The Chapter Excellence Program is the single best way to build a successful SkillsUSA Chapter.
HOW TO GET THE GOLD!

Employers across our great nation are struggling to find qualified workers who demonstrate needed employability skills. This is adding to the current skills gap and labor shortages. While SkillsUSA is uniquely positioned to address the skills gap and labor shortages in skilled trades, the implementation of the SkillsUSA Framework addresses the issue of employability skills and career readiness for all SkillsUSA members.

The combination of the Career Essentials Suite based on the Framework and a well-run SkillsUSA Chapter provides the needed instruction and experiences for members to become aware, develop and demonstrate the Framework skills. Following the steps of the Chapter Excellence Program (CEP) will ensure that your members will have the opportunity to develop and demonstrate Framework skills that prepare them for future employment. The CEP also provides an avenue for recognition of members’ achievement in the Framework Essential Elements.

SkillsUSA Framework

SkillsUSA impacts the lives of America’s future workforce through the development of personal, workplace and technical skills that are grounded in academics.

WHAT IS THE CHAPTER EXCELLENCE PROGRAM (CEP)?

As a teacher, you take great pride in seeing your students succeed. There is nothing like the rush that comes when chapter members reach a new milestone, especially when it results in recognition at the national level.
The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter.

CEP recognizes achievement as it relates to the integration of the SkillsUSA Framework in chapter program of work activities. As a chapter’s yearly action plan, the program of work is at the heart of student learning and employability development. By using the framework as a guide, chapters have a blueprint for creating relevant activities that encourage participation and foster an understanding of student learning attained during each activity. The framework’s focus on intentional learning turns the program of work into more than just a planning tool. Using 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!

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

Every chapter is encouraged to participate in CEP and there are three award levels to recognize program involvement. The first two levels are acknowledged by a chapter’s state association, and the third level is recognized nationally. 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 the CEP. To fully benefit, chapters in your state are encouraged to participate in the 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.

HOW DOES THE CEP WORK?

The CEP establishes a quality baseline that all chapters will be encouraged to attain with extra incentive for exemplary chapter performance. The program consists of three award levels, with the first two levels recognized by the state and the final two levels are 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.

The 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.
HOW ARE CHAPTERS OR SECTIONS RECOGNIZED FOR THEIR PARTICIPATION?

The advantages of the 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, the CEP process fosters recognition for current participation and activities while promoting greater involvement. For chapters needing encouragement, the 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 the CEP. Each level of the 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 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
A successful SkillsUSA Chapter requires the leadership of prepared chapter officers to engage members and provide experiences that allow members to develop and demonstrate Framework Skills. As Advisor, you must teach the Framework to your chapter officers, so they can share it with members and reinforce the Framework in chapter activities. Conduct the following instructional activities with chapter officers to teach them the Framework. This can be done in either a retreat setting, a chapter officer meeting, or series of meetings.

INTRODUCE THE PURPOSE OF A FRAMEWORK
Depending on the number of officers, allow them to work as a single team or divide into smaller teams of 5-6 officers. Provide the following instructions:

Each team will receive a stack of newspapers. When I say 'Build,' one officer will come forward and receive the newspapers. Your team will then have four minutes to construct the tallest freestanding tower possible using only the newspapers provided. How can I clarify? Build.

Discuss the activity:
- What did you learn from this activity?
- What would have helped your team build a taller tower?
- How stable was your tower?
- What would have made it more stable to allow you to build higher?
- The most important part of the tower was the framework your team used to build the tower. The same is true for each of our SkillsUSA members. SkillsUSA has developed a Framework of essential skills that each of our members must develop and demonstrate to be successful. Let’s explore this Framework.

LEARNING THE ESSENTIAL ELEMENTS
SkillsUSA has developed several tools to help SkillsUSA members explore and understand the Essential Elements of the Framework. One of the best tools for introducing the Essential Elements is the SkillsUSA Framework Fundamentals: Teaching Strategies for the Essential Elements resource. Ideas for using the cards are:

- Distribute the cards to the officers. Have each officer give a short description of the Essential Element they received including the definition and behaviors. They may talk it, draw it, or act it out, any way to demonstrate their knowledge of the information.
- After the Essential Elements have been introduced to the officers, conduct some of the other activities in the Teachers Guide to reinforce their understanding of the Essential Elements. Consider $10,000 Pyramid, Essential Element Pictionary, Essential Element Charades or That’s Me. All of these are great active learning strategies to help members recognize the Essential Elements.

Another resource is the SkillsUSA Framework Thumball. The SkillsUSA Framework Thumball Teachers Guide describes several activities that can be conducted using the Thumball. These activities are great because they engage the mind and the body. Use these activities to reinforce the members of the Essential Elements.

The activities in Ignite provide an opportunity for members to dig deeper into the Essential Elements.

- Focus on one Component at a time. Assign an Essential Element to each officer. Have them review Ignite to select an activity that helps to explain the Essential Element. The officer should conduct the activity to help the members learn more about the Essential Element.

When the chapter officers have a good understanding of the Essential Elements, have them complete the Essential Element Assessment. The questions may also be converted to an electronic scoring system so officers can use their smart phones 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?
ASSESSING THE NEEDS OF MEMBERS

After the chapter officers understand the Framework and Essential Elements, it is important that they share that information with chapter members. Provide the same activities that were used to teach the chapter officers for them to use when teaching the chapter members.

After members have received instruction on the Framework and understand the Essential Elements, the members should complete the Framework assessment. Remind the members that this is a developmental tool and will not be graded. It is designed to help them develop the skills that will make them more valuable employees in the future.

After the members complete the assessment, discuss the assessment to help them make sense of their results. It is important that they identify their strongest Elements and those where they have room for growth.

After the assessments are complete, the chapter officers should lead a discussion with members about the Essential Elements the members want to select as targeted Essential Elements for the year. These targeted Essential Elements should be the ones members most want to develop and demonstrate this year. These Elements must become integral to the activities of the Program of Work (POW). 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.

**SKILLSUSA FRAMEWORK ESSENTIAL ELEMENT ASSESSMENT**

**Personal Skills**

<table>
<thead>
<tr>
<th>Integrity</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am honest and do what I say I will do</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make choices consistent with my values</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Ethic</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't give up what the work becomes difficult</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do what it takes to get the job done</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of the impact of my words and actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I resolve conflicts peacefully</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I honor my commitments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I complete my work and assignments on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adaptability/Flexibility</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand that multiple solutions can accomplish the same goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am curious to explore and experiment new ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Motivation</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to learn new things</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am disciplined to achieve my goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Workplace Skills**

<table>
<thead>
<tr>
<th>Communication</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I write and speak effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I listen carefully and use appropriate body language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Decision Making</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I gather and analyze all facts, data and situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I consider all possible solutions to a problem or situation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teamwork</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work collaboratively with team members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I respect and support my team members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multicultural Sensitivity</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learn about other cultures and value diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I treat everyone with respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning, Organizing and Management</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I break down projects into tasks and timelines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I anticipate and plan for possible obstacles and setbacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I build trust with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I foster hope in others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technical Skills</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer and Technology Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am willing to learn and use new software and technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use technology to solve problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job-Specific Skills</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know my job roles and responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am open to feedback and coaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety and Health</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I follow safety procedures including appropriate attire</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use tools and equipment according to safety rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service Orientation</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I demonstrate respect and courtesy for others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I handle difficult situations with tact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have assessed my skills and areas for improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I look for new things to learn to improve myself</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Essential Elements that are strengths of mine:**

1. _____________________________
2. _____________________________
3. _____________________________
4. _____________________________
5. _____________________________

**Essential Elements that I need to focus on are:**

1. _____________________________
2. _____________________________
3. _____________________________
4. _____________________________
5. _____________________________
Committee members should develop goals for the activities in the Program of Work. The goals must be developed using the SMART goals template. SMART goals set the standard against which the success of the activity will be evaluated. SMART is an acronym for the following:

<table>
<thead>
<tr>
<th>S</th>
<th>Specific</th>
<th>Provide enough detail to provide direction for the activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Measurable</td>
<td>Have targets or numbers to determine success of the activity.</td>
</tr>
<tr>
<td>A</td>
<td>Achievable</td>
<td>Within the reach of the group with needed resources, skills, etc.</td>
</tr>
<tr>
<td>R</td>
<td>Relevant</td>
<td>Are important and therefore more likely to be motivated to achieve the goal.</td>
</tr>
<tr>
<td>T</td>
<td>Time Framed</td>
<td>Include a time-line with a start date, milestones and an end date.</td>
</tr>
</tbody>
</table>

**SAMPLE SMART GOAL:**

One hundred percent of SkillsUSA members will participate in instruction and pass an assessment demonstrating their knowledge of the targeted Essential Element service orientation before the activity begins on Nov 27, 2018.

**SAMPLE SMART GOAL:**

Eighty percent of the students participating in the Christmas Tree sales fundraiser will exhibit customer service skills at the demonstrate level as assessed by a peer review during the fundraiser conducted from Nov 27 – Dec 23, 2018.
IMPLEMENTING CHAPTER ACTIVITIES WITH THE TARGET ESSENTIAL ELEMENTS

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. Use activities in Ignite or the Thumball 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 each 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.

EVALUATING THE ACTIVITY AND RECOMMENDATIONS FOR THE FUTURE

■ 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.
APPLY THE SKILLSUSA FRAMEWORK TO ACHIEVE CEP STANDARDS

Framework success can only be achieved through student engagement. If you already have a program of work in place and an active chapter, you will find this program challenges you and your students to strengthen chapter activities. If you don’t have a program of work or active chapter, participation in the CEP identifies the specific requirements needed for chapter success. In either case, the CEP requires chapters to evaluate where they are currently and set goals for the future. The biggest step is deciding whether or not to pursue chapter excellence. After that, the journey for you and your students will be about unlocking their personal potential and the potential of the chapter as a whole. What is the most direct way to apply the framework to achieve CEP standards? Keep it simple by breaking it down into a multiple-step process, which is fundamental for any student-led SkillsUSA activity.

1. Assess chapter member needs in Essential Element skill development
2. Based on assessment, select top Essential Elements chapter members will focus on this school year
3. Pair one or two selected Essential Elements with a chapter activity
4. Determine an activity
5. Select two to three essential elements from one component of the framework that you will be intentional about teaching in relation to the activity
6. Establish committees
7. Outline goals that include instilling the selected Essential Elements in students
8. Create a timeline
9. Conduct the activity
10. Evaluate and record results of the activity in terms of developing framework skills in students

COMPLETE THE CEP APPLICATION AND EARN RECOGNITION AS A QUALITY CHAPTER AND CHAPTER OF DISTINCTION

The CEP application is straightforward and not intended to be time-consuming for teachers or students. Every application requirement is presented in detail to avoid confusion. To promote efficiency, complete the application online.

Tips for success:
- Start the application early
- Make it unique to your chapter
- Print a copy of the application first to complete rough draft(s)
- Keep in mind there are space and character limitations as indicated on the application
- Convey information in a clear and concise manner

WHAT MUST OUR CHAPTER DO TO EARN LEVEL 1 QUALITY CHAPTER AWARD?

To earn Level 1 Quality Chapter Award, a chapter must:
- Pay membership dues
- Have all section advisors pay professional dues to SkillsUSA
- Elect chapter officers
- Conduct well planned, regularly scheduled chapter meetings
- Complete a projected chapter budget (list of planned income and expenses for the year)
- Complete a program of work (list of planned chapter activities for the year)
- Conduct at least one activity within each of the three framework components ◆ Personal Skills ◆ Workplace Skills ◆ Technical Skills
- Complete the Level 1 Quality Chapter application

WHAT MUST OUR CHAPTER DO TO EARN LEVEL 2 CHAPTER OF DISTINCTION?

To earn Level 2 Chapter of Distinction, a chapter must:
- Conduct chapter officer training
- Conduct a chapter recruitment activity (e.g., membership drive, middle school presentation)
- Engage members in committees to conduct chapter activities
Prepare to participate in State Leadership and Skills Conference

Complete at least seven of the 14 Chapter of Distinction indicators

- 75 percent of eligible students are SkillsUSA members
- Hold executive committee meetings with local chapter officers
- Conduct an activity to engage business and industry partners
- Students attend Fall Leadership Conference
- Chapter members attend one activity above the chapter level excluding Fall Leadership Conference
- Present a report of chapter activities and accomplishments to the school board
- Hold SkillsUSA local technical area Championships
- Hold SkillsUSA local leadership/occupational area Championships
- Celebrate SkillsUSA Week through chapter activities
- Publish one of more articles in local media
- Provide a social media or web presence for your local chapter
- Have a candidate for state office
- Conduct chapter awards program or banquet on the local level, in which all members may attend
- Participate in the Career Essentials: Experiences

Conduct at least one activity within each of the Components of the SkillsUSA Framework (these must be different activities than listed as part of the Quality application). Select two to three essential elements from one Component of the framework that you will be intentional about teaching in relation to the activity. Establish committees to organize the activity. Outline SMART goals that include instilling the selected Essential Elements in students. Create a timeline to ensure successful completion. Conduct the activity. Evaluate and record results of the activity in terms of developing framework skills in students.

The CEP rubric offers specific information to help support a fair distribution of points.

- Bronze Chapter of Distinction: 100–164 points
- Silver Chapter of Distinction: 165–239 points
- Gold Chapter of Distinction: 240–300 points

WHAT MUST OUR CHAPTER DO TO EARN LEVEL 3 MODELS OF EXCELLENCE?

National Models of Excellence
The National Models of Excellence award is the highest honor a chapter can receive.

To earn Level 3 Models of Excellence, a chapter must:

- Complete Level 1, Quality Award
- Complete Level 2, Chapter of Distinction
- Receive a Gold Chapter of Distinction award
- Be submitted by the state director for consideration as a national Models of Excellence
- For those chapters that are forwarded by the state director to the national office, a panel of judges will evaluate the Level 2 Chapter of Distinction activities based on the criteria of goals, plan of action, results, evaluation and framework
- Level 3 Models of Excellence will be announced by April 15 so schools can prepare to attend the national conference. Eight schools will be awarded in each component of the framework (Personal, Workplace and Technical) for a total of 24 Level 3 Models of Excellence
- Chapters will have members participate in business and industry partner interviews
- At the conclusion of the Level 3 Models of Excellence presentations and interviews during the national conference, a single chapter in each component will be announced as the Model of Excellence
**CEP LEVEL 1 & 2 ONLINE APPLICATION QUICK START**

**STEP 1**
Log on to skillsusa.org and click on the "JOIN" button at the top of the page.

**STEP 2**
Log in to the registration system.

**STEP 3**
On the main page, locate the CEP icon and click on it.
STEP 4
Click the “Add New” button and an application for your school will appear in the chart below. Click the number in the edit column to open your blank application and begin adding information.

STEP 5
Complete the cover page information. Make the decision if you will have one CEP application for your chapter or if each section will create their own. You can complete the application as a chapter or as individual sections but not both.

STEP 6
You must be able to answer “YES” to all six indicators. If you are not able to answer yes, then click on the link for more information on resources to help you achieve the indicator. Once you have achieved the indicator, log back in to the system, answer yes and complete the application.
**STEP 7** List one major activity for each component and 2-3 Essential Elements that student’s developed. Once completed, click “Save.”

**STEP 8** Now that information has been entered, you are able to submit Level 1. Chapters do not submit any paperwork or documentation for the activities or the 6 indicators. At the top of the page, click “Submit Application.” If information is missing you will receive an error message to complete the information and click “Submit” again.

**STEP 9** Type “SUBMIT” in the box and then click “CONFIRM.”
STEP 10
Once you have confirmed your application, you are no longer able to edit Level 1 and the status has changed to quality as your chapter has met the standard to receive recognition as a Quality Chapter. You and your state director will receive an email of congratulations and next steps. By clicking on the number in the edit column, you are now able to complete the Level 2 Chapter of Distinction application.

STEP 11
You must answer “YES” to all four indicators below to continue with the application. If you are not able to answer yes, then click on the link for more information on resources to help you achieve the indicator. Once you have achieved the indicator, log back in to the system, answer “YES” and complete the application.

STEP 12
You must answer “YES” to at least seven of the 14 indicators below.
Save and then begin to add Level 2 Component details by clicking on L2 – Personal, Workplace and Technical.

Include details for three different activities than those used in the Level 1 application. Place the name of the activity in the line followed by 2-3 Essential Elements that were an intentional part of the activity. Include three SMART goals* of the activity. Make sure to include how members will be gaining knowledge and experience with the Essential Elements as part of your goals.

Create a plan of action that incorporates who, what, when and where as well as embeds the Essential Elements as part of the plan.

* For more information about writing SMART goals, please visit www.skillsusa.org/programs/chapter-excellence-program/
**CEP LEVEL 1 & 2 ONLINE APPLICATION QUICK START** *(Continued)*

**STEP 16** When the activity is completed, record accomplishments including growth of the Essential Elements.

**STEP 17** Upload a single image (no collages), and include a caption describing the image.

**STEP 18** Continue to save your work and complete the same process for L2 – Personal, Workplace and Technical. After information has been uploaded for all three components, type “SUBMIT” in the box and then click “CONFIRM.” Congratulations, you have now completed Level 2 Chapter of Distinction. The application will be judged to receive either a Bronze, Silver or Gold certificate.
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.