and demonstrate the targeted Essential Elements
 - ◆ The opportunity for building teamwork and relationships between chapter members
 - ◆ The public relations impact of the activity for the chapter and the campus
 - ◆ The impact on the budget and return on investment for the activity
 - ◆ What worked or needs to be improved before conducting the activity again
 - ◆ If the members enjoyed the activity
 - ◆ The potential to replicate the activity in future years or to change to a different activity

Here are a few assessment strategies:

- Peer reviews
- Peer recognition
- Self-assessment instruments
- Class presentations
- Class assignments
- Advisory (industry members) committee interviews
- Journal reflections
- 360-degree evaluations
- Portfolios
- Scenario assessments
- Assessment from those served by activities such as community members or partners
- Feedback survey/loop

Once the level of success has been determined, the chapter and/or committee can engage in a reflective discussion around the following guiding questions:

- Specifically, what contributed to the success of the project?
- What were the areas of success?
- What could have been improved?
- What Essential Elements could have been more effectively demonstrated?
- What can be learned from this experience to bring more success in the future?
- What did you learn about yourself and others through this experience?
- Would you recommend the chapter conducting this program or activity again? Why?

Reflections and evaluations should be recorded and maintained in the chapter records to future reference.



PHASE 10 – Celebrate Success

Completing an important project provides the perfect occasion to celebrate. You have probably discovered that celebration of successes is necessary for sustained performance.

Celebrations are opportunities for chapter members to gain efficacy, receive recognition, earn community support and build chapter enthusiasm and momentum for the future. Furthermore, students can now add their involvement in this project or activity on their résumé and/or cover letter.

If your chapter leaders completed each phase of this suggested process, congratulations! The *Chapter Excellence Program Teacher's Guide* walks you through the requirements for Level One and Level Two and provides your leaders with examples of successful applications. From the Level Two qualifiers, finalists are recognized as Models of Excellence chapters and will be recognized at SkillUSA's national conference. The details for the CEP program can be found at: <https://www.skillsusa.org/programs/chapter-excellence-program/>.

1

SECURE SUPPORT FROM YOUR SCHOOL ADMINISTRATOR

Successful SkillsUSA chapters work with administrators from the onset. Receiving permission and support from administration to start a SkillsUSA chapter is essential. To guide you along the formation of your chapter:

- Review the SkillsUSA Administrator Flier. This flier is designed to highlight the value and importance of SkillsUSA to your administrator.
- The Talking Points for Administrator Meeting flier provides a step-by-step discussion guide for this important meeting. This is your guide to introducing the flier to your administrator and highlighting the benefits of a SkillsUSA chapter.
- Using a laptop or portable device, consider showing your administrator the personal message prepared by executive director Tim Lawrence. This short, three-minute video packs a punch by connecting the integral nature of SkillsUSA to the educational system and future career readiness. The message will resonate with administrators.
- Set up a meeting with your administrator. A minimum of 30 minutes should be scheduled to allow enough time to review the materials and answer questions.
- Once you receive permission from your school administration, you are ready to move on to the next step.

2

CONNECT ON THE STATE SKILLSUSA LEVEL

Once you have gathered the support of your administrator, it is extremely important to connect on the state SkillsUSA level. Connecting directly with your state SkillsUSA director will ensure you are included in all future mailings and they will provide assistance in the successful formation of your chapter.

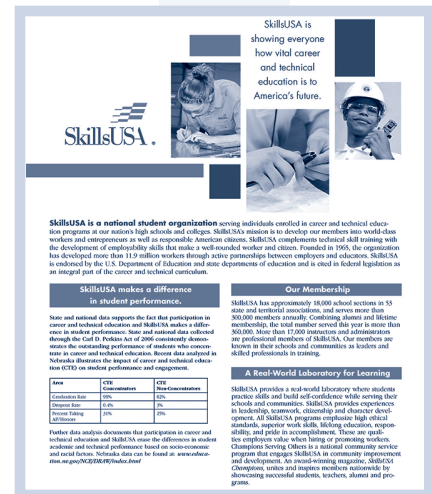
- If you are a new chapter, it is imperative that you submit a local constitution and chapter charter to your state SkillsUSA director. Both of these documents can be found online and completed electronically. Once the state SkillsUSA director has accepted your local constitution and chapter charter, your school will be included among the registered users on the SkillsUSA registration site.
- Complete the SkillsUSA Application for a Chapter Charter. The charter requires an administrator's signature. You may want to have students share their excitement about the new chapter by delivering the charter to the administrator for his or her signature.
- Along with the charter, the chapter must submit a constitution. Use the Suggested Local Constitution as a guideline, and ensure that you update it with school-specific information. Your chapter can always amend the constitution in the future if there is ever a need.
- Your chapter is official once your state SkillsUSA director has accepted your charter and constitution. You are ready to move forward to take advantage of local, state and national opportunities that await you and your students.

ONLINE RESOURCES

DOWNLOAD RESOURCES AT

<http://bit.ly/2mwUrMB>

- Teacher Message from Tim Lawrence, SkillsUSA executive director (video)
- Guide for Administrator Meeting
- Outline and Talking Points for Administrator Meeting
- SkillsUSA Administrator Flier



SkillsUSA is showing everyone how vital career and technical education is to America's future.

SkillsUSA is a national student organization serving individuals certified in career and technical education programs at our nation's high schools and colleges. SkillsUSA's mission is to develop our members into world-class workers and entrepreneurs as well as responsible American citizens. SkillsUSA complements technical skill training with the development of employability skills that make a well-rounded worker and citizen. Founded in 1965, the organization has developed more than 11.9 million workers through active partnerships between employers and educators. SkillsUSA is endorsed by the U.S. Department of Education and state departments of education and is cited in federal legislation as an integral part of the career and technical curriculum.

SkillsUSA makes a difference in student performance.

State and national data supports the fact that participation in career and technical education and SkillsUSA makes a difference in student performance. State and national data collected through the Carl D. Perkins Act of 2006 consistently demonstrates the outstanding performance of students who participate in career and technical education. Recent data analyzed in Nebraska illustrates the impact of career and technical education (CTE) on student performance and engagement.

Area	CTE	Non-CTE
Graduation Rate	85%	82%
College Rate	22%	15%
Income Earning	25%	20%
College Debt	15%	20%

Further data analysis documents that participation in career and technical education and SkillsUSA cause the difference in student academic and technical performance based on socioeconomic and racial factors. Nebraska data can be found at: www.skillsusa.org/NECETED/index.html

Our Membership

SkillsUSA has approximately 10,000 school sections in 55 states and territories, associations, and serves more than 300,000 members annually. Combining student and lifetime membership, the total number served this year is more than 500,000. More than 17,000 employers and administrators are professional members of SkillsUSA. Our members are leaders in their schools and communities as leaders and skilled professionals in training.

A Real-World Laboratory for Learning

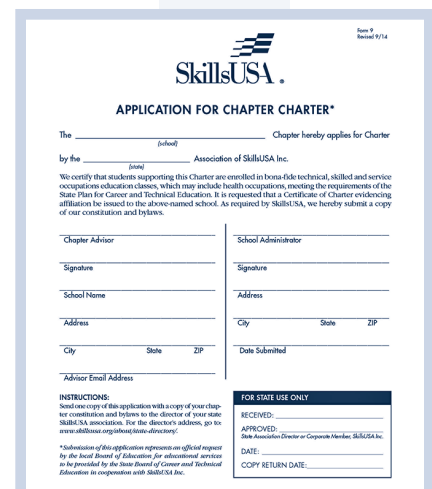
SkillsUSA provides a real-world laboratory where students practice skills and build self-confidence while serving their schools and communities. SkillsUSA provides opportunities in leadership, teamwork, citizenship and character development. All SkillsUSA programs emphasize high ethical standards, together with skills, knowledge and personal responsibility, and pride in accomplishment. These are quality employee values when being or promoting workers. Champions Serving Others is a national community service program that engages SkillsUSA in community engagement and development. An award-winning magazine, SkillsUSA Champion, creates and inspires members nationally by showcasing successful students, teachers, alumni and programs.

ONLINE RESOURCES

DOWNLOAD RESOURCES AT

<http://bit.ly/2mwUrMB>

- Directory of state SkillsUSA directors
- Application for Chapter Charter
- Suggested Local Constitution



SkillsUSA

APPLICATION FOR CHAPTER CHARTER*

The _____ (school) Chapter hereby applies for Charter by the _____ (name) Association of SkillsUSA Inc.

We certify that students supporting this Charter are enrolled in bona fide technical, skilled and service occupations education classes, which may include health occupations, meeting the requirements of the State Plan for Career and Technical Education. It is requested that a Certificate of Charter evidencing affiliation be issued to the above-named school. As required by SkillsUSA, we hereby submit a copy of our constitution and bylaws.

Chapter Advisor _____ School Administrator _____
 Signature _____ Signature _____
 School Name _____ Address _____
 Address _____ City _____ State _____ ZIP _____
 City _____ State _____ ZIP _____ Date Submitted _____
 Advisor Email Address _____

INSTRUCTIONS:
 Send one copy of this application with a copy of your chapter constitution and bylaws to the director of your state SkillsUSA association. For the director's address, go to www.skillsusa.org/about/state-directory/.

*Submission of this application represents an official request by the local Board of Education for educational services to be provided by the State Board of Career and Technical Education in cooperation with SkillsUSA Inc.

FOR STATE USE ONLY
 RECEIVED: _____
 APPROVED: _____
 State Association Director or Corporate Member, SkillsUSA Inc.
 DATE: _____
 COPY RETURN DATE: _____

3

ENSURE SKILLSUSA IS INTEGRAL TO YOUR CTE PROGRAM

SkillsUSA is an integral part of career and technical education (CTE). Teachers infuse the organization's activities into their instructional programs, enabling students to gain real-world applications to their studies. When SkillsUSA is integrated into the CTE program, all students develop the personal, workplace and technical skills that comprise the SkillsUSA Framework. For example, the *SkillsUSA Career Essentials: Experiences* are available through SkillsUSA to embed into curriculum, offering your students experiences to better prepare them for career success. To learn more about the new Career Essentials suite of resources, check out Page 20 of this guide. Your classroom will come to life as students see the connection between what they are learning today and their futures. Just as your lab provides contextual moments, your classroom can provide relevancy in developing leadership, communication and teamwork skills that develop the whole student.

- Ensure all stakeholders from administrators to parents, students and other teachers understand the integral nature of SkillsUSA to your CTE program.
- Ensure parents and families understand that SkillsUSA is integral to your program by placing information directly into the syllabus. Use the Parent Letter and SkillsUSA Brochure template as guides.
- Introduce your students, parents, administrators and advisory committee members to the SkillsUSA Framework. The framework supports the mission of the organization "to empower members to become world-class workers, leaders and responsible American citizens." In a few short statements, you can explain the value of the SkillsUSA Framework to others: "The SkillsUSA Framework is the source for the development of the organization's educational programs, resources and products. The framework was created in 2014 because SkillsUSA realized the need for students — future employees — to be able to intentionally develop and communicate their abilities with respect to employability skills. In a survey, more than 1,000 employers stated that their greatest need when seeking new hires is to have access to job candidates who possess the skills identified within the SkillsUSA Framework."

WHAT IT DOES

- ◆ Provides a common language for students to articulate what they gain from SkillsUSA participation to employers, school administrators, parents and other students
- ◆ Assesses student skill development along a learning continuum of awareness, demonstration and mastery
- ◆ Creates a vision for SkillsUSA programs at the local, state and national levels to ensure quality student-led experiences that build skills in all members

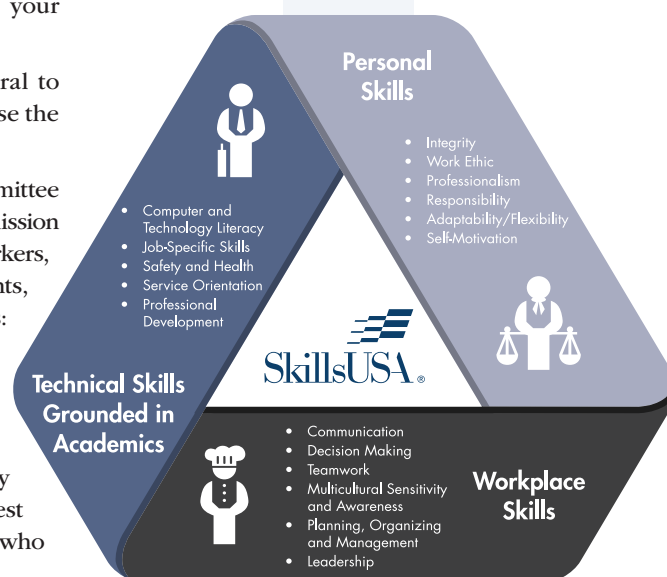
WHY IT WORKS

- ◆ Empowers every student to achieve career success
- ◆ Delivers a skill set demanded by business and industry but lacking in many employees today
- ◆ Ensures that every student member receives a consistent and specific skill set

ONLINE RESOURCES

DOWNLOAD RESOURCES AT
<http://bit.ly/2mwUrMB>

- Parent Letter
- SkillsUSA Brochure Template
- SkillsUSA Framework Flier
- SkillsUSA Framework Graphic
- SkillsUSA Framework Video



- Use the SkillsUSA Framework Flier and Graphic in your program materials to draw attention to the development of personal, workplace and technical skills grounded in academics.
- Show the framework video to students, parents, administrators, teachers and members of your business community so they understand how SkillsUSA ensures career readiness.

4

CONDUCT MEMBERSHIP RECRUITMENT ACTIVITIES

The key to a successful chapter is the ability to recruit and retain members. Recruitment is an ongoing process and should involve as many current members as possible. If you are starting a new chapter, then all it takes is a few interested students to help get the momentum going. When members and advisors focus on the goal of ensuring that every eligible student has the opportunity to be involved in SkillsUSA, it makes recruitment easy.

- The heavy lifting has already been done for you. Check out the top 10 recruitment ideas that are tried and true from experienced SkillsUSA advisors, found in the Membership Recruitment Ideas document.
- Have students take the lead by personalizing the Meeting Promotional Fliers with information specific to your chapter and then hanging the fliers around the school. Encourage students to talk with other students and teachers about the benefits of SkillsUSA as they travel around the campus.



I'M READY

- Using the posters from the Membership Kit, create a bulletin board in a prominent location in the school. Get a few of your members involved. They will have an incredible time working together and create something that will have an impact on membership recruitment. Incorporate the SkillsUSA theme for the 2019-2020 year into your recruitment activities: ***SkillsUSA: Champions at Work, I'm Ready.***
- Using SkillsUSA's Brand Center will guarantee that you create a strong visual identity within the school. The interactive website makes it easy for members to download existing SkillsUSA logos (national, state and slogan art) as well as the SkillsUSA Framework art. One particular function allows local members to create their own personalized SkillsUSA logo with the name of the chapter. Members will be asked to register when first visiting the site, which enables them to save specific sections as favorites. This will be a unique login and password and is not tied to our registration system. Learn more at: www.skillsusabrandcenter.org
- Capture students' attention with the Kickoff Video and Student Message by Executive Director Tim Lawrence. Post these on social media or your campus website. Seek creative ways to get the word out about SkillsUSA.
- Hold a membership recruitment drive. Create incentives for students to join, including door prizes, drawings and special snacks. It is amazing what motivates students, so consider putting together a committee to organize and run the membership recruitment drive. Their ingenuity and excitement for SkillsUSA will quickly spread.
- Use the SkillsUSA PowerPoint during class to introduce students to the organization or during an open house when parents are present. If possible, have parents and students seated and present the PowerPoint to them. An extra bonus is to have SkillsUSA members present selected slides or give short testimonials on why they benefit from being involved in SkillsUSA. For additional ideas, check out the Ideas for Using the SkillsUSA PowerPoint.
- Ultimately, membership recruitment is an opportunity to showcase your CTE program to the school and community. Don't miss the opportunity!

ONLINE RESOURCES

DOWNLOAD RESOURCES AT
<http://bit.ly/2mwUrMB>

- Membership Recruitment Ideas
- Meeting Promotional Flier
- Kickoff Video
- Student Message from Tim Lawrence, SkillsUSA executive director (video)
- SkillsUSA PowerPoint
- Ideas for Using the SkillsUSA PowerPoint



chapter excellence
program



◆ Conducting a Chapter Recruitment Activity Satisfies an Essential Activity of the Chapter Excellence Program Level 2 Chapter of Distinction.



5

REGISTER YOURSELF AND STUDENTS AS MEMBERS OF SKILLSUSA

Now that you have officially established your SkillsUSA chapter, you can begin to register yourself and your students at: www.skillsusa-register.org

- Why is it important to register yourself as a professional member of SkillsUSA? Becoming a professional member of SkillsUSA is one of the best ways you can demonstrate to your students the importance of the organization and the opportunities that membership will provide. As a professional member, you will receive online access to the following:

- ♦ *2020 SkillsUSA Championships Technical Standards*
- ♦ *Jump into STEM!* curriculum
- ♦ *SkillsUSA Career Essentials: Foundations*

SkillsUSA professional members, as a member benefit, receive the aforementioned items when they have submitted a current and accurate email address along with their membership details. The *2020 SkillsUSA Championships Technical Standards* is available online to professional members as part of their paid membership. Once membership has been submitted, an email will be sent to the address on file which will include a PIN to access the items electronically.

- As a special membership incentive, register at least 15 student members in your training program plus one or more professionals by Nov. 15, and you will receive a free educational resource item, *Conflict Management at Work* (value \$14.95).
- Instructors who register with 100% membership with a minimum of 15 students plus one or more professional members will also receive a SkillsUSA Program of Work calendar (value: \$5.95).
- SkillsUSA national dues for student members are \$8 plus state dues, which vary. For instructors, national dues are \$20 plus state dues, which vary. Student members must meet both the state and national deadline to be eligible for national competition, serve as voting delegates or national officer candidates. The national membership deadline is March 1, but many state deadlines fall earlier. The complete listing of state dues and deadlines are contained on the following pages.
- To enjoy full membership services, submit names by Nov. 15 and receive all membership services for the 2019–2020 school year, including free teacher items when applicable.
- As an advisor, you may encounter students who do not have the economic means to pay dues or cover costs of participating in SkillsUSA. As educators, we understand the value of the SkillsUSA experience and look for ways to help students cover the costs. Here are some ideas that have worked for other advisors:
 - ♦ Secure a business or industry sponsor to provide the financial resource to cover the costs of dues or expenses for SkillsUSA activities.
 - ♦ Have students work extra time at fundraisers to earn needed money.
 - ♦ Create opportunities for students to help in the classroom/laboratory to offset the money needed.
 - ♦ Check with your school to see if a fund exists to help students who have low socioeconomic status.
 - ♦ Have students provide services for individuals in the community or other teachers in the school (such as cleaning, filing or assembling and disassembling bulletin boards). Payment could be made to the chapter and used for dues and expenses.

ONLINE RESOURCES

DOWNLOAD RESOURCES AT

<http://bit.ly/2mwUrMB>

- Registration Dues and Deadlines
- Membership Form
- Membership Registration Site
- Materials:
 - Brochure** – Quick Start Guide to SkillsUSA Membership Site
 - Membership Cards**



chapter excellence
program



- ♦ Submitting professional membership
 - ♦ Submitting student membership
- Satisfies Quality Chapter Award Indicators of the Chapter Excellence Program Level 1.

MEMBERSHIP HOTLINE

CALL TOLL FREE: 844-875-4557

Have questions? Need answers?

The SkillsUSA Membership Hotline can take care of all of your chapter questions. From how to start a new chapter to ways to strengthen your chapter, the hotline operators are standing by. If you have questions or need assistance with online membership registration, the hotline operators can take care of that, too.

- The Quick Start Guide to the SkillsUSA Membership Site will quickly move you step by step through the registration process. Gather all the needed information from your students by first using the Membership Form to collect pertinent membership details.
- The Membership Kit contains 24 membership cards for students. For more cards, call 844-875-4557 or email operators@skillsusa.org.
- Call the SkillsUSA Membership Hotline if you need help in starting a new chapter, engaging chapter members, or discovering strategies to strengthen an existing chapter. If you have questions or need assistance with online membership registration, the hotline operators can take care of that, too. Call toll free: 844-875-4557.



NATIONAL MIDDLE-SCHOOL DUES AND DEADLINES

Students: \$8 plus state dues Professionals: \$20 plus state dues

Please note: Not all states are currently accepting middle-school membership.

Participating states request local SkillsUSA chapters to join online at: www.skillsusa-register.org

Online registration allows you to view and update your membership at any time during the school year.

***Total Participation Plan available — contact your state director for details**

ALABAMA*

Bryan Upton
334-694-4746
Email:
bupton@alsde.edu
Std. \$7.00
Prof. \$10.00
State deadline:
Feb. 15, 2020

ALASKA

Ray Jensen
907-355-4558
Email:
rjn@mtaonline.net
Std. \$12.00
Prof. \$15.00
State deadline:
March 1, 2020

ARIZONA*

Michelle Martinez
602-542-5565
Email:
michelle.martinez@azed.gov
Std. \$12.00
Prof. \$7.00
State deadline:
March 1, 2020
Dues must be paid by state deadline.
Students' home addresses required.

ARKANSAS*

Rick Barker
501 682-1615
Email:
ricky.barker@arkansas.gov
Std. \$5.00
Prof. \$5.00
State deadline:
March 1, 2020
Dues must be paid by state deadline.
Students' home addresses required.

CALIFORNIA*

Clay Mitchell
916-573-1421
Email:
clay.mitchell@skillsusa.org
Std. CAP
Prof. \$20.00
State deadline:
Feb. 28, 2020
Student Membership CAP Only — contact state director for details.

FLORIDA*

Jessica Graber
850-284-8534
Email:
jgraber@skillsusafl.org
Std. \$8.00
Prof. \$8.00
State deadline:
Feb. 1, 2020

GEORGIA

Ashley Brown
866-503-3169
Email:
abrown@skillsusageorgia.org
Std. \$7.00
Prof. \$7.00
State deadline:
Feb. 2, 2020

HAWAII

Troy Sueoka
808-305-9705
Email:
tsueoka@hawaiiode.k12.hi.us
Std. \$6.00
Prof. \$6.00
State deadline:
Dec. 20, 2019

ILLINOIS*

Eric Hill
309-267-9012
Email:
info@skillsusaillinois.org
Std. \$8.00
Prof. \$12.00
State deadline:
March 1, 2020

KANSAS

Becky Warren
620-820-9367
Email:
bwarren@ksde.org
Std. \$7.00
Prof. \$7.00
State deadline:
Feb. 15, 2020
Students' home addresses required.

KENTUCKY*

Wayne King
502-564-4286
ext. 4246
Email:
wayne.king@education.ky.gov
Std. \$5.00
Prof. \$10.00
State deadline:
Feb. 8, 2020

LOUISIANA*

Larry Rabalais
225-492-2249
Email:
skillsusala@yahoo.com
Std. \$8.00
Prof. \$8.00
State deadline:
March 1, 2020
Dues must be paid by state deadline.
Students' home addresses required.

MAINE*

Hal Casey
207-974-4861
Email:
hcasey@skillsusamaine.org
Std. \$8.00
Prof. \$8.00
State deadline:
Feb. 1, 2020
Students' home addresses required.

MASSACHUSETTS*

Karen Ward
508-230-1273
Email:
kward@maskillsusa.org
Std. \$5.00
Prof. \$5.00
State deadline:
Feb. 15, 2020

MISSOURI*

Joey Baker
573-751-4460
Email:
joey.baker@dese.mo.gov
Std. \$5.00
Prof. \$5.00
State deadline:
Feb. 1, 2020
Dues must be paid by state deadline.
Students' home addresses required.

MONTANA

Cassie Huntley
406-502-1702
Email:
chuntley@skillsusamontana.org
Std. \$5.50
Prof. \$6.00
State deadline:
March 1, 2020

Dues must be paid by state deadline.
Students' home addresses required.

NEBRASKA*

Greg Stahr
402-471-0898
Email:
greg.stahr@nebraska.gov
Std. \$8.00
Prof. \$8.00
State deadline:
Feb. 15, 2020

NEW MEXICO*

Christine Phipps
575-562-4729
Email:
christine.phipps@enmu.edu
Std. \$10.00
Prof. \$13.00
State deadline:
Feb. 1, 2020
Dues must be paid by state deadline.

NORTH CAROLINA*

Peyton Holland
919-675-1241
Email:
info@SkillsUSAnc.org
Std. \$6.00
Prof. \$6.00
State deadline:
March 1, 2020

OHIO

Jackie Walker
614-466-8782
Email:
skillsusaohiojw@gmail.com
Std. \$9.50
Prof. \$12.00
State deadline:
March 1, 2020
Dues must be paid by state deadline.

OREGON*

Teresa Mankin
541-633-4287
Email:
teresa@skillsusaoregon.org
Std. \$6.00
Prof. \$6.00
State deadline:
Feb. 3, 2020

PUERTO RICO

Victor L. Nieves-Flores
787-773-2565
Email:
puertoricoskillsusa@gmail.com
Std. \$5.00
Prof. \$5.00
State deadline:
Nov. 15, 2019

RHODE ISLAND*

Joshua Klemp
401-825-2316
Email:
jklemp@skillsusari.org
Std. \$8.00
Prof. \$14.00
State deadline:
Feb. 1, 2020
Dues must be paid by state deadline.

SOUTH CAROLINA*

Rick Kalk
864-516-3752
Email:
skillsusasc@gmail.com
Std. \$7.00
Prof. \$10.00
State deadline:
March 1, 2020
Dues must be paid by state deadline.
Students' home addresses required.

TENNESSEE*

Brittany Debity-Barker
615-490-1643
Email:
brittany.debity-barker@tn.gov
Std. \$6.00
Prof. \$8.00
State deadline:
March 1, 2020
Dues must be paid by state deadline.

TEXAS*

Janet Conner
903-887-4013
Email:
janet@skillsusatx.org
Std. \$8.00
Prof. \$20.00
State deadline:
Feb. 3, 2020

VERMONT

Jane Donahue Davis
802-343-1231
Email:
jane.skillsusavermont@gmail.com
Std. \$8.00
Prof. \$10.00
State deadline:
Feb. 4, 2020

VIRGIN ISLANDS

Anton Doos
340-690-9521
Email:
awdusvi@gmail.com
Std. \$12.00
Prof. \$25.00
State deadline:
Dec. 21, 2019

VIRGINIA*

Joyce Price
540-750-6896
Email:
jprice@skillsusava.org
Std. \$5.00
Prof. \$7.00
State deadline:
March 1, 2020
Dues must be paid by state deadline.

WASHINGTON

Terri Lufkin
360-904-8578
Email:
tlufkin@comcast.net
Std. \$4.00
Prof. \$8.00
State deadline:
Feb. 1, 2020

WEST VIRGINIA*

Tim Toler
304-380-6242
Email:
ttoler@k12.wv.us
Std. \$6.00
Prof. \$7.00
State deadline:
Jan. 31, 2020
Students' home addresses required.

WISCONSIN*

Brent Kindred
608-266-2683
Email:
brent.kindred@dpi.wi.gov
Std. \$5.00
Prof. \$3.00
State deadline:
March 1, 2020

WYOMING

Janie Wilcox
307-630-7684
Email:
rjbkwilcox@icloud.com
Std. \$7.00
Prof. \$7.00
State deadline:
Feb. 15, 2020
Students' home addresses required

6 ORGANIZE CHAPTER MANAGEMENT STRUCTURE

One of the key hallmarks of a successful chapter is how well it is managed. Teachers should consider the SkillsUSA chapter as the training ground for students to learn personal, workplace and technical skills. A chapter only exists to provide rich experiences that prepare students for career success. To make that a reality, students must be the ones organizing and leading the chapter at the advisement of their teacher, known as the advisor.

Organizing your chapter management structure is one of the most important steps that you can take to ensuring a successful chapter. By following the keys points below, you will set yourself and your students up for success:

■ **Conduct well-planned, regularly scheduled chapter meetings.**

Consider all options when scheduling chapter meetings. It is essential to hold meetings on a regular basis and to inform students when meetings are scheduled. The meeting times and locations can take a variety of forms to meet the needs of your student body. Because of the integral nature of SkillsUSA to career and technical education (CTE) programs, many chapters will hold their meetings during the school day within each class period to give everyone an opportunity to be involved. With the structure of the school day shifting, though, many advisors have become creative in when and how they hold chapter meetings:

- ◆ Mirror the chapter meeting by holding it once in the morning and again in the afternoon so students can be involved in one of the meetings.
- ◆ Assemble the chapter members for a large group meeting in the cafeteria, common area or gym, and then schedule committee meetings for smaller team work on projects.
- ◆ Conduct chapter meetings either before school or after school on a regular basis.
- ◆ Conduct evening meetings.
- ◆ Gather the group for a virtual meeting using a webinar or similar setting.

Meetings are where the work of the chapter is accomplished and decisions are made by the members. The Sample Meeting Agenda will help you to understand the flow of the meeting, and the Membership Interest Survey serves as a great tool to determine the interest areas of members.

ONLINE RESOURCES

DOWNLOAD RESOURCES AT
<http://bit.ly/2mwUrMB>

- Sample Meeting Agenda
- Membership Interest Survey
- Officers and Elections Guidelines
- Program of Work Descriptions
- Committee List
- Committee Report Form
- Sample Chapter Budget
- Sample Chapter Program of Work
- Sample SkillsUSA Chapter Calendar



- ◆ *Electing Chapter Officers*
- ◆ *Conducting Chapter Meetings*
- ◆ *Completing a Projected Budget*
- ◆ *Completing a Program of Work calendar*

All satisfy the Chapter Excellence Program
Level 1 Quality Chapter Award Indicators

- ◆ *Conducting Officer Training*
- ◆ *Implementing a Committee Structure*

Satisfy the Chapter Excellence Program
Level 2 Chapter of Distinction Indicators





- **Elect chapter officers and provide training.** Chapter officers are essential to the success of a local chapter. They will conduct executive council meetings to plan for full chapter meetings. Officers serve and guide the membership and ensure that all members are actively participating.

The steps to establish a quality chapter officer team are simple.

1. Follow a step-by-step process to elect the officers.
2. Ensure that all candidates understand the officer roles.
3. Provide training for newly elected officers.

To begin the step-by-step process to elect officers, you must first determine which offices should be part of the chapter. There are six suggested offices (president, vice president, secretary, treasurer, reporter and parliamentarian); however, local chapters should consider the number that is adequate given the size and scope locally. In some cases, that number may be more or less than six. Items to consider include:

- ◆ How many members will be represented?
- ◆ Will each school program have an officer team, or will there be one officer team for the entire school?
- ◆ Will the team be representative of all programs?
- ◆ What structure do members desire to have?
- ◆ Is it in line with the chapter constitution and bylaws?

Ensure the candidates fully understand the duties of the office for which they desire to campaign. A number of resources are available to help students understand the different roles and responsibilities of each office (*SkillsUSA Leadership Handbook* and *Leveraging Your Leadership*

with *Effective Chapter Meetings* can be purchased at www.skillsusa.org/store/ and *Officers and Elections Training Module* is free online at https://www.skillsusa.org/courses/13_OfficersandElections/player.html).

Within the election process, all candidates campaign for their desired office. Campaigning provides a great opportunity for personal and workplace skill development. Procedures must be fair for all candidates. Establish rules and guidelines that all candidates follow. This may include completing an application, writing an essay on why they would make good officers, teacher recommendations, an interview and including speeches as part of the campaign. Additional guidelines may include requirements to maintain a specific GPA, proper behavior and a spending limit for campaign materials.

All chapter members are eligible to vote in the elections. Consider establishing an election committee so they can determine, prior to voting, the most appropriate balloting procedure. Options can include one vote per member or determining a percentage that candidates will be awarded from their essay, interview, speech and ballot count.

After election results are determined, install officers. Use the long or short version of the installation ceremony listed in the *SkillsUSA Leadership Handbook*. Officer installation is an excellent time to involve members and their families in your chapter as well as school administrators and community leaders.

Training ensures officers understand and are capable of performing their duties effectively. Some ideas for training topics include: roles and responsibilities, working as a team, meeting basics, creating an agenda, use of committees and how to make meetings fun

for attendees. Consider purchasing *Leveraging Your Leadership with Effective Chapter Meetings*, and in six lessons, your officers will be able to plan an agenda, organize and run a meeting and operate committees.

- **Develop a Chapter Program of Work Calendar for the year.** Each chapter is encouraged to complete at least one activity from each of the seven areas of the National Program of Work. This ensures each member participates and gets the most out of SkillsUSA membership. A balanced program of work is essential for a chapter to function effectively. For example, if a chapter devotes too much time to social activities and not enough to fundraising, the chapter might run short on funds. A successful program of work assists a SkillsUSA chapter in succeeding through:

- ♦ Selecting activities that are meaningful to the students
- ♦ Establishing a chapter calendar to be used as a plan of action for the year
- ♦ Evaluating chapter progress to ensure continued success and improvement

The following seven major goals outlined in the National Program of Work serve as a guide for identifying and selecting a balanced calendar of activities for your chapter. The seven areas and example events in each include:

1. Professional Development — attend a local government meeting, invite local professionals to speak to the chapter.
2. Community Service — conduct a coat drive, collect canned goods for a shelter.
3. Employment — host a career fair, hold a résumé writing workshop.

4. Ways and Means — host a fundraiser that uses student technical skills.
5. SkillsUSA Championships — participate in a local, regional, state and/or national championships.
6. Public Relations — submit articles and photographs to local media, present to the local board of education or rotary club.
7. Social Activities — sponsor a picnic or pizza party, host a teacher appreciation luncheon.

After you have selected the right activities for your chapter, you can begin compiling a chapter calendar to serve as a plan of action for your SkillsUSA chapter. As students begin planning, encourage them to make certain the calendar includes at least one activity from each of the seven keys for the SkillsUSA Program of Work.

By participating in program of work activities, SkillsUSA chapters become conduits for meaningful student growth. Students take part in the planning, organization and implementation of activities, which develops their skills and builds character. The Chapter Excellence Program (CEP) recognizes these efforts by offering every chapter an opportunity to attain measurable competencies in pursuit of framework objectives. The process centers on being intentional about the skills gained through active participation in chapter activities. The CEP is instrumental to developing framework skills in members, and it begins to work at the forefront of program of work planning. Here's how:

1. Committee of students or officers select a chapter activity.

SAMPLE CALENDAR — To download this file, please visit: <http://bit.ly/2BHKovM>

September	October	November	December
<ul style="list-style-type: none"> Organize the chapter Hold a SkillsUSA kickoff event Elect chapter officers Collect SkillsUSA dues Have first chapter meeting Begin CEP application 	<ul style="list-style-type: none"> Conduct a fundraiser Attend a state fall leadership event Install/train chapter officers Form committees, establish a budget and develop a program of work Hold meeting with a guest speaker on professional development 	<ul style="list-style-type: none"> Submit membership additions to SkillsUSA by Nov. 15 Learn/practice the SkillsUSA Opening and Closing Ceremonies Hold a chapter meeting Conduct a chapter activity 	<ul style="list-style-type: none"> Hold a chapter meeting Conduct a community service project Conduct a holiday party or other social activity Register and begin to prepare for upcoming competitive events
January	February	March	April
<ul style="list-style-type: none"> Conduct a local-level SkillsUSA Championships in your classroom Hold a chapter meeting Hold an open house or another activity 	<ul style="list-style-type: none"> Celebrate SkillsUSA Week Submit any remaining SkillsUSA membership by the state deadline Hold a chapter meeting Register for district or regional SkillsUSA competitions Run for district/state office 	<ul style="list-style-type: none"> Coordinate public relations efforts to promote chapter activities Hold a program open house and invite parents and industry partners 	<ul style="list-style-type: none"> Complete CEP application Conduct a fundraiser Hold a chapter meeting Attend state skills conference Hold a goodwill tour to visit local companies and seek support
May	June	July	August
<ul style="list-style-type: none"> Hold a chapter meeting Distribute SkillsUSA Champions magazine and discuss in class Plan an end-of-year banquet Evaluate activities that were conducted during the school year 	<ul style="list-style-type: none"> Attend the SkillsUSA national conference if eligible 	<ul style="list-style-type: none"> Send photos of results of national conference to local media Attend summer training/camps Plan for next school year 	<ul style="list-style-type: none"> Plan for fall activities Plan recruitment activities



2. They determine which SkillsUSA Framework Essential Elements best apply to the activity and provide an opportunity for intentional learning to take place. Select two or three Essential Elements from one area of the framework: personal, workplace or technical.
3. As a committee, write three SMART (specific, measurable, attainable, realistic, time-bound) goals for the activity that include how members are going to gain the Essential Elements of the framework.
4. Create a plan of action (who, what, when and where) for completing the activity.
5. At the end of the activity, revisit the goals. Prepare a statement that includes results, evaluation and how students achieved the developing framework skills through participating in the activity. Consider what was accomplished? How did this activity help members gain skills based on the Essential Elements selected?

- **Complete a projected budget that includes a list of planned income and expenses for the year.** Within the planning process, it is important for students to consider if an activity falls within the budget and can be supported by the chapter. Creating and following a budget ensures the success of a chapter but also builds key skills among the members such as responsibility, decision making, planning, organizing and management. Developing an understanding of sound financial practices is a skill that will carry over into a lifetime of success for students and ensures career readiness.

SAMPLE BUDGET

ACTIVITY	INCOME	EXPENSES
Membership 90 @ \$35	\$3,150	
State and National Dues 90 @ \$15		\$1,350
Chapter T-shirts		900
Program T-shirts & Polos profit*	100	
Yankee Candle Fundraiser	1,200	
Rally	945	850
Hawks	800	800
FLC		350
STORM		80
Region Competitions		250
State Competitions		350
Scholarships		600
Treasury		300
Uniforms		365
TOTAL	\$6,195	\$6,195

* Note: Chapters should not profit from the sale of items with the SkillsUSA logo.

7 TAKE ADVANTAGE OF SKILLSUSA PROGRAMS AND RESOURCES

SkillsUSA programs can be implemented on the local, state and national level. Student members can achieve individual recognition by participating, while several programs actually honor the entire section or chapter for its accomplishments. Programs are designed to support the development of SkillsUSA Framework skills and can be seamlessly woven into existing classroom curriculum, making them truly integral to instruction.

The following pages provide the details you need to participate in the programs listed below:

- Chapter Excellence Program (details included at the front of this book)
- *SkillsUSA Career Essentials: Foundations*
- *SkillsUSA Career Essentials: Experiences*

- *SkillsUSA Career Essentials: Assessments*
- *Jump into STEM!*
- Student2Student Mentoring
- SkillsUSA Week
- National Conference Pin and T-shirt Design Challenge
- National Week of Service
- *SkillsUSA Champions* Photo Contest
- President's Volunteer Service Award
- CareerSafe

SKILLSUSA CAREER ESSENTIALS

The SkillsUSA Career Essentials suite engages students in defining, implementing and measuring their career-readiness skills at every point in their educational journey from middle school through a college/postsecondary experience. The curriculum engages learners and is built on evidence-based outcomes that support the industry-developed SkillsUSA Career-Ready Assessment. Together, curricula and assessments culminate in students earning the industry-recognized SkillsUSA Career Essentials Credential. No longer do you need to search for a curriculum to meet the pressing needs of fulfilling national and state career readiness standards. The Career Essentials suite is a complete learning continuum developing employability skills in students, making them competitive in the global marketplace.

SKILLSUSA FRAMEWORK DEFINES CAREER READINESS

The SkillsUSA Framework is the source for all content in SkillsUSA educational programs, resources and products. Our framework defines career readiness through the list of 17 Essential Elements — employability skills — included within its three components: personal skills, workplace skills, and technical skills grounded in academics. These skills were identified by industry and establish our framework as a tool that drives us toward our mission to “empower members to become world-class workers, leaders and responsible American citizens.” The *Career Essentials: Foundations* curriculum and many more SkillsUSA educational resources are sourced in the framework and engage learners in defining career readiness.



CAREER ESSENTIALS: EXPERIENCES IMPLEMENT CAREER READINESS

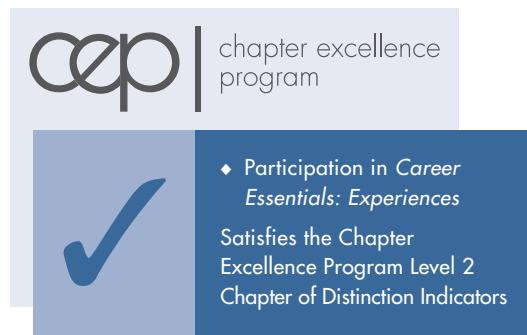
The *SkillsUSA Career Essentials: Experiences* courses facilitate learners' use of our framework skills. Four courses provide increasing rigor and build upon the knowledge and skills students gain from their life events.



- Exploratory course (for ages 12 to 14; available Summer 2019)
- Fundamental course (for ages 14 to 16)
- Advanced course (for ages 17 to 19)
- Adult Learner course (for ages 20 and older)

SkillsUSA Career Essentials: Experiences courses have everything you need to give your students what they need to be career ready. They:

- use best practices of project-based learning, contextualizing all learning in real-life, real-work situations.
- equip teachers with easy-to-use and thorough resources to advance the impact of the SkillsUSA Framework.



- address multiple Essential Elements, so students understand how all skills are needed and work together in the ideal employee.
- include unit pre- and post-tests, instructor tools, instructional e-modules, and project activities.

CAREER ESSENTIALS: ASSESSMENTS MEASURE CAREER READINESS

With *SkillsUSA Career Essentials: Assessments*, students have a path to other professional certifications and measurement of their skills for the workforce. Each assessment includes approximately 50 questions and takes an estimated 60 minutes to complete. Use the pre-assessment and post-assessment options to quantifiably compare students' learning of career readiness and technical skills and knowledge.



CAREER-READY ASSESSMENT

The Career-Ready Assessment was developed by industry partners and educators, using the fundamental level of Essential Element competencies.

Many questions are scenario based and require students to apply their learning to demonstrate their career readiness.

TECHNICAL ASSESSMENTS

Available in more than 40 technical and employability areas, the assessments offer a reliable evaluation of technical knowledge and skills

CAREER ESSENTIALS CREDENTIAL

Individuals' successful completion of the requirements for the Career Essentials Credential at their respective age level indicates their proficiency in the understanding and application of the Essential Element competencies. Everyone who earns the credential establishes and maintains a career-readiness portfolio which demonstrates transferable employability skills.

Earning the Career Essentials Credential as a high school student requires:

- Passing* the *fundamental Experiences* course
- Passing* the *Career-Ready post-assessment*
- Passing* the *advanced Experiences* course

Earning the Career Essentials Credential as a college/post-secondary or adult learner requires:

- Passing* the *advanced Experiences course* or the *adult learner Experiences course*
- Passing* the *Career-Ready post-assessment*

For full details on the SkillsUSA Career Essentials suite of resources including purchasing information, please visit: www.careeressentials.org

Career Essentials: Experiences meet the Web Content Accessibility Guidelines 2.0, as required by the Americans with Disabilities Act and Section 508 of the Rehabilitation Act.

* Passing requires a score of 80% or higher



SkillsUSA Career Essentials Suite



Empowering students to **Define, Implement** and **Measure** their career-readiness skills.

SkillsUSA FRAMEWORK
DEFINE career-readiness skills

The SkillsUSA Framework was developed from research of 1,000 employers identifying the most critical skills needed for career success.

The *Career Essentials: Foundations* curriculum is sourced in the framework and contributes, along with a multitude of other resources, to defining career-readiness.

EXPERIENCES IMPLEMENT career-readiness skills

A series of project-based learning events, both on- and offline, to help students use their career-readiness skills in relationship to one another and in the context of the workplace. *Career Essentials: Experiences*, coupled with active participation in SkillsUSA, is the ultimate in creating career-ready students.

EXPLORATORY*
Ages 12-14
Available Summer 2019

FUNDAMENTAL*
Ages 14-16

ADVANCED*
Ages 17-19

ADULT LEARNER*
Ages 20+
Available Spring 2019

ASSESSMENTS MEASURE career-readiness skills

Career-Ready Assessment + Technical Skills Assessments

Career Essentials Credential

SECONDARY: Pass the fundamental Experiences, Career-Ready assessment and advanced Experiences

POSTSECONDARY: Pass the advanced or adult learner Experiences and Career-Ready assessment

* Students earn a certificate and badge for successful completion.



JUMP INTO STEM!

SkillsUSA members across the nation are engaging in STEM-related activities with elementary- and middle-school students using the *Jump into STEM!* curriculum. *Jump into STEM!* provides an opportunity for SkillsUSA members to engage elementary and middle-school students and create an open door to recruitment for middle- and high-school career and technical education programs. Recruit students into your program with engaging, hands-on learning provided by current SkillsUSA members.

STEM (science, technology, engineering, mathematics) is a buzzword in education. There is high demand and significant earning potential for STEM-related jobs. Study after study shows this situation will only worsen unless more people are trained in these careers. One reason for the shortage is that many people are intimidated by STEM-related jobs. What many don't realize is, within the STEM spectrum is a diversity of careers, one of which may be an ideal match for their interests and talents.

While many schools participate in STEM initiatives, most lack programming with a direct link to specific careers. *Jump into STEM!* fills that need by providing an option for schools to incorporate career-focused learning either during or after school. Elementary-age and middle-school participants take part in dynamic and interactive experiences facilitated by SkillsUSA members. These members will experience personal growth relative to the SkillsUSA Framework while



sharing information on subjects they are passionate about, including SkillsUSA. An additional benefit of the program is the chance to educate elementary- and middle-school administrators, counselors, teachers and parents about STEM careers, career and technical education (CTE) and SkillsUSA.

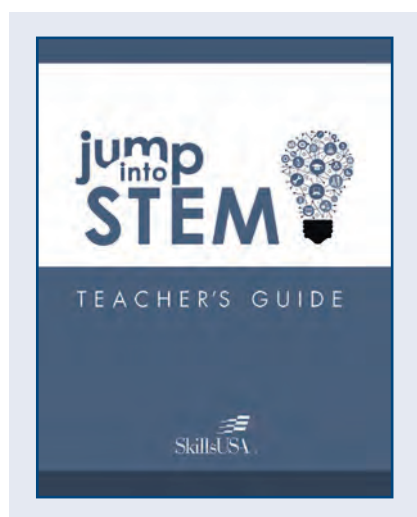
APPLICATION OF THE SKILLSUSA FRAMEWORK

The benefits of *Jump into STEM!* for elementary- and middle-school students are numerous, as are the rewards for SkillsUSA members. Preparing for and facilitating these sessions integrates several Essential Elements of the SkillsUSA Framework. Chapter members will have an opportunity to practice professionalism, leadership and excellent communication when interacting with teachers and students. Planning, organizing and managing skills will be put to the test as members prepare to work with younger students. Presenters will practice adaptability and flexibility when facilitating activities. Members must respond to changes in time frame, location, student numbers and more. Finally, some sessions involve the use of computers and tablets. Members will improve skills of computer and technology literacy while assisting students with activities. And, these are just a few.

As part of your SkillsUSA professional membership dues, *Jump into STEM!* is a free member benefit. Ensure that you provide your current email address when submitting your membership so that you can receive *Jump into STEM!*

CURRICULUM OVERVIEW

State Farm, as a special project of the SkillsUSA Foundation, has generously sponsored the training and resources for *Jump into STEM!* State Farm believes all students deserve access to a quality education that will allow them to reach their greatest potential, help them become good community citizens and prepare them for the workforce. Thanks to State Farm, the *Jump into STEM!* curriculum provides 44 interactive and memorable sessions. Each session is written to introduce elementary- and middle-school students to different STEM careers and career clusters, and to the value of SkillsUSA. During the sessions, chapter members introduce themselves, present activities that engage student learning, and share specific career cluster and occupational information. The highlight of each session is a hands-on learning activity. All sessions conclude with review questions. Members also have an opportunity to speak about their SkillsUSA experience and present information about the local chapter.



STUDENT2STUDENT MENTORING

Student2Student Mentoring allows SkillsUSA students to receive chapter recognition for participating in America's Promise Alliance, a national program.

BENEFITS TO YOUR CLASSROOM

Younger students benefit by having a chance to visit one or more technical programs, see the school they may attend and learn about various careers. Mentors develop self-confidence as they demonstrate what they are learning in their training programs. The school is showcased to the community, and specific training programs can even recruit future students.

RECOGNITION FOR CHAPTERS

SkillsUSA sponsors a national recognition program based on the Student2Student mentoring program. The program recognizes excellence by selecting the chapter that best exemplifies the purposes and goals of the Student2Student Mentoring program.

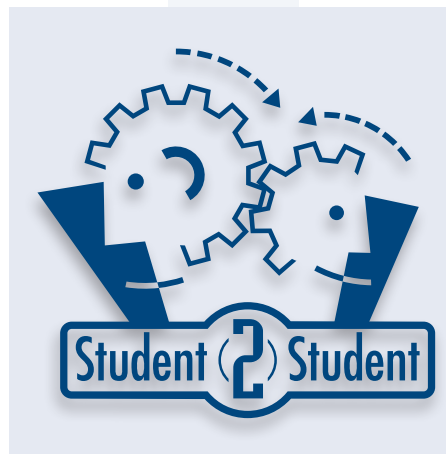
ELIGIBILITY

This event is open to all SkillsUSA chapters at middle schools, high schools or colleges that are participating in a mentoring project with local elementary or middle-school students. All entries must be submitted online to the national headquarters by April 1.

For details: www.skillsusa.org/programs/mentoring-student2student/

AWARDS

The Grand Prize chapter will be invited to attend the national conference and present its winning mentoring program as a part of SkillsUSA University. The Grand Prize chapter also receives a plaque, a \$500 check for the chapter to use toward expanding next year's mentoring project, and a \$500 stipend for the chapter advisor and at least one student to attend the national conference.



chapter excellence
program



◆ Celebrating SkillsUSA Week
Satisfies the Chapter Excellence
Program Level 2 Chapter of
Distinction Indicators

SKILLSUSA WEEK | FEB. 2-8, 2020

SkillsUSA Week gives state associations, advisors and student members the opportunity to promote SkillsUSA programs and activities at the local and state levels. In addition, it makes an excellent time to showcase your career and technical education program.

During SkillsUSA Week, members can also help raise awareness of SkillsUSA. This can be accomplished through field trips to local businesses, an open house for parents or industry partners, a visit to local community organizations to make a brief presentation about SkillsUSA, or providing news releases and public-service announcements to local media outlets for possible distribution.

Involvement in activities such as these brings positive recognition to SkillsUSA, and to local schools and their students. Also, it underscores the importance of SkillsUSA's purposes and mission, which is to help prepare America's high-performance workers in public career and technical programs.

For a complete listing of SkillsUSA Week activities and resources, visit: www.skillsusa.org/events-training/skillsusa-week/



NATIONAL CONFERENCE PIN AND T-SHIRT DESIGN CHALLENGE

SkillsUSA is sponsoring a national conference pin and T-shirt design challenge* open to all dues-paying student members. The winning designs will become the official pin or T-shirt for the 2020 SkillsUSA National Leadership and Skills Conference and will be produced in a limited quantity. One winner each for the pin and T-shirt will be selected.

AWARDS

The national pin and T-shirt winners each receive:

- Recognition at the national conference
- Commemorative plaque

CONTEST RULES

Entries must comply with the contest rules available at: <http://www.skillsusa.org/competitions/pin-design-challenge/>.

SUBMITTING YOUR DESIGN

Entries must be *received* at national headquarters by Feb. 3. Emailed entries are not accepted. Ship entries to: SkillsUSA Pin and T-Shirt Design Challenge, 14001 SkillsUSA Way, Leesburg, VA 20176.

QUESTIONS?

For questions, call Heidi Walsh at 703-737-0615 or email hwalth@skillsusa.org. Please include your full name, school and a daytime telephone number.

** The design challenge is not a SkillsUSA Championships competition and is separate from state pin or T-shirt design competitions. Medals are not awarded.*

NATIONAL WEEK OF SERVICE MAY 3-9, 2020

As part of their annual program of work, SkillsUSA asks all chapters to conduct and promote a community-service project during the National Week of Service, May 3-9, 2020. You may also conduct your project at any time during the year, then promote it again during the week of service. This helps commemorate the founding of SkillsUSA (May 8, 1965).

SkillsUSA has created a Community Service Guide and customizable media releases, public service announcements and thank-you letters to help generate publicity for your service event. To view or download these resources, go to: www.skillsusa.org/events-training/national-week-of-service/

Available for purchase is the CD-ROM to help your students organize a community service project. Go to www.skillsusa.org/shop and look for the *Champions Serving Others* CD.

Connect with SkillsUSA via social media by posting photos of your activities. Advisors should email a brief description of their chapter's events to gsilvey@skillsusa.org. In return, we'll send the chapter advisor or officer a SkillsUSA educational resource valued at \$15 to say thanks.

'SKILLSUSA CHAMPIONS' PHOTO CONTEST

SkillsUSA Champions, SkillsUSA's official magazine, features members' photography in its "Image" section. In addition to having their work published for a portfolio, members whose photos are selected receive \$150 for their SkillsUSA chapter.

Photos should capture other SkillsUSA members in action or show individuals' concentration or perseverance. Digital photography is acceptable as long as the resolution is suitable for print publishing (300 dpi/ppi). Prints should be at least 5 inches by 7 inches, preferably horizontal.

For details and a submission form, email thall@skillsusa.org or write to: SkillsUSA Champions, 14001 SkillsUSA Way, Leesburg, VA 20176-5494.



chapter excellence
program



- ◆ Social media/web presence
 - ◆ Articles published in local media
 - ◆ School administration presentations
- Satisfy Chapter Excellence Level 2
Chapter of Distinction Indicators



PRESIDENT'S VOLUNTEER SERVICE AWARD

The President's Volunteer Service Award recognizes individuals, families and groups who have achieved a certain standard — measured by the number of hours served over a 12-month period or cumulative hours earned over the course of a lifetime.

SkillsUSA is a certifying organization for these awards. Recipients can receive an official lapel pin, personalized certificate of achievement, and a congratulatory letter from the president of the United States.

To apply for the award, candidates must document their volunteer activities and the number of hours served. This record of service may be a diary, calendar or timesheet with proof of service documented and verified by an agency representative.

Candidates must submit a letter of nomination from one of the following: the direct supervisor/agency representative working with the candidate, a school administrator, school SkillsUSA advisor or state SkillsUSA director. Proof of SkillsUSA membership must also be submitted.

Candidates must meet the number of hours designated by the President's Volunteer Service Award to reach the bronze, silver or gold levels of service.

The deadline to apply is March 31. No exceptions if the deadline is missed. **For a complete list of rules and requirements, go to:** <https://www.skillsusa.org/membership-resources/awards/presidents-volunteer-service-award/>

If you have questions about the program, call Stephanie Bland at 703-737-0622 or email sbland@skillsusa.org.

CAREERSAFE

SkillsUSA and CareerSafe have joined forces to provide students with online youth-safety training authorized by the Occupational Safety and Health Administration (OSHA). Through this affordable, informative and innovative training, students learn to recognize potential safety and health hazards pertaining to all 16 national career clusters that can prepare students for college or a career pathway.

The course is designed in a flexible format that allows students to work at their own pace to truly conceptualize each module. It offers the convenience of a completely interactive, multi-modal, Youth-to-Youth learning experience that is easily implemented in the classroom.

CareerSafe offers a variety of low-cost workplace safety programs including OSHA 10-hour training designed for specific pathways. Students who complete the OSHA 10-hour courses receive an industry-recognized credential card from OSHA. The program covers core topics relevant to basic safety in any workplace, and the card adds a valuable credential that students can take into the job market.

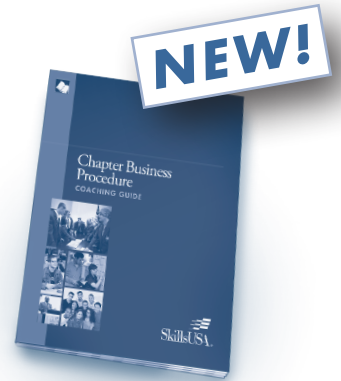
The CareerSafe OSHA 10-hour course costs \$25 per student. For every student who completes the course, a donation will be made to the SkillsUSA Foundation to support other SkillsUSA programs.

Learn more about CareerSafe or buy program vouchers for the course at: www.careersafeonline.com

EDUCATIONAL RESOURCES TO INTEGRATE THE FRAMEWORK

CHAPTER BUSINESS PROCEDURE COACHING GUIDE

The goal of this resource is to provide a comprehensive tool for teaching parliamentary procedure that will prepare SkillsUSA students for competition success and beyond. We have also integrated SkillsUSA Framework Essential Elements to support and encourage student growth and development. Knowledge of parliamentary procedure is important to the success of your SkillsUSA chapter, useful in many careers, and essential when serving as a leader in one's community. It is important for students to recognize how they can apply parliamentary skills and knowledge in the future. **\$14.99**



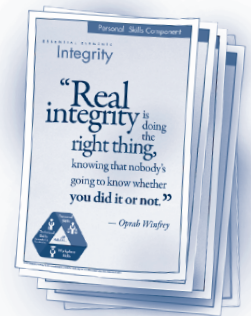
SKILLSUSA FRAMEWORK INTEGRATION STRATEGY CARDS

Newest in the line of products that support the SkillsUSA Framework, this item will help you begin the school year with purpose. The SkillsUSA Framework Integration Strategy Cards equip teachers with the tools to incorporate the framework into every aspect of school, chapter and classroom life beginning with their first day. These 8.5"x11" cards detail integration strategies to include from the very start so that students are acclimated to the environment and ready to take an active role in developing the Essential Elements of the SkillsUSA Framework. Additional cards deliver tangible ways to integrate the framework into your classroom and laboratory setting, chapter meetings, field trips and more. **\$14.95**



FROM QUOTES TO RESULTS 2: SKILLSUSA FRAMEWORK POSTER SERIES

If you've loved the **Quotes to Results Poster Series**, then you will love the new SkillsUSA Framework version even more. The poster set includes 34 quotes that are related to the 17 Essential Elements of the framework. Each Essential Element is highlighted with two quotes complemented by ideas for activities and discussions that help students take meaning from their learning. The accompanying teacher's guide makes using this resource seamless to the classroom environment. These 11"x17" posters are the ideal way to visually integrate the framework into your classroom. **\$24.95**



RESULTS TO HONOR 2: SKILLSUSA FRAMEWORK CARDS

Searching for ways to promote and acknowledge SkillsUSA Framework development in your students? The **Results to Honor 2: SkillsUSA Framework Cards** are a turn-key teaching tool to reinforce the personal, workplace and technical skills that students need to develop to reach career readiness. The set consists of 17 different cards, based on the Essential Elements of the SkillsUSA Framework. The 2"x3.5" cards complement and reinforce **From Quotes to Results 2: SkillsUSA Framework Poster Series**. A one-pager on ideas for implementation is included with each set of 136 cards. **\$10**



SKILLSUSA FRAMEWORK FUNDAMENTALS: TEACHING STRATEGIES FOR THE ESSENTIAL ELEMENTS

Take the guesswork out of the Essential Elements. This product delivers exactly what the name implies — it's the ideal way to introduce the Essential Elements to your classroom. Now all students can articulate the definition, outcomes and behaviors of each Essential Element as well as prompt questions to take their learning to a deeper level. Ideal for classroom use. The set consists of 17 cards. Each 6"x10.25" card covers the definition, outcomes, behaviors, and guided questions of each Essential Element. A teacher's guide is included with each set of cards. **\$24.95**



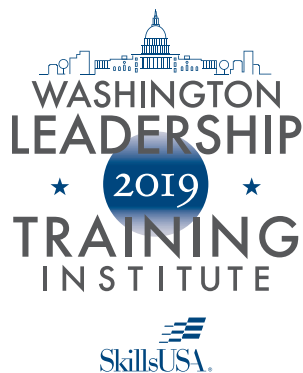
FIND THESE EXCITING PRODUCTS ONLINE AT:

www.skillsusa.org/shop/

8

MAKE PLANS TO ATTEND CONFERENCE OR TRAINING

Whether on a local, regional, state or national level, when students attend a SkillsUSA conference or training event, they are stepping out of the bounds of comfort and expanding their horizons. SkillsUSA offers rich and meaningful opportunities for students to connect attending such activities with the development of the framework skills of personal, workplace and technical skills grounded in academics. By participating in the activities outlined below, SkillsUSA chapters become conduits for meaningful student growth.



WASHINGTON LEADERSHIP TRAINING INSTITUTE | SEPT. 21-25, 2019

Where Leaders Become Advocates

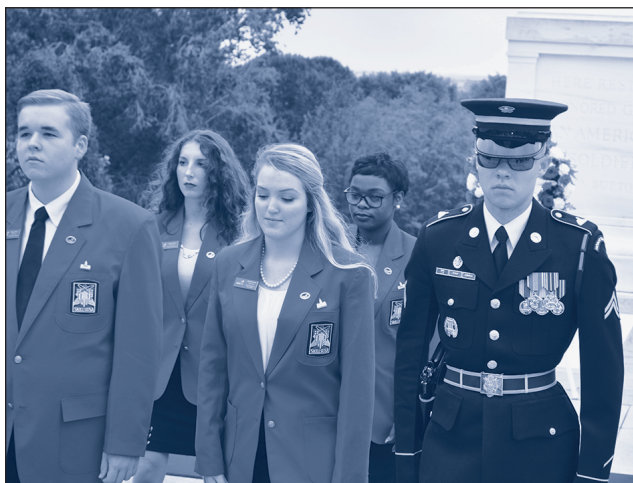
SkillsUSA offers advanced training for students and advisors that focuses on professionalism, communication and leadership skills. This training is held in Washington, D.C., and allows members the opportunity to share their SkillsUSA and career and technical experiences with elected officials.

WLTi activities will include:

- Congressional visits
- Tours of Washington, D.C.
- Wreath laying at the Tomb of the Unknowns
- Opportunity to earn National Statesman award
- Celebration at the SkillsUSA National Leadership Center

Advisor Sessions

Like students, advisors will have opportunities to learn how to be change agents for career and technical education. Sessions for advisors will inspire advisors to lead the change process in their schools and districts, develop strategies to gain support for education issues, and motivate stakeholders.



Who Should Attend WLTi?

Members of SkillsUSA who are committed to the developing their professional, communication and leadership skills. Interested students and advisors need to connect with their state association directors for additional details.

Visit: www.skillsusa.org/events-training/washington-leadership-training-institute/

LEVERAGE | JUNE 20-22, 2020

Prepare your state officers for a year devoted to leading your association and increasing member engagement.

Leverage is an intensive, two-and-a-half-day leadership experience open to SkillsUSA's state officers and focuses on developing the following framework skills: leadership, professionalism and professional development. It provides state officers with high-energy leadership training that focuses on individual leadership skill development, building teams and communicating effectively. Count on Leverage to have a lasting impact on your state officer team.

Through workshops, self-assessments and working as teams, students will be led through a model of "me, we, do" in relation to implementing the four pillars of leadership in their personal lives and by service to their state association. State officers will develop the skills needed to facilitate student learning: how to set context, give directions and debrief the experience.

State officer teams are important to the success of the organization. What the officers do and how they do it can have a significant impact — not only on the image and essence of SkillsUSA, but also on career and technical education.

ACTIVATE | JUNE 20-22, 2020

Activate is a two-and-a-half-day leadership conference that will help SkillsUSA members find their "start button" through hands-on, high-energy and motivational programming. Activate is open to all SkillsUSA student leaders and focuses on developing the following framework skills: leadership, communication and team work.

During the course of the conference, chapter leaders will discover how to ignite the leader in them and maximize their potential. Participants will spend time working together in a project management atmosphere. Collectively, they will learn to work as a team to set and accomplish goals. They will take a look at what it means to present a positive image — and the effects that image can have not only on themselves, but also on their school, SkillsUSA, and career and technical education.

ENGAGE | JUNE 20-22, 2020

Engage is a professional development training conference designed to help teachers better understand and use leadership development materials and interactive resources available through SkillsUSA. Engage is focused on developing the following framework skills: professional development and job-specific skills. Teachers will help their chapters



grow through the latest information and tools in classroom management, student motivation, employability, leadership development and teaching strategies. The two-and-one-half-day program is taught by experts within youth leadership development as well as by guest presenters.

Advisors will discover how to use SkillsUSA as an educational teaching strategy and an integral component of any career and technical education program. Teachers will gain the latest techniques involved in giving clear directions, questions, processing and accessing student achievement. Answers will be revealed on how to successfully engage students in chapter meetings, committees, recruitment, fundraising, public relations and the entire program of work.


Participants will unpack resources and share best practices on how to implement these tools for the greatest impact in their SkillsUSA chapters. Teachers participating in Engage will receive educational resources as a part of the training.

TAG TUESDAY | JUNE 23, 2020


TAG Tuesday leads conference delegates on a quest to “Train, Act, Grow” (TAG) from their leadership experiences. It helps students engage more, give more and be better delegates for their state associations.

- Training for middle-school and high-school delegates builds on servant leadership, member recruitment and creating an atmosphere of teamwork.
- College/postsecondary delegates will focus on skills to kick-start their careers: successful networking, marketing themselves, interviewing skills and creating personal and professional

success. Training concludes with live interviews with business leaders who offer feedback on résumés and interviewing techniques.



chapter excellence program



◆ Candidate for state officer

Satisfies one of the Chapter Excellence Program Level 2 Chapter of Distinction Indicators

LOCAL, REGIONAL/DISTRICT, STATE OR NATIONAL OFFICER

Being an officer is one of the highest honors and most rewarding experiences a SkillsUSA member can achieve. Do you know a student who is dedicated to SkillsUSA? Does this student demonstrate a high level of professionalism, leadership and teamwork skills? If you answered yes to these questions about any of your students, then consider encouraging them to run for a local, regional/district, state or national officer position. Each of these leadership roles is vital to our student run organization. In these roles students will need to have a genuine desire to learn and grow, be able to accept responsibility and have a sincere desire to serve the organization.

For additional resources on leading a chapter, visit:
www.skillsusa.org/membership-resources/students/

COMPETE AT THE LOCAL, STATE, NATIONAL AND INTERNATIONAL LEVEL

The SkillsUSA Championships begin at the local level with contests in classrooms nationwide. Winners advance through district, regional and state competition, and only the best make it to the national event. State and local competitions and conferences are managed at the state level, not by the national organization. Students benefit no matter how they place in their contests. The philosophy of the championships is to reward students for excellence, to involve industry in directly evaluating student performance and to keep training relevant to employers' needs. Students test their skills, frequently make job contacts, and have a chance for recognition. State and national winners receive gold, silver and bronze medallions, scholarships, tools and other awards.

The SkillsUSA Championships event takes place in Louisville, Ky., in June 2020 and requires more than 1 million square feet of floor space, with more than 6,500 competitors in 105 different events. Business and industry contributes more than \$36 million in equipment, supplies and personnel to support the SkillsUSA Championships, which is considered the largest single-day commitment of corporate volunteerism in America. The SkillsUSA Championships brings together industry and labor representatives, educators and the public to watch students compete in leadership and hands-on skill events for a full day. Every other year, a select few are chosen to compete on an international level in the WorldSkills Competition.

The *2020 SkillsUSA Championships Technical Standards* is the official competition guide for the SkillsUSA Championships. It contains rules for all national events, including an overview, lists of technical skills and knowledge required, clothing requirements, eligibility and equipment lists. It also lists the embedded academic skills in math, English and science. Rules for state and local events may vary from the national guidelines, but most



chapter excellence
program



- ◆ Hold local SkillsUSA Championships
- ◆ Participate in state conference

Satisfy the Chapter Excellence Program Level 2 Essential Activities and Indicators

competitive events are modeled after the national technical standards. As a free member benefit, SkillsUSA professional members receive the *2020 SkillsUSA Championships Technical Standards* when they have submitted a current and accurate email address along with their membership details. The *2020 SkillsUSA Championships Technical Standards* is available online only to professional members as part of their paid membership.

SKILLSUSA CHAMPIONSHIPS

The official regulations for the following events are published in the *SkillsUSA Championships Technical Standards*. New contests are added each year. For a list of current contests and descriptions, visit: <https://tinyurl.com/bk2up2d>.

The SkillsUSA competition theme is used throughout the year as the topic to be addressed by contestants in the Chapter Display, Prepared Speech and Promotional Bulletin Board competitions at local, state and national levels. The theme for the 2019-2020 year is: ***SkillsUSA: Champions at Work, I'm Ready.***



I'M READY



LEADERSHIP DEVELOPMENT

Action Skills
American Spirit
Chapter Business Procedure
Chapter Display
Community Action Project
Community Service
Employment Application Process
Extemporaneous Speaking
Job Interview
Job Skill Demonstration A
Job Skill Demonstration Open
Occupational Health and Safety
Opening and Closing Ceremonies
Outstanding Chapter
Pin Design (State Conference)
Prepared Speech
Promotional Bulletin Board
Quiz Bowl
T-shirt Design

OCCUPATIONALLY RELATED

Career Pathways Showcase
Customer Service
Engineering Technology/Design
Entrepreneurship
First Aid/CPR
Health Knowledge Bowl
Health Occupations Professional Portfolio
Medical Math
Medical Terminology
Principles of Engineering/Technology
Related Technical Math

SKILLED AND TECHNICAL SCIENCES

3D Visualization and Animation
Additive Manufacturing

Advertising Design
Architectural Drafting
Audio/Radio Production
Automated Manufacturing Technology
Automotive Refinishing Technology
Automotive Service Technology
Aviation Maintenance Technology
Basic Health Care Skills
Broadcast News Production
Building Maintenance
Cabinetmaking
Carpentry
CNC Milling Specialist
CNC Technician
CNC Turning Specialist
Collision Repair Technology
Commercial Baking
Computer Programming
Cosmetology
Crime Scene Investigation
Criminal Justice
Culinary Arts
Dental Assisting
Diesel Equipment Technology
Digital Cinema Technology
Early Childhood Education
Electrical Construction Wiring
Electronics Technology
Esthetics
Firefighting
Graphic Communications
Graphics Imaging—Sublimation
Heating, Ventilation, Air Conditioning
and Refrigeration
Industrial Motor Control
Information Technology Services

Interactive Application
and Video Game Development
Internet of Things/Smart Home
Major Appliance Repair Technology
Marine Service Technology
Masonry
Mechatronics
Medical Assisting
Mobile Electronics Installation
Mobile Robotics Technology
Motorcycle Service Technology
Nail Care
Nurse Assisting
Photography
Plumbing
Power Equipment Technology
Practical Nursing
Restaurant Service
Robotics and Automation Technology
Robotics: Urban Search and Rescue
Screen Printing Technology
Sheet Metal
TeamWorks
Technical Computer Applications
Technical Drafting
Telecommunications Cabling
Television (Video) Production
Web Design
Welding
Welding Fabrication
Welding Sculpture

DEMONSTRATION CONTESTS

Barbering
Collision Damage Appraisal
Cybersecurity
Maintenance Light Repair (MLR)

MIDDLE SCHOOL CATEGORIES

Job Skill Demonstration A

Contestants demonstrate and explain an entry-level skill used in the occupational area for which they are training. Competitors in Job Skill Demo A must demonstrate a career objective in an occupational area that is included in one of the contest areas of the SkillsUSA Championships.

Job Skill Demonstration Open

Contestants demonstrate and explain an entry-level skill used in an occupational area outside of their training program. Any technical skill may be demonstrated, from outside the training program of the participant.

Opening and Closing Ceremonies

A teamwork and oral presentation contest that evaluates teams' understanding of the symbolic representation of the colors and assembled parts of the SkillsUSA emblem. Each team includes seven registered members in the roles of president, vice president, parliamentarian, reporter, treasurer, secretary and historian.

Outstanding Chapter

The Outstanding Chapter contest consists of activities members have been involved with during the school year including chapter meetings, leadership training, publicity, community service projects, professional development, program of work, awards, local and state competition and other selected chapter activities. Each activity is documented according to guidelines and submitted in a scrapbook for judging. One student representative is interviewed during the competition.

Pin Design (State Conference)

Students present their state-winning pin along with their artwork and participate in an oral presentation regarding all aspects of their creation of the design. Contestants will explain how the pin represents their state, its unique qualities and why another SkillsUSA student or adult member would want to wear the pin. The student must also create a tabletop display that is educational and represents the process that took place in creating the design.

Robotics: Urban Search and Rescue

A two-member team builds a robot and arm mechanism prior to the competition and then, during the competition, remotely operates the robot. The robot should be capable of locating, grabbing and moving simulated ordnances on the challenge course. This remotely operated vehicle (ROV) must traverse the course, locate the ordnances, secure them and properly dispose of them. Each team will perform one round of competition consisting of a time limited mission to locate and dispose of two ordnances.

Team Engineering Challenge

This contest is designed to evaluate and to recognize outstanding students for excellence and professionalism in the areas of creative and critical-thinking skills and the decision-making process to solve a problem. The contest is intended to foster creativity, innovation, teamwork and problem-solving skills.

9

CONNECT WITH YOUR LOCAL HIGH SCHOOL

Middle-school students are eager to look to the future and consider the possibilities. Help guide your students toward career and technical education by connecting them with the local high school while they are still middle-school students. Membership recruitment is vital not only to your program but also to the programs that exist at your feeder schools. Recruitment is a continual process that allows you to reach more students with more opportunities and will benefit all parties involved. It's also an integral part of being able to provide comprehensive exposure to career and technical education.

At a time when schools are cutting budgets, your technical program and SkillsUSA chapter must stay front and center as much as possible. Successful marketing can be the difference that not only saves your program but also helps it thrive and grow.

When you decided where to go to college, what helped you decide? Was it cost, location, academics, family tradition or a combination of factors? Whatever it was, that school appealed to you. SkillsUSA and technical programs are no different. Students, parents, administrators and industry professionals all have choices regarding where to invest their time and resources. As a teacher and advisor, you want to ensure that these key shareholders consider SkillsUSA, as well as career and technical education. To that end, it's important to expose them to the program in a way that fosters an understanding of its value and helps students reach their potential.

Build a relationship with the career and technical education teachers at your feeder schools, then consider partnering to create an activity such as one of these below:

- Participate in curriculum nights or events that showcase the high-school programs to incoming students. Attend the curriculum night as a chapter so all members learn about program opportunities. When students return to school the next day, continue the conversation by having students discuss which programs they were interested in and why.



- Create a mentor program where high-school students support incoming middle-school students. Allow both chapters to host events in which the mentors and learners have an opportunity to get to know one another. Determine activities or programs from which both groups of students can benefit by participating.
- Co-host a breakfast or luncheon so administrators and counselors understand the connection between the two schools. This is an excellent time for students to present what they have gained from their middle-school experience and for high-school students to demonstrate the skills they have gained.

Bottom line: Create demand for your class. Make it known that your class is unique and exceptional. Show how students have so much more to look forward to from SkillsUSA and career and technical education as they further their studies in high school. It's a win-win for everyone, especially your students.



Completing an important project, conference or a capstone for the year provides the perfect occasion to celebrate and reflect on the experience. Celebrations are a necessary part of the process. Setting aside time to share and enjoy the moment makes the hard work and time involved even more rewarding. It gives students a strong sense of individual and team accomplishment, provides a venue to show off results and builds enthusiasm for future chapter events and projects. It also provides an opportunity for reflection, allowing students to take a closer look at their specific roles and how skills gained can help build their résumé. Here are some ideas to help maximize celebrations and reflection.

CELEBRATION IDEAS

- Host an ice cream social.
- Host a banquet and invite parents, administrators and community partners.
- Host a cookout and game night.
- Present a certificate to each student and/or a team or chapter photo.
- Individually or via committees, recognize students for what they specifically accomplished (such as teamwork demonstrated, leadership assumed or organizational skills implemented) in front of the entire SkillsUSA chapter.
- Host an appreciation circle. Individually, each participant takes the chair at the “head” of the circle and all of the other participants recognize that person specifically for his or her contributions to the officer team, committee or chapter. Every member of the group takes a turn at the “head” of the circle.
- Host a fun activity at a local facility (bowling alley, miniature golf, swimming pool).
- Post photos and names of students on a bulletin board in the classroom or around campus.



chapter excellence
program



- ◆ Hold local SkillsUSA Championships
 - ◆ Participate in state conference
- Satisfy the Chapter Excellence Program Level 2 Essential Activities and Indicators



- Put an announcement in the school bulletin, newsletter, webpage or social media.
- Hang posters in the classroom with photographs and names of students involved.
- Recognize participants at a school assembly or faculty meeting.
- Create a presentation about your big chapter project to present to the school board or school administrators. Be sure to include successes and personal testimonies.
- Conduct a drawing with a cool prize at the wrap-up of the celebration event.

REFLECTION IDEAS

- Have students write a résumé that reflects the personal, workplace and technical skills they have gained from being actively involved in SkillsUSA.
- Create “Wordles” or word clouds to help students identify what they have learned by participating the project, serving as an officer or being a member of the chapter.
- As a group, create a “Top 10” list of chapter accomplishments and hang it in the hallway.
- Have the officer team, committee or students create a “what I learned” list of thoughts and ideas that will be opened by the next year’s officer team or committee.
- Have students write a self-addressed letter that shares what they learned about themselves through their chapter work and how they will use it in the future. Mail the letter to them in six months.



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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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