



2022

MODELS *of* EXCELLENCE

FOR EXCELLENCE IN
PERSONAL, WORKPLACE
AND TECHNICAL SKILLS

MODELS *of* EXCELLENCE

June 2022

Dear SkillsUSA Advisors, Members and Advocates,

Welcome to the 2022 SkillsUSA Models of Excellence (MOE) celebration. I am humbled to recognize the remarkable efforts of our 24 finalists, in person! What a special occasion, indeed.

Our Models of Excellence programs have once again inspired us by their creativity, intentional skills development and far-reaching community impact. To each of you representing your SkillsUSA chapter or section, from every region of our nation, I applaud you for your worthwhile contributions. You embody the highest level of the Chapter Excellence Program (CEP), which honors the outstanding application of Personal, Workplace and Technical Skills as defined in the SkillsUSA Framework.

While the past two years of the pandemic have presented many challenges, you have shown that leadership and career preparation doesn't take a break. You have invested countless hours into virtual learning, evolving pandemic guidelines, and changing educational environments to maintain strong SkillsUSA programming. It hasn't been easy, but you've stayed the course and we thank you for your extraordinary efforts.

For those of you who support our organization so robustly, the results on the following pages speak for themselves. You will see a pattern of purposeful learning and mastery of high-demand skills, validating the ever-increasing importance of career technical education and SkillsUSA in our society. There is simply no replacement for the robust career preparation that SkillsUSA Framework-centered programs provide at the local level.

Thank you for exemplifying this year's SkillsUSA theme, "SkillsUSA: United as One."

With gratitude,



Chelle Travis
SkillsUSA Executive Director

THE CHAPTER EXCELLENCE PROGRAM

The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter and provide meaningful opportunities for individual growth.

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. This is the SkillsUSA trifecta for student success!

Within the personal, workplace and technical skills areas, 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 skills activity, the Framework requires that a chapter be specific regarding the how and why students learned responsibility. This conscientious approach gives added meaning to the valuable experience gained by students in the planning, organization and implementation of activities. Most importantly, this approach actualizes SkillsUSA's mission to "empower members to become world-class workers, leaders and responsible American citizens" on the chapter level.

Every chapter is encouraged to participate in CEP, and there are three award levels to recognize program involvement. The first two levels are acknowledged by a chapter's state association, and the third level is recognized nationally through Models of Excellence (MOE). 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 in a meaningful and measured way, the greater the opportunity for CEP honors.

CONGRATULATIONS, 2022 MODELS OF EXCELLENCE RECIPIENTS

Personal Skills

Georgia	Cambridge High School
North Carolina	Catawba Valley Community College
South Carolina	Center for Advanced Technical Studies
Arizona	Douglas High School
New Jersey	Gloucester County Institute of Technology
New York	Niagara Career and Technical Education Center
Ohio	Upper Valley Career Center
Arizona	Yuma High School

Workplace Skills

New Mexico	Deming High School
Wyoming	East High School
Oklahoma	Gordon Cooper Technology Center
Massachusetts	Greater Lowell Technical High School
Nebraska	Louisville Public School
Massachusetts	Lynn Vocational Technical Institute
Missouri	New Madrid County Technical Skills Center
Georgia	Wiregrass Georgia Technical College

Technical Skills Grounded in Academics

Ohio	Buckeye Hills Career Center
Massachusetts	Cape Cod Regional Technical High School
New Jersey	Cumberland County Technical Education Center
Maryland	Dorchester Career & Technology Center
West Virginia	Putnam Career and Technical Center
Tennessee	Tennessee College of Applied Technology – Pulaski
Arizona	Valley Academy for Career and Technology Education
Massachusetts	Whittier Regional Technical High School



chapter excellence
program



MIDYEAR RELAY ROUNDUP MEETING

PROFESSIONALISM



Cambridge High School, Georgia

SkillsUSA members at Cambridge High School used relay-style activities to maximize learning during the chapter's midyear meeting. The activity primarily focused on the Framework skill of professionalism while incorporating adaptability/flexibility and responsibility. Chapter leaders developed a rotation of three relay-style activities including a variation of Kahoot!, a blindfolded egg race and an escape room. The Kahoot! game involved professional scenarios with four potential responses. Students used their knowledge of professionalism to correctly answer questions presented by each scenario. During the blindfolded egg race, members adapted to lack of sight while carrying a raw egg on a spoon, using other senses and teammates to cross the finish line as many times as possible. The escape room required students and teammates to engage responsibility in order to complete individual tasks and move forward, ultimately succeeding at all tasks to escape at the end. Each relay had a 30-minute time limit with specific criteria related to the essential elements. Not only did students have a blast during the relays, but they were able to actualize Framework learning while networking with classmates.

Members demonstrated professionalism by successfully identifying the professional response to questions presented by the scenarios on Kahoot! Almost 90% of students got more than two out of three scenarios correct. During the blindfolded egg race, students modeled adaptability/flexibility by overcoming challenges to ensure they reached the finished line in over half of their attempts, posting a 90% success rate. Finally, the escape room exercise focused on responsibility as each member completed their individual tasks to help their teammates escape within the 30-minute period. This resulted in purposeful entertainment!



VALUE OF PROFESSIONALISM IN CAREER AND PERSONAL LIFE



Catawba Valley Community College, North Carolina

Recognizing the value of personal skills in today's work environment, members at Catawba Valley Community College (CVCC) focused on the essential element encompassing all of them — professionalism. The chapter hosted a year-long program dedicated to professionalism and soft skills as a foundation for personal growth and career success. The chapter's multi-faceted approach included seminars on resume writing, interview preparation, mock interviews and business pitch development, as well as a CVCC "Shark Tank" competition and speaker series. Working alongside various college departments and business partners, committees were established for each component. Each committee prepared a detailed plan with event dates, responsibilities, and measurable criteria related to participation and skills outcomes. The chapter exceeded every goal with students participating in large numbers and showing marked improvement because of their involvement. The turnout for the resume writing workshop, CVCC "Shark Tank" competition, and speaker events was nearly double what the chapter anticipated! The face-to-face interaction was especially valuable and a major contributor to the success of this initiative.

Professionalism was demonstrated by chapter leaders in their planning and execution of each activity and by each participant who took part in the seminars, competition and speaker series. Tangible take-aways such as building a quality resume, interview practice and business pitch preparation resulted in constructive feedback and practical application of critical professional skills. Participants gained valuable wisdom from speakers' real-life stories of overcoming challenges to become successful entrepreneurs and business leaders. This included insightful Q&A sessions and useful advice, creating a full circle exploration of professionalism!



LIGHT UP ANOTHER'S LIFE

WORK ETHIC



Center for Advanced Technical Studies, South Carolina

Cooperative generosity defined the “Light Up Another’s Life” activity organized by SkillsUSA members at the Center for Advanced Technical Studies. The chapter involved two other career technical student organizations (CTSOs), FFA and HOSA, to create a mini Festival of Trees and gift collection to support their local Families Helping Families organization. Chapter officers provided valuable direction and oversight from start to finish by assisting members with tasks, participating in committee planning, and collaborating with fellow CTSOs. Two SkillsUSA committees, community engagement and financial management, coordinated with Families Helping Families, secured donations, monitored the chapter budget and approved purchases. Each CTSO participated in gift collection and hosted parties to create unique tree decor representing their organization. SkillsUSA members made more than 70 ornaments, symbolizing all 12 SkillsUSA programs at their school. When completed, three beautifully decorated trees were available for all to see. These efforts resulted in the adoption of three families with over \$1,700 in gifts collected, wrapped and donated. In addition, SkillsUSA officers created quantitative and qualitative assessments to measure member growth prior to the project and immediately following its conclusion.

Each member recognized the impact a strong work ethic has on the outcome of projects and their own character. Within the scope of this activity, they also identified the importance of self-motivation, responsibility, and adaptability/flexibility. Chapter officers modeled work ethic by demonstrating exemplary leadership in working with other CTSOs, overseeing committees, purchasing trees and decorative crafts, and organizing tree decorating and wrapping parties. Likewise, committee members and those volunteering for various roles were able to define and had working knowledge of work ethic, increasing their self-confidence. All involved shined their light for others!



TRUNK OR TREAT COMMUNITY SERVICE EVENT

RESPONSIBILITY



Douglas High School, Arizona

Safe trick-or-treating makes for a fun and appreciated community Halloween celebration. SkillsUSA members from Douglas High School did their part by participating in their local Trunk or Treat event while applying the essential element of responsibility. Members were in charge of decorating a trunk, dressing in costumes, collecting candy to distribute, and signing up for shifts during a five-hour timeframe. The chapter established timelines and set participation goals. The event was a huge success with 84 bags of donated candy (15,000 pieces), 35 members participating in a shift, and a festively decorated trunk. Between donations of time and candy, the chapter exceeded their goal with an 86% participation rate. After the event, members filled out a survey to let chapter officers and advisors know what they learned and appreciated the most about their involvement and 100% said they loved the experience with the primary comment being they “felt good giving back to the community while representing SkillsUSA.” Members also identified responsibility as the main Framework skill connected to this activity.

The personal responsibility demonstrated by members was evident throughout the planning and implementation of Trunk or Treat. Not only did they take great care in organizing trunk decorations and collecting candy, but they shared their enthusiasm with trick-or-treaters during the afternoon and evening of the event. This gave every participating student an appreciation for taking responsibility in order to give back to their community. It also created an awareness of the importance of community involvement and being a positive role model for children. This was a trunk-or-treating triumph!



BREAKFAST WITH SANTA

WORK ETHIC



Gloucester County Institute of Technology, New Jersey

The SkillsUSA chapter at Gloucester County Institute of Technology (GCIT) hosted a festive, fun-filled “Breakfast with Santa” to spread holiday cheer, raise funds and strengthen employability skills, specifically work ethic. The chapter set high participation goals for several school departments in order to provide a memorable morning with delicious food, multiple crafts, and of course, Santa! Members went above and beyond with a total of 78 members and 34 non-members from five departments participating in planning, budgeting, materials purchase, craft development, prep work, cooking, crafts, set-up and clean-up. This included students from the carpentry, culinary, cosmetology, drama and IT programs. On the day of the event, breakfast was prepared by culinary members, carpenters made bird feeders for assembly, IT members set up the audio system, and drama members sang Christmas carols. The chapter created an online store for ticket sales, selling 300 tickets online and 24 the day of the event. The breakfast was an overwhelming success in terms of community involvement, member and non-member participation, workplace skills application and nearly \$2,500 in profit.

During all stages of this activity, chapter officers and advisors recorded how and when they saw members demonstrate work ethic skills. Members also journaled their personal work ethic experiences. This included periodic peer reviews to evaluate progress and identify areas of growth. Through their intentional approach, personal skills development was observed with students demonstrating tenacity, practicing excellence, meeting deadlines, being self-motivated, following established procedures and expectations, and showing positive attitudes. Members also noted they developed personal characteristics for success such as cooperation and productivity. They felt the application of work ethic is “profoundly valuable, extremely rewarding and worth practicing.”



KINDNESS CRUSADE

INTEGRITY



Niagara Career and Technical Education Center, New York

Practicing integrity through honesty and strong moral principles is essential to a successful workplace. To promote this skill among peers, SkillsUSA members at Niagara Career and Technical Center created a “Kindness Crusade.” The chapter introduced a plan to reward students for honorable actions, while also connecting integrity to the personal skills application of responsibility, professionalism and self-motivation. The chapter established a card system whereby acts of integrity are recognized by the observer. The card listed the student’s name, classroom, and brief description of what they did to deserve the award. These cards were then placed in the Kindness Crusade bucket for a chance at winning a \$10 gift card during drawings held twice monthly. Since January of this year, the chapter has recognized nearly 100 students; twice the number of their initial goal! The program has been so successful that members are planning to further develop it, emphasizing intentional skills application through ideas such as an “Essential Element of the Week” program.

Integrity was the main focus of this initiative, but students integrated several other Framework skills including teamwork, computer and technology literacy, service orientation and communication. Examples of actions earning integrity awards included two students helping another student who fell and making sure the nurse was notified, then following up the next day to check on him; assisting a substitute teacher with the classroom routine and materials; and ensuring classmates had their student IDs in order to participate in a health occupations clinical. Members discovered that by doing the right thing and exhibiting positive behaviors, they have created an atmosphere where integrity is contagious. Kindness always wins!



UNITING AS ONE TO HELP THOSE IN NEED: CTSO KENTUCKY DISASTER RELIEF

SELF-MOTIVATED



Upper Valley Career Center, Ohio

SkillsUSA members at Upper Valley Career Center seized on the opportunity to help survivors of the 2021 Kentucky tornadoes while improving upon self-motivation skills. Inspired by the SkillsUSA theme of “SkillsUSA: United as One,” SkillsUSA officers partnered with career technical student organization (CTSO) officers from FCCLA, Educators Rising, and FFA to achieve the greatest impact. Through strategic planning, the joint CTSO committee spearheaded a schoolwide tornado relief drive to collect much-needed items. The drive was open to all students at the career center and integrated SkillsUSA tools to support intentional learning, understanding, and demonstration of self-motivation. This included skills-oriented collaboration between the public relations committee and the school’s media and design labs to create a promotional video and signage. The participating CTSOs each helped with marketing activities, item collection, packaging and preparation, and distribution to those affected in south-central Kentucky. When completed, 573 students were involved in collecting over 1,800 items and \$520 in donations. In addition, students and staff wrote over 200 letters of encouragement to survivors for inclusion with the relief package.

The SkillsUSA Framework self-assessment tool helped the chapter choose self-motivation as a focal point. This is an area they identified for improvement, and the relief effort provided a timely and meaningful mission. Examples of students applying self-motivation ranged from giving presentations to each skills lab and implementing a marketing plan, to working with other CTSOs, writing support letters during lunch, and inspiring peers to participate. Students also implemented the SkillsUSA Ignite resource during classroom discussions to engage students with career readiness topics related to self-motivation and other applicable Framework skills. It was a self-motivated win for a great cause!



COURTESY CORPS TRAINING

PROFESSIONALISM



Yuma High School, Arizona

What better way to facilitate courtesy corps training than a deep dive into Framework learning! That's exactly what SkillsUSA leaders at Yuma High School did for career technical education (CTE) classes while focusing on the Framework skill of professionalism. The student leader committee directed all activities, including the creation of a formal presentation, practice sessions, budgets, communication with teachers and scheduling. The Google Slide presentation included courtesy corps responsibilities, CTE benefits, career technical student organization (CTSO) participation, elevator pitches, a video of proper handshakes, and related professionalism skills. The chapter achieved 100% participation from all courtesy corps trainees, representing the school's nine CTE programs. What's more, all trainees were required to show mastery of professionalism by reciting their elevator pitches and practicing a correct handshake with other participants while being monitored by student leaders. This involved teamwork and collaboration among participants, which resulted in dynamic learning and application of skills.

SkillsUSA leaders identified the essential role of the courtesy corps in creating a positive image for SkillsUSA and CTE programs in general. Thus, the need to ensure they were fully prepared to present themselves to others in a professional manner consistent with high expectations. Professionalism was modeled and practiced by members giving presentations as well as trainees receiving instruction. Student leaders demonstrated what professionalism looks like through the content and delivery of their presentation, including dress and demeanor. Likewise, courtesy corps trainees received valuable information outlining their duties and equipping them with valuable knowledge, setting them up for success. Furthermore, they had to validate their understanding by demonstrating an effective elevator speech and handshake. This was a win-win for all involved.



INTERPERSONAL RELATIONS/ COMMUNICATION SKILLS IN THE MEDICAL WORKPLACE

COMMUNICATION



Deming High School, New Mexico

SkillsUSA members at Deming High School amplified their learning by creating and participating in peer-to-peer demonstrations focused on improving communication skills in the medical workplace. Demonstrations were offered via Zoom sessions, in a hybrid format, and in-person to cover the role of interpersonal relations. This included everything from how to conduct a hearing test to providing nail care. The four areas members focused on were communication principles, communication types, factors affecting communication, and therapeutic communication techniques. These topics are found in the Prometric nurse aide certification, which members used as a resource. With their advisor, students determined who would facilitate each concept, lead discussion groups, develop scenarios and evaluate progress. This included Q&A's and break-out sessions led by students who are already employed. The chapter's measured approach was an overwhelming success with 100% attendance during every presentation day and on-time assignment submissions. This knowledge has translated into communication skill accuracy of 90% based on the standards listed in the nurse aide certification and Framework communication assessment. In addition, members have achieved a 50% increase in life skills' application and a 20% increase in internships.

Members collectively strengthened and applied communication skills. Those giving presentations challenged themselves to become better communicators while gaining knowledge specific to clinical interactions. Those attending presentations participated as active learners, contributing to discussions and practical use of essential workplace communication skills. The chapter was also successful in applying professional standards and assessments. Their efforts have been validated during class sessions, with assignments, in writing and speaking effectively, using body language, listening ability, and proper clinical questioning. Well done!



WELDERS WANTED

LEADERSHIP



East High School, Wyoming

To boost interest in SkillsUSA, CTE programs and industrial trades among middle school students, members at East High School instituted “Welders Wanted” nights. A chapter officer brainstorm identified a decline in welding and industrial technology participation while acknowledging the success of hands-on demonstrations by the health occupations program. Officers met with welding students and asked for interactive ways to increase engagement. It was decided that mentorship nights were the best approach. Through activity planning, marketing and student leadership, “Welders Wanted” became reality. Eight members were charged with leading four nights of welding exploration and activities. Additional members provided information, spoke about SkillsUSA and trade careers. The program was well-received by middle schoolers with 65% expressing an interest in SkillsUSA and CTE after attending. Members were patient, respectful, and open to student questions, encouraging them to participate while sharing CTE’s impact as a high school student, in career preparation, and for the state of Wyoming. Members kept a diary of experiences to record feedback and interactions. Almost 94% of current members enjoyed sharing their passion and want to continue with this activity.

Student leadership was the driving force behind “Welders Wanted.” Chapter officers recognized a need and industrial technology students were happy to accommodate. Their mentorship, provided through basic welding activities, created an appreciation of this much-needed trade while reinforcing the importance of CTE and SkillsUSA in developing the leadership skills needed to be successful. The demeanor and professionalism shown by students demonstrated their willingness to lead and take ownership. The chapter anticipates an increase of 10 members in SkillsUSA and 15 in CTE courses in the coming year. Lead on!



POTTAWATOMIE COUNTY SHERIFF OFFICE REMODEL

PLANNING, ORGANIZING AND MANAGEMENT



Gordon Cooper Technology Center, Oklahoma

In support of their local sheriff's department, SkillsUSA members from Gordon Cooper Technology Center applied planning, organization and management to do a multi-faceted remodel of an office training area. Thirty-five students representing the carpentry, electrical and graphic design programs collaborated to deliver a first-class renovation. The activity helped the sheriff's department save resources while allowing students to apply skills learned in class. Each program designated a team lead. Leads created a calendar and ensured students within their respective programs completed their tasks on-time, on-budget, and according to industry standards. Carpentry students removed unneeded cabinets, fixtures and walls, and framed new walls for the redesigned training area. They also did the sheet rock, taped and bedded the walls, and painted the room. Electrical students installed LED lights, replaced electrical outlets and wiring, installed switches, receptacles and face plates. Graphic design students documented the project and sent a customer satisfaction survey to the facility director and class instructors. Responses indicated students were safe, timely and professional in their work.

The planning, organizing and management of this student-run effort was exemplary. Not only did team leads manage scheduling and coordinate details within their programs, but they delegated responsibility to each participating member. All participants learned to problem-solve and handle pressures of time management and budgeting, including estimated material and time expenses for the allotted work. On the job, they had to coordinate with each other in order to stay on track. Students also had to be diligent in their communication with the sheriff's department during each phase of the remodel. Due to their structured and skilled approach, they completed the project in just over two weeks. SkillsUSA delivers!



CAREER ESSENTIALS KAHOOT! CHALLENGE

TEAMWORK



Greater Lowell Technical High School, Massachusetts

The SkillsUSA Theme of “United as One” motivated Greater Lowell SkillsUSA members to focus on teamwork by hosting a Career Essentials Kahoot! Challenge. This activity used game-play to sub-skills needed for effective teamwork, and the advantages and obstacles of being a team member. To further highlight teamwork, Greater Lowell hosted this event in conjunction with SkillsUSA members from Cape Cod Tech. Officers from both chapters jointly planned and promoted the event, and used technology to create a virtual format. Greater Lowell designed two new Kahoot! games using Career Essentials and OSHA resources for a total 117 questions. Since questions were taken from district prep study materials, Greater Lowell members focused on formatting , answer choices and bonuses. Needless to say, the game was a hit! The intentional application of teamwork, along with the social and learning aspects of this activity were so successful, the two chapters want to make this an annual event and include other schools.

Teamwork was paramount in planning the event, and in developing the format and content of the challenge. The chapters held virtual meetings to discuss game details, an event date, promotional materials, goals and the use of a pre- and post-teamwork assessments for all participants. The self-assessments enabled students to connect teamwork skills to their own lives and provided informative data for future activities. Through reflection activities before, during, and after the Kahoot! Challenge, members identified a total of seven teamwork benefits, 10 challenges, and over 20 sub-skills needed to be a successful team player. They also evaluated their own strengths and weaknesses, and identified one sub-skill they will work to improve. This was an authentic method of observing and reflecting on teamwork.



HATS OF HOPE

PLANNING, ORGANIZING AND MANAGEMENT



Louisville Public School, Nebraska

The SkillsUSA chapter at Louisville High School enabled all SkillsUSA members to get involved in a community service project by creating “Hats of Hope.” Using a fleece hat design from the family and consumer science class, the chapter decided to make hats for children and adults with cancer. Members set a goal of making 60 hats, connecting with Ronald McDonald House and a local community charity as recipients. Work commenced in October with the chapter selling pumpkins as a fundraiser to purchase fabric. During the winter months, they made hat patterns, ordered and organized materials, and distributed a press release to inform the community about the project. Posters promoting “Hats of Hope” time during the school week helped establish a work schedule. Chapter leaders outlined instructions for each hat-making station, including pattern cutting, sewing and hat inspection, and received training on correctly using sewing machines. With time, patience and full participation, the chapter met their goal of donating 60 hats by March. In fact, 100% of members completed five hours of community service and the hats turned out great!

The Framework skill of planning, organizing and management was vital to this effort due to the multiple steps and number of students involved. Planning around scheduling conflicts and understanding that every student has different sewing abilities, required members to be flexible and aware of time management. Students had to manage who was going to sew during designated work times as well as specific station assignments based on comfort level and understanding of the task to be completed. Chapter leadership set a positive example with flexible work times and ongoing communication. Hats off for job well done!



SOCIAL AND EMOTIONAL LEARNING SPACES FOR CLASSROOM

PLANNING, ORGANIZING AND MANAGEMENT



Lynn Vocational Technical Institute, Massachusetts

Members at Lynn Vocational Technical Institute used a SkillsUSA Community Service Project Grant, sponsored by Lowe's, to create 50 social and emotional learning spaces (SELS) for 50 classrooms in the city of Lynn. Due to grant decisions being delayed until February, chapter members tackled different project components simultaneously. This involved securing carpentry supplies from Lowe's for bookshelves; creating stations and supply lists for calm down kits; working with principals from 25 schools to identify 50 interested teachers; and ultimately, pairing chapter members one-on-one with teachers to design, create, and deliver SELS. With several moving parts and expert multi-tasking, they delivered! By the end of March, carpentry students completed the bookshelves for teacher participants to sand, design and paint. Teachers were invited to school to work on-site with students on a designated day at stations in the carpentry space, cafeteria and gymnasium. In addition, the chapter provided an area rug to coordinate with each bookshelf design and "calm down kits" filled with social and emotional toys and gadgets to help students deescalate their emotions. Teachers loved working with chapter members and were amazed by the creativity and delivery of the project.

The intricate planning of this project started with the grant-writing. Members had to be very specific about their objectives and how they would deliver 50 SELS to 50 classrooms. This set the stage for successful organization and management once the chapter secured funding and moved forward. Delegation of responsibilities, firm timelines, and ongoing communication was essential. Gathering materials needed for building bookshelves, obtaining 500 items for the calm down kits, and coordinating with school principals and teacher participants gave each member an opportunity to excel in Framework application. They created new SEL spaces for a lot of happy students!



COLOR ME CRAZY FOR CHARITY

PLANNING, ORGANIZING AND MANAGEMENT



New Madrid County Technical Skills Center, Missouri

SkillsUSA members at New Madrid County Technical Skills Center capitalized on a 5K Color Run to engage Framework learning while fundraising and increasing awareness of SkillsUSA and CTE. Color Runs are known as the “Happiest 5K on the Planet,” so it’s not surprising this activity was a resounding success! Members applied planning, organizing and management in their committee work, social media and publicity outreach, budgeting, t-shirt design, run scheduling, volunteer assignments and participation. Online registration included SkillsUSA promotion, and social media posts featuring information about SkillsUSA, CTE and the Framework. All goals were exceeded with 52 people registering for the run and \$1,050 provided to Hope International to cover the ingredients to host a food packing event for 1,200 meals to feed hungry children in the New Madrid community and the Philippines. Each run participant also received a free t-shirt designed by committee members and graphic arts students. Social media posts generated 1,500 likes and 25% of participants said they learned about SkillsUSA through this event.

The chapter did an excellent job of combining classroom learning with practical application for this activity. As outlined above, there were several steps involved in hosting a well-attended run in order to meet or exceed fundraising goals. In the classroom, members participated in “Train Hard Tuesdays” where they further developed Framework understanding through essential element lessons every Tuesday in CTE classes. SkillsUSA officers also gave a presentation on examples of planning, organizing and management skills related to the Color Run event to help prepare members. Following the presentation, 95% of students scored an 80% or better. It’s not surprising that future Color Runs are in the works!



KEEP THE CRITTERS COZY AND THEIR KENNELS CLEAN

DECISION MAKING



Wiregrass Georgia Technical College, Georgia

SkillsUSA members at Wiregrass Georgia Technical College applied decision making skills to develop a COVID-compliant activity to serve local animal shelters. Having worked with the shelters before, the community engagement committee decided that a collection drive for much-needed supplies would be the best approach. Each committee member contacted a shelter to ascertain specific needs and compile a list. The committee analyzed each shelter's needs and made informed choices on items most needed as the focus of the drive. They then went to work creating and distributing flyers to promote the drive along with placement of collection boxes around campus. Committee members presented the project to the chapter along with timelines. All members were encouraged to participate in and support the event. The activity exceeded expectations in terms of participation and item collection with more than 156 items! Donated supplies included animal blankets, washrags and a variety of cleaning products.

Committee members first applied decision making in deciding on an activity that would support shelters within the limitations of local COVID guidelines. This application went a step further after they contacted shelter personnel and made a list of needs, analyzed data, and compiled a more manageable list for collection. Every goal was exceeded in terms of committee member engagement with shelters, the creation of a relevant and practical list, and collection of key items needed by all the shelters. Thanks to the chapter's resourcefulness, shelter animals in their local community stayed warm and clean last winter. And, as SkillsUSA members have demonstrated over the past two years, not even a pandemic stops the application of Framework skills!



COURT STREET COMMUNITY WASH HOUSE

PROFESSIONAL DEVELOPMENT



Buckeye Hills Career Center, Ohio

The Framework skill of professional development is more meaningful when you are helping others in the process. SkillsUSA members at Buckeye Hills Career Center used valuable HVAC skills to install a laundry facility at Court Street Ministries, which serves the homeless in their community. Members started by creating a detailed project management plan along with mentors, which outlined responsibilities for the installation work and for collection of items needed for Court Street's laundry and pantry. Students were assigned project responsibilities according to personal skill strengths and used checklists to ensure timely completion. This included taking an inventory of tools and supplies, preparing a material list, purchasing supplies, and following a step-by-step process for all plumbing and electrical work. With mentor guidance and using skills gained through CTE, students completed plumbing for four washers and electrical wiring for four dryers in five days! In addition, members initiated a school-wide collection to support laundry and toiletry needs. This resulted in the donation of over 1,200 laundry pods and 125 toiletry items.

Applying project management skills alongside a mentor provided an ideal professional development experience. HVAC students learned how to adhere to a set timeline, how to assign and complete tasks according to skills strengths, and the importance of following industry protocols for a professional result. Likewise, members incorporated a donation component, which required using interpersonal skills to achieve a desired outcome. Learning new skills, evaluating strengths, and determining areas of improvement led to a balanced understanding of professional development. Textbook skills application for a good cause.



EMPLOYABILITY SKILLS BINGO

PROFESSIONAL DEVELOPMENT



Cape Cod Regional Technical High School, Massachusetts

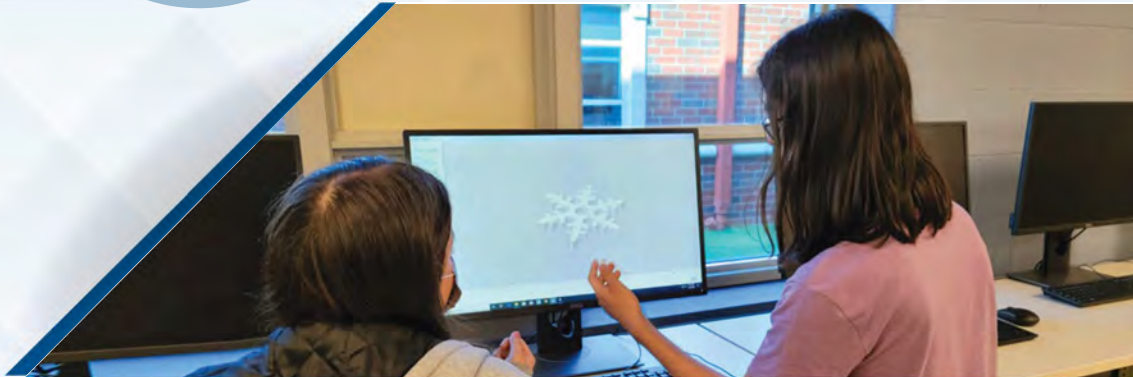
The chapter at Cape Cod Tech exposed their ninth graders to the advantages of Framework skills by creating their own version of employability bingo! The goal was to create an experience that provided a greater understanding of SkillsUSA's mission of creating well-rounded workers, not just good technicians. "Results to Honor" cards from the SkillsUSA Resource Store were used to select 25 behaviors transferable to academic classrooms from essential elements found in the personal and workplace skills categories. This was supported by lesson plans for teachers to use in reviewing these behaviors during class. Nearly all teachers participated saying it was simple, fun and relevant. Chapter officers were also involved, marking the cards of freshmen in the cafeteria and hallways when they saw them exhibiting specific workplace or personal skills. Officers wore official dress to make a positive impression, and used the interactions to explain more about the chapter. Nearly all ninth graders participated with 100 turning in cards. All students who achieved BINGO and turned in their cards were placed in a drawing for a backpack full of SkillsUSA goodies.

As a technical school, the chapter recognized the importance of emphasizing employability skills in establishing benchmarks of professionalism. Through a creative introduction to the SkillsUSA Framework, the chapter fostered an understanding of the essential elements while also generating enthusiasm for SkillsUSA participation. The game was also important from the perspective of ninth graders having a professional development experience while the rest of the school was involved in a championship-focused activity. Ninth graders now have the advantage of having an employability mindset to merge with their technical skills. Bingo!



ORNAMENTS FOR VETERANS

COMPUTER AND TECHNOLOGY LITERACY



Cumberland County Technical Education Center, New Jersey

SkillsUSA members at Cumberland County Technical Education Center (CCTEC) made the holidays brighter for local veterans with custom-made ornaments. Led by the community service committee, the ornament project challenged students from the welding, engineering, and construction programs to create over 300 holiday decorations using various technological processes. The ornaments would then be added to care packages delivered to the Vineland Veterans Memorial Home. Each shop did something different based on their trade skills and knowledge. The construction trades employed technical proficiency to operate new CNC technology to craft wood snowflake ornaments. Engineering students used plans from their CAD software to design winter-themed plastic ornaments made with a 3D printer. Welding students determined their initial designs would be too heavy, so they came up with an alternative. They used their original draft technique to craft a base for decorative Christmas trees fabricated using the oxy-fuel cutting process. Students were able to practice using new trade technology and computer programs while giving back to the community. This was especially meaningful since it gave students more experience in the shop after missing so much time due to pandemic closures.

The application of computer and technology literacy was a necessity in the ornament planning, design, fabrication and delivery. Each shop area used technology relevant to their trade while employing Framework skills such as decision making, teamwork and communication. They had to think outside the box to address size requirements and determine the best approach for creating a professional end product using job-specific technology and techniques. In the end, these talented SkillsUSA members produced festive works of art appreciated by all who received them, resulting in a happy holiday for all.



CHILDHOOD NUTRITION DAY

JOB-SPECIFIC SKILLS



Dorchester Career & Technology Center, Maryland

With a focus on healthy eating, culinary arts students from Dorchester Career & Technology Center (DCTC) developed nutritional lesson plans and interactive sessions for a local elementary school. Members teamed up with the Teacher Academy of Maryland (TAM) for lesson planning and to assist with taste testing stations for the event. They researched The Healthy Plate program and identified food choices that constitute a nutritious plate. Students practiced lessons prior to delivery and received feedback from teachers. They also contacted several vendors and secured sponsorship for the activity. During the event, members provided instruction on healthful choices and demonstrated how to properly test and describe foods. The children were inquisitive and open-minded about trying new things, and provided valuable feedback on each food item. The chapter was able to graph opinions on food items such as edamame, guacamole, rainbow carrots, star fruit and pomegranate. Not your typical cuisine for most elementary students! Members also tested their learning by successfully passing a nutrition assessment. The event well received with requests for more classroom sessions in the future.

Job-specific skills shined in how culinary students took the lead in developing and teaching the lessons. Students from TAM offered guidance and input, but the culinary students assumed responsibility in implementing criteria for quality lesson planning and delivery. Lesson plans were completed according to the county's lesson planning guidelines and with timely nutritional information. Members broadened their knowledge of healthy foods and learned how to effectively interact with elementary students in kindergarten through fifth grade. Elementary students were able to identify and describe the flavor and textures of healthy fruits, vegetables, proteins and fats. Most importantly, students are now aware of healthy options for their diet. Sounds delicious!



HOLIDAY COOKING HAZARD PUBLIC SERVICE ANNOUNCEMENT

SAFETY AND HEALTH



Putnam Career & Technical Center, West Virginia

The holidays are hectic and this can be a time when cooking accidents and fires happen in homes. To educate peers on using culinary equipment safely, members in the Putnam Career & Technical Center (PCTC) ProStart Restaurant Management and Firefighting/EMT programs collaborated with local fire departments to create and publish a public service announcement. The “Holiday Cooking Hazards” PSA centered on preventing potential fires and injuries while cooking. Members targeted their peer group (Gen Z) with a convincing message by filming and photographing various situations and using social media for distribution. They illustrated how accidents occur when using equipment such as a turkey fryer, and provided guidance on correct use. The filming was done under the supervision of fire officials, and specific students were selected for demonstrations based on rubric-graded skill sets. The chapter published their PSA on Facebook and TikTok pages prior to Thanksgiving, earning 56,000 likes/views in one week. Despite the PSA being produced in a safe environment with the supervision of fire departments, both social media outlets removed it due to content deemed too dangerous. Although disappointing, the chapter still succeeded in reaching many people in a short timeframe.

The creative application of safety and health in this activity allowed members to educate others while applying best practices within their restaurant management and fire/EMT programs. Not only did they have to research and plan demonstrations, but they had to use industry standards while performing them. This included proper use of equipment, ensuring observers were at a safe distance, and making sure students conducting the demonstrations were adequately prepared. The engagement of local fire departments further validated their commitment to safety. A great example of safety first.



LAWRENCEBURG ROTARY CLUB MIDDLE TENNESSEE DISTRICT FAIR STAGE AND LIGHTING SETUP

JOB-SPECIFIC SKILLS



Tennessee College of Applied Technology, Tennessee

The construction and electrical skills of SkillsUSA members from Tennessee College of Applied Technology, Pulaski literally shined bright as they built a stage with lighting and sound for a large fair. The chapter partnered with their local Rotary club to provide an essential service while applying trade skills in a professional environment. This fair is Rotary's largest fundraiser of the year, so having skilled volunteers handle the stage and lighting for the entertainment component provided a significant savings. Members applied job specific skills to each aspect of planning and completion. They worked as a team to define the scope of work, finalize the date and time, identify needed tools and materials, and coordinate travel plans to get everyone and everything to the job site. On the day of the project, eleven members put their skills into practice by constructing the stage structure, routing cable for sound and lighting, and erecting a stage lighting structure. In total, SkillsUSA members contributed 66 man hours of volunteer skilled labor for a great cause. As a bonus, students got to work alongside trade professionals who shared their knowledge throughout the day.

The application of job specific skills for community service is always a triumph for intentional learning. Not only did SkillsUSA members apply multiple technical skills in this endeavor, but they engaged several personal and workplace skills including teamwork, communication, planning, organization and management and decision making. Building a stage with professional lighting and sound requires attention to detail as well as on-site safety practices. It also requires a well-coordinated effort to finish within a limited timeframe. Members were also able to add this work project to their resumes, truly setting the stage for success!



THE METAL BUILDING PROJECT (BARN DOMINIUM)

SAFETY AND HEALTH



Valley Academy for Career and Technology Education, Arizona

What better way is there to practice safety and health skills than on the job? SkillsUSA members at Valley Academy for Career and Technology Education did just that. During a full-scale metal building project that included extensive training prior to construction. This started with safety and health certification training, including two heavy equipment certifications. By October, 95% of members completed their OSHA 10 and CPR certifications. By November, 90% earned their NCCER Core construction site safety certification. And by December, 95% received their scissor lift and skid steer certifications. In addition, members were tested on masonry, metal stud framing, carpentry, metal siding and roofing; all with passing scores. To say they were prepared for their weekly on-the-job training is an understatement! From November 2021 through February 2022, they were involved in every aspect of the project. This included building forms, tying rebar, placing and finishing concrete slabs, metal and wood framing, metal siding installation, roofing and insulation. Not only did this give members a chance to practice skills by taking part in all stages of construction, but they fostered valuable relationships with area employers. The chapter plans to continue on-the-job training projects with additional industries throughout Arizona's Verde Valley.

Active construction sites leave little room for error when it comes to safety and health. VACTE members learned that training certifications, even if mandatory, are also essential to keeping themselves and others safe while on the job. Wearing hard hats, the proper use of tools, ergonomic material handling, and operational protocols for heavy equipment are just a few examples of members recognizing safe work practices. After such an involved experience, safety for these SkillsUSA members is second nature!



HONORING THE 20TH ANNIVERSARY OF THE 9/11 ATTACKS

JOB-SPECIFIC SKILLS



Whittier Regional Technical High School, Massachusetts

SkillsUSA members at Whittier Tech used job specific skills to help memorialize the 20th anniversary of September 11 at a community event. The chapter's leadership team enlisted the talents of student from four shop areas; advanced manufacturing, carpentry, culinary arts and masonry. Each group developed ways to apply their trade skills to collectively show their support at the memorial event, to enhance the beauty of the Haverhill Firefighting Museum, and to honor Haverhill fire and police departments. Coordinated planning along with action items and dates for completion nurtured comradery among the shops. Not only did members apply skills associated with their trade, but they took a special interest in making the 9/11 remembrance in their community special. The relevance of each shop's contribution speaks volumes. Advanced manufacturing students made custom key tags for all members of the fire and police departments. Carpentry students crafted high-quality wooden American flags to be gifted to the fire and police chiefs. Masonry students added customized donor bricks to the base of the museum memorial. Culinary arts students baked pastries for all guests in attendance the day of the event. Finally, SkillsUSA leadership presented the gifts to grateful firefighters and police officers as part of the ceremony.

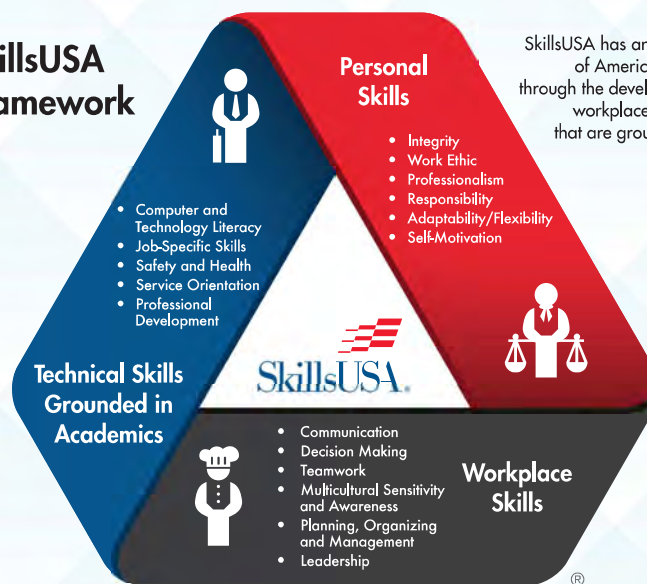
Each shop was required to use trade-specific skills to fulfill their responsibility while also coordinating efforts. Students had to develop ideas that were thoughtful and relevant, within their skills competencies, and in support of the memorial program hosted by the Haverhill fire and police departments. They had to use different tools, be deliberate in their planning and execution, and follow through with chapter leadership as they progressed. It was a beautiful way to observe a solemn occasion.

THE SKILLSUSA FRAMEWORK — BUILDING FUTURES, CHANGING LIVES

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

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

SkillsUSA Framework



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

Thank You for Supporting Chapter Excellence!



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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.

www.skillsusa.org
