SKILLSUSA WEEK

February 6-10, 2023

SkillsUSA Week is the opportunity to promote career and technical education and SkillsUSA programs at the local, state and national levels.

OUR TIME IS NOW
2022-2023

ADVOCACY DAY GUIDE

#SkillsUSAWeek

SkillsUSA

SkillsUSA

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February 6-10, 2023

#SkillsUSAWeek

Thursday
ADVOCACY DAY

Local School Board Presentation

Sample Talking Points for a Local School Board Presentation

Use these talking points to build a brief presentation about SkillsUSA and your local chapter. There is a PowerPoint template on the SkillsUSA Website (*www.skillsusa.org*) Resources page, along with a SkillsUSA Fact Sheet. Allow several students to speak, if possible, and personalize your remarks and data to your school, chapter and community. Be sure to adhere to the school board's time limit for your group. Remember the school board wants to understand the impact of the SkillsUSA program on current students and graduates of the school. They will be interested in specific skills gained and want to hear about activities, honors and individual student growth.

What is SkillsUSA?

- SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. We help each student excel.

- A nonprofit national education association founded in 1965, SkillsUSA serves middle-school, high-school and college/postsecondary students preparing for careers who are enrolled in trade, technical and skilled service (including health) occupations training programs.

- Nationally, there are over 430,000 members. Locally, our SkillsUSA chapter at [SCHOOL NAME] has [XXX] members studying in [XX] occupational programs such as cosmetology, drafting, automotive technology, welding, several medical fields, pre-engineering, and manufacturing.

- SkillsUSA's mission is to empower its members to become world-class workers, leaders and responsible American citizens. We improve the quality of our nation's future skilled workforce.

How Does SkillsUSA Help Students?

- SkillsUSA helps students develop SkillsUSA Framework skills that include personal, workplace and technical skills grounded in academics. Our vision is to produce the most highly skilled workforce in the world, providing every member the opportunity for career success.

- Students lead SkillsUSA. They plan an annual program of work that includes workplace experiences, financial management, community engagement and advocacy including meetings.

Highlights of Your SkillsUSA Year

- Share highlights of your SkillsUSA year including fall leadership conferences, fundraising, community service, other presentations or future plans including local, state and national competitions and conferences.

- Have one or two students tell a SkillsUSA Framework story of an Essential Element they have developed through their SkillsUSA & CTE experience.

Wrap Up and Thank You

- Wrap up by thanking school board members for their work and support of public education and present a small handmade or SkillsUSA logo item to each school board member (if allowed; ask in advance). These should be practical and small items like a pen, pencil holder, business card holder or a key chain.

- Take photos with school board members, shaking hands or making your presentation. Share these photos and a story with the local media if they did not attend the school board meeting.

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SKILLSUSA FACT SHEET

What is SkillsUSA?

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Our vision is to produce the most highly skilled workforce in the world, providing every member the opportunity for career success.

A nonprofit national education association, SkillsUSA serves middle-school, high-school and college/postsecondary students preparing for careers in trade, technical and skilled service (including health) occupations.

SkillsUSA Membership

- Current annual membership: **393,357**

- All **50** states plus Puerto Rico, Virgin Islands and District of Columbia

- Total student and teacher membership: **331,364**

- Student members: **313,118**

- Teacher members (SkillsUSA Professionals): **18,246**

- SkillsUSA schools: **4,263**

- SkillsUSA classrooms: **17,115**

- Alumni members: **61,773**

- High school members: **297,666**

- College/postsecondary members: **29,746**

- Middle school members: **3,952**

- Total cumulative members served since 1965: **14.2 million**

Partners

SkillsUSA receives in-kind and financial support from more than **650** national partners.

Our Proven Model: The SkillsUSA Framework Essential Element Definitions and Behaviors

The SkillsUSA Framework outlines all skills needed to be job-ready Day One. Every aspect of our program is built around the Framework, which emphasizes personal skills, workplace skills and technical skills grounded in academics. The purpose of the Framework is to provide a common language to communicate what students learn in the classroom and laboratory.

PERSONAL SKILLS

INTEGRITY—Doing the right thing in a reliable way.
- *Be honest*
- *Do what I say I will do*
- *Hold myself and others accountable*
- *Make choices consistent with my values*

WORK ETHIC—Being committed to punctuality, meeting deadlines and following established policies and procedures to get work done.
- *Engage in meaningful work to contribute*
- *Be productive throughout the workday*
- *Reflect upon and evaluate my productivity*
- *Demonstrate consistency in work performance*

PROFESSIONALISM—Behaving in alignment with workplace standards to display a positive image.
- *Be loyal to my peers, supervisor and myself*
- *Adhere to dress codes and other policies*
- *Monitor my words and actions*
- *Model appropriate behavior and etiquette in all settings*
- *Create a respectful and safe culture*

RESPONSIBILITY—Taking ownership of one's work performance, behavior and actions.
- *Honor my commitments*
- *Complete my work and assignments on time*
- *Work efficiently and effectively without supervision*
- *Persevere in accomplishing my work*
- *Own my mistakes or incomplete work*

ADAPTABILITY/FLEXIBILITY—Embracing change and fostering creativity; being resilient.
- *Overcome barriers and roadblocks*
- *Understand that multiple solutions will accomplish the same goal*
- *Maintain composure during adversity*
- *Be curious to explore and experiment*

SELF-MOTIVATION—Exhibiting a passion for life and career.
- *Purposefully connect what I do today with my future*
- *Positively express self and work with others*
- *Seek to learn and develop new knowledge and skills*
- *Be disciplined to achieve my purpose and goals*

WORKPLACE SKILLS

COMMUNICATION—Sending and receiving clear messages.
- *Write and speak effectively*
- *Use appropriate body language*
- *Check for understanding when articulating complex issues*
- *Practice active listening skills*
- *Choose appropriate mode of communication*

DECISION MAKING—Using information and processes to problem-solve and make choices.
- *Analyze key facts, data and situations*
- *Follow a problem-solving process*
- *Weigh multiple outcomes*
- *Identify possible options and their impacts*
- *Make informed choices*

TEAMWORK—Working with others to achieve a common goal.
- *Work collaboratively with my peers, classmates and co-workers*
- *Honor the contributions and strengths of others*
- *Honor my commitments and responsibilities to the team*
- *Foster positive and collaborative working relationships with others*

MULTICULTURAL SENSITIVITY AND AWARENESS—Respecting all people and cultures by fostering appropriate and respectful workplace relationships and interacting.
- *Learn about other cultures*
- *Value diversity*
- *Demonstrate tact in words and actions*
- *Treat everyone with respect*
- *Empower all to use their unique contributions*

PLANNING, ORGANIZING AND MANAGEMENT—Embracing change and fostering creativity; being resilient.
- *Break down projects and task with timelines*
- *Identify resources and standards for completing projects*
- *Anticipate and plan for possible obstacles and setbacks*
- *Establish work priorities*

LEADERSHIP—Influencing the hearts, minds and actions of others.
- *Build and model trust*
- *Foster hope*
- *Express compassion*
- *Establish stability*

TECHNICAL SKILLS

COMPUTER AND TECHNOLOGY LITERACY—Using technology in effective, appropriate and innovative ways.
- *Be willing to learn and integrate new technology*
- *Use work-based technology proficiently*
- *Effectively employ technology to solve problems*
- *Improve information flow through technology*
- *Use technology to improve and document accountability*

JOB-SPECIFIC SKILLS—Identifying, developing and implementing unique knowledge and skills required by a specific job.
- *Know my job roles and responsibilities*
- *Perform my job confidently*
- *Follow personnel manual policies*
- *Perform responsibilities without direct supervision*
- *Seek ways to improve my job performance skills*
- *Teach others job-specific tasks*
- *Receive coaching feedback*

SAFETY AND HEALTH—Following workplace health, wellness, financial and safety guidelines.
- *Follow safety procedures including wearing appropriate safety attire*
- *Maintain a clean work environment*
- *Identify potential hazards and notify appropriate parties*
- *Use tools and equipment according to safety standards*
- *Stay current with safety regulations and standards*

SERVICE ORIENTATION—Meeting the needs of internal and external customers in respectful and effective ways.
- *Acknowledge and be present with customers*
- *Stay focused and customer-oriented while at work*
- *Demonstrate respect and courtesy to customers at all times*
- *Know and implement my company's service policy*
- *Handle difficult situations with tact and self-restraint*
- *Know when to involve my supervisor in a customer service situation*

PROFESSIONAL DEVELOPMENT—Engaging intentionally in learning experiences that contribute positively to career path progression.
- *Develop my career plan*
- *Assess my current skill sets and determine areas for my growth*
- *Use professional and personal mentors*
- *Seek professional and personal growth opportunities*
- *Apply new learning*
- *Stay current with workplace-related resources*
- *Seek new responsibilities to gain additional skill sets*

SkillsUSA Framework Stories
IN-PERSON

This outline is provided to assist members in developing and presenting their workshop. The presenter should modify or add to the content provided to make the workshop effective.

Opening
SkillsUSA Framework Pictionary
This activity is a spinoff of the popular game of Pictionary. Divide students into groups of five to six. Students take turns drawing images (no words) of a specified SkillsUSA Framework Essential Element and have their fellow teammates guess what it is. Use popsicle or craft sticks with the Essential Elements written on them to use for selecting which Essential Element to draw.

At the end of the game, share that all the images drawn are Essential Elements that are part of the SkillsUSA Framework. Consider showing the SkillsUSA Framework video found here.

Content
Share the following SkillsUSA Framework facts. The SkillsUSA Framework:
- Consists of three components — personal skills, workplace skills and technical skills grounded in academics
- Encompasses 17 Essential Elements — skills that industry says are important for any future career
- Provides a common language for students to describe how they have grown in their career-readiness skills
- Assesses student skill development to chart their growth

As SkillsUSA members it is important that we are able to communicate how our experiences have helped us become career ready. Ask participants the following questions:
- Who would be interested in hearing about the skills we have learned in SkillsUSA and our career and technical education (CTE) programs?
- When might we have opportunities to share what we have learned?

Let's plan what we will share about what we have learned through our CTE class or SkillsUSA experiences in something known as a Framework story. Allow an opportunity for one of the committee members to share their Framework story with the group.

Ask participants to identify the most impactful classroom or SkillsUSA experience they've had in which they either learned or used one of the Essential Elements found in the Framework. Instruct participants to write down both the experience and the Essential Element skill they learned.

Now, spend a few minutes identifying and jotting down the details of your experience.
- Describe details of the situation
- Explain the actions and the tasks you did
- Identify the Essential Element skill you grew in as a result of the experience

Closing
Have participants find a partner and deliver their Framework story by explaining the situation and the Essential Element learned. Share that it is important to think about the audience you might be sharing the story with and what is important to them. If they are sharing the story with another student, they might care about being a part of community or receiving recognition for accomplishments, while a campus administrator might care more that it made you want to come to school every day or work harder at your grades because you knew it impacted your future. Have members record what they have learned on their Retreat Handout. Have members complete the evaluation form for the workshop and turn in to the presenter.

This activity was adapted from the SkillsUSA Framework Integration Toolkit: Framework Story Lesson Plan and Videos. As a way for students to articulate their learning in CTE and SkillsUSA, have them create a Framework story using the provided lesson plan and these the sample videos to demonstrate how students are able to share a personal experience and tie it directly to how they have grown in one specific Essential Element.
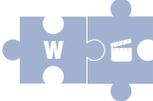
This SkillsUSA Professional Membership Benefit can be accessed in SkillsUSA Absorb (absorb.skillsusa.org). To become a Professional Member visit here.

SkillsUSA Framework Stories
VIRTUAL

This outline is provided to assist members in developing and presenting their workshop. The presenter should modify or add to the content provided to make the workshop effective.

Opening

SkillsUSA Framework Pictionary

This activity is a spinoff of the popular game of Pictionary conducted virtually via Zoom. Divide students into breakout rooms of five to six with one facilitator in each room. Using a shared virtual whiteboard such as Google Jamboard or AutoDraw and the share screen feature, students take turns drawing images (no words) of a specified Framework Essential Element while their fellow teammates guess what it is. Have the facilitator use private chat to communicate to the drawer which Essential Element to draw.

At the end of the game, share that all the images drawn are Essential Elements that are part of the SkillsUSA Framework. Consider showing the SkillsUSA Framework video found here.

Content

Share the following SkillsUSA Framework facts. The SkillsUSA Framework:

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As SkillsUSA members it is important that we are able to communicate how our experiences have helped us become career ready. Ask participants the following questions:

- Who would be interested in hearing about the skills we have learned in SkillsUSA and our career and technical education (CTE) programs?

- When might we have opportunities to share what we have learned?

Let's plan what we will share about what we have learned through our CTE class or SkillsUSA experiences in something known as a Framework story. Allow an opportunity for one of the committee members to share their Framework story with the group.

Ask participants to identify the most impactful classroom or SkillsUSA experience they've had in which they either learned or used one of the Essential Elements found in the Framework. Instruct participants to write down both the experience and the Essential Element skill they learned.

Now, spend a few minutes identifying and jotting down the details of your experience.

- Describe details of the situation

- Explain the actions and the tasks you did

- Identify the Essential Element skill you grew in as a result of the experience

Closing

Divide participants into partner breakout rooms of two and have each participant deliver their Framework story by explaining the situation and the Essential Element learned. Share that it is important to think about the audience you might be sharing the story with and what is important to them. If you are sharing the story with another student they might care about being a part of community or receiving recognition for accomplishments while a campus administrator might care more that it made you want to come to school every day or work harder at your grades because you knew it affected your future. Have members record what they have learned on their Retreat Handout. Have members complete the evaluation form for the workshop and turn in to the presenter.

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Framework Story Sample #1

Pre-Work (P)	**Speech Title:** SkillsUSA Framework
• How large is my audience? • What age range is my audience? • What does my audience really care about? • How will I relate to them? • What is the room set up and A/V requirements/availability? • What is the length of the story?	**Length:** 4 minutes **Number of Participants:** 15 **Audience Demography:** SkillsUSA Board of Directors
Outlook (O)	**Objective 1:** Identify the value of CTE and SkillsUSA in evolving my skill of work ethic as a worker.
• What are the main points? • How can I draw a mental map to let audience members know where we're headed? • How can I engage participants in the overarching topic of this story?	
Engagement – Link Approx. 2 minutes (E C 🔗)	Sirens blaring, the tension rises, your heart starts to race as you fight the clock! Imagine you're experiencing the immense pressure that one mistake will hinder the entire operation of your mission! As an emergency medical student, I have to understand this pressure and fight the clock almost daily. It started off the same as any day. "Is my personal protective equipment ready? Is my scene safe? Is this my only patient? What information do we have?" But as we were running through our daily scenarios our advisor showed us a video of what it took to be an EMS provider. The video focused on basic human presence and compassion—the most fundamental aspects in the medical profession. I remember the distinct silence after watching the video, and then out of the silence my CTE teacher addressed us with one question where we had to think silently: "Why do you want to help people?" This question brought even a deeper silence, so deep that you could hear a pencil drop. After a few minutes my teacher said to follow her. We exited through the door, making our way to the auditorium wondering why.
Engagement – Preview (E C 👤)	We would soon begin to understand how our CTE program and SkillsUSA experience were preparing us to use work ethic in real experiences.
Wisdom – Evidence 1 Approx. 1/2 minute (W 🔗)	The next thing I remember is being divided up into teams and being told to go to different rooms wearing our personal protective equipment. As I took a quick glance at the room, I saw what appeared to be casualties and police officials on the scene. Later, I discovered these were theater kids and criminal justice students setting up scenarios to practice their skills. Not long after, we dispersed to work on different mass casualty scenarios where we had to work on triage and helping as many patients as we could before Advanced Life support made it on scene. My partner and I worked as if it was an actual scenario because we knew we couldn't be goofing around in serious incidents like these. We worked, patient after patient, incident after incident, recording and evaluating the injuries of the wounded. We did basic life support and a few advanced techniques, such as applying roller gauze to stop heavy bleeding, adding SAMS splits or traction for broken bones and even performing CPR to save lives.
• What will I do and say to prove the Main Point to be factual? • How will I illustrate the Main Point for the participants? • How will I engage the participants in learning the information associated with the Main Point?	

Framework Story Sample #1

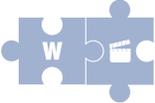|	
Wisdom – Main Point 1 Approx. ½ minute W • What is the Main Point?	Working through this scenario, I learned the importance of work ethic. We value every hour, every minute, every second because as medical professionals we understand that even a single second can save a life. We understand that our work is meaningful and that even our presence and care can comfort a patient in pain. We know how to get our stuff done!
Wisdom – Action 1 Approx. ½ minute W • How will I help the audience act on the Wisdom 1 Main Point?	Learning the actions of life support was one of the greatest things I've ever experienced, but in the process of learning how to save lives, I gained so many skills that could change the entire trajectory of my life. I've learned I have a duty to act. With all these skills I acquired in my emergency medical services class, I can't sit on the sidelines in an emergency. I have to step up to serve. It's the ethical thing to do and I put my work ethic to action in my learning.
Final Review Approx. 1/2 minute R • How will I re-phrase my key Wisdom points at the end? • What closing thoughts will I offer the participants? • What is the final call to action for the participants? • What do I want the participants to remember?	My partner and I exhibited how we would save patients' lives in the real world by taking the assignment seriously. This experience and countless others taught me the value of work ethic and how I can transition these skills to my future career as a medical professional!
Reflection R • What worked? Why? • What didn't work? Why? • What feedback did you receive from your audience? • What level of influence do you believe the content/delivery had? • How will you deliver this story differently next time?	

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Framework Story Sample #2

Pre-Work

P

- How large is my audience?
- What age range is my audience?
- What does my audience really care about?
- How will I relate to them?
- What is the room set up and A/V requirements/availability?
- What is the length of the story?

Speech Title: SkillsUSA Framework

Length: 4 minutes

Number of Participants: 15

Audience Demography: SkillsUSA Board of Directors

Outlook

O

- What are the main points?
- How can I draw a mental map to let audience members know where we're headed?
- How can I engage participants in the overarching topic of this story?

Objective 1:
Identify the value of CTE and SkillsUSA in developing my self-motivation skills as a worker.

Engagement – Link
Approx. 2 minutes

E C 🔗

Can you think of a time where you have been faced with a challenge or problem that you had the knowledge and skills to help solve?

I faced a situation like this not long ago when I was frustrated with outdated technology that refused to cooperate.

Engagement – Preview

E C 👥

Ancient technology, the difficulty associated with working with it and my CTE program played a vital role in the development of my self-motivation skills to solve the technology problem I faced.

Wisdom – Evidence 1
Approx. 1/2 minute

W 👤

- What will I do and say to prove the Main Point to be factual?
- How will I illustrate the Main Point for the participants?
- How will I engage the participants in learning the information associated with the Main Point?

My web design experience began at a very interesting time. At the time, my school's website contained a faulty user interface that might have worked before I was born in 1995. The background was a mix of blue and yellow that clashed more than two medieval jousters. My partner and I decided to end this disgrace to programmers everywhere by taking it upon ourselves to redesign the page. While we were in a web design class at the time, our assignments did not entail such a gargantuan task. However, through our desire to push ourselves to reach the goal we had set to achieve, we spent a month and a half completely overhauling the site. At times, it required putting in effort to learn how to use a specific library or language. At other times, it meant recoding the foundation of the website to function in this century, which included learning how to add drop-down menus, updated graphics and a basic color palette. My CTE instructor often oversaw our work, applauding our discipline toward the task at hand. By the end, the Nebraska Educator's Association awarded us a medal for the use of technology in the classroom. We pushed ourselves to do our best and our school benefited.

Wisdom – Main Point 1
Approx. ½ minute

W 🔑

- What is the Main Point?

Through my SkillsUSA program, I developed the self-motivation necessary to accomplish the goals I set my mind to. CTE and SkillsUSA updated me into the skilled worker that America needs.

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Framework Story Sample #2

Wisdom – Action 1 Approx. ½ minute • How will I help the audience act on the Wisdom 1 Main Point?	My story is not unique. Many students share experiences similar to mine, and technology decision-makers directly impact all stakeholders of that school, company or organization. We must all look for opportunities to take initiative in the ways we can solve problems.
Final Review Approx. 1/2 minute • How will I re-phrase my key Wisdom points at the end? • What closing thoughts will I offer the participants? • What is the final call to action for the participants? • What do I want the participants to remember?	SkillsUSA and CTE have taught me the traits necessary to become a skilled worker and specifically how to take initiative and use self-motivation to contribute positively to solving problems. While the technology may not have been modernized, the self-motivation skills I learned and used helped to bring the website up to date.
Reflection • What worked? Why? • What didn't work? Why? • What feedback did you receive from your audience? • What level of influence do you believe the content/delivery had? • How will you deliver this story differently next time?	