



# 2020 MODELS *of* EXCELLENCE

FOR EXCELLENCE IN  
PERSONAL, WORKPLACE  
AND TECHNICAL SKILLS



# MODELS *of* EXCELLENCE

Summer 2020

Dear SkillsUSA Advocates,

It is my pleasure to share the exemplary work of our 2020 SkillsUSA Models of Excellence (MOE) chapters. This award celebrates the highest level of our Chapter Excellence Program (CEP), which recognizes chapters nationwide for outstanding application of the SkillsUSA Framework in developing personal, workplace and technical skills demanded by industry.

With the Covid-19 pandemic and the subsequent cancellation of our National Leadership and Skills Conference (NLSC), 2020 has certainly presented some challenges. Yet, the tireless efforts of our chapters have remained constant and deserve recognition. Our MOE chapters represent a vast cross-section of our membership and SkillsUSA empowers these members to gain proficiencies in practical skills application while serving others. Within these pages, you will find creative and worthwhile examples of professional engagement, equity and inclusion, patriotism, community outreach, peer-to-peer leadership — and most importantly — using skills for the greater good. We applaud our students and their SkillsUSA advisors for their dedication to advancing student leadership, career readiness and community engagement.

In addition to congratulating our chapters, I would like to thank the sponsor of our CEP awards this year, Kreg Tools. They have been an excellent partner for us in validating chapter excellence and the SkillsUSA Framework Essential Elements.

We have a lot to be proud of with CEP and this year's MOE recipients. As we look ahead, we do so with optimism, knowing that the SkillsUSA slogan of "I'm Ready" rings true. On behalf of over 370,000 SkillsUSA members nationwide, thank you for your support.

In gratitude,

*Chelle Travis*

SkillsUSA Executive Director

# ABOUT OUR SPONSOR KREG TOOLS



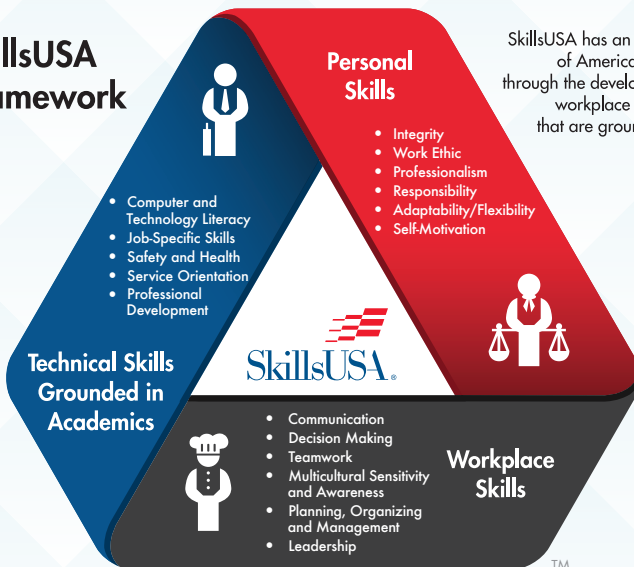
Like SkillsUSA, Kreg Tools is all about innovation and continual process improvement. The essence of this great company lies in its founder, Craig Sommerfeld, a tool and die-maker by trade. During a home cabinet project, Craig realized woodworking and metalworking needed to be more complementary. He developed a single-hole, pocket-hole jig crafted from steel and aluminum to simplify wood projects. Today, Kreg Jigs® pocket-hole technology is an industry leader along with tools for clamping, joining, routing, cutting, measuring and more. Not only do Kreg tools make projects less intimidating, but they make those of who are not woodworking experts look like pros! A superb example for our members as they seek to become the best in their chosen career fields. For more information: [www.kregtool.com](http://www.kregtool.com).

# THE SKILLSUSA FRAMEWORK — BUILDING FUTURES, CHANGING LIVES

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

What do students need for career readiness? We believe the answer resides in the SkillsUSA Framework for developing **personal, workplace and technical skills**. This trifecta of student success centers on industry demand and builds the foundation for relevant and intentional student learning and leadership development. Innovative programming, quality instruction and industry partnerships focus on equipping students with the necessary leadership, technical, 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 careers. Together, we can address the skilled labor gap while placing SkillsUSA 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.

# THE CHAPTER EXCELLENCE PROGRAM

The Chapter Excellence Program (CEP) is the key to 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. This is the SkillsUSA trifecta for student success.

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

Every chapter is encouraged to participate in CEP and there are three award levels to recognize program involvement. The first two levels are acknowledged by a chapter's state association and the third level is recognized nationally through Models of Excellence. Each level gives 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.

# CONGRATULATIONS, 2020 MODELS OF EXCELLENCE RECIPIENTS

## Personal Skills

Colorado	Centauri High School
South Carolina	Center for Advanced Technical Studies
Wyoming	Cheyenne Central High School
New Jersey	Gloucester County Institute of Technology
Massachusetts	Greater Lowell Technical High School
Georgia	Grovetown High School
Georgia	Sandy Creek High School
Georgia	Statesboro High School

## Workplace Skills

Massachusetts	Cape Cod Regional Technical High School
Arizona	Kofa High School
California	Norwalk High School
Massachusetts	Plymouth South High School
Georgia	Union Grove High School
Ohio	Upper Valley Career Center
Wisconsin	Watertown High School
Arizona	Willow Canyon High School

## Technical Skills Grounded in Academics

North Carolina	Catawba Valley Community College
Georgia	Forsyth Central High School
Georgia	Lanier Technical College
Massachusetts	Lynn Vocational Technical Institute
Missouri	New Madrid Technical Skills Center
Nebraska	North Platte High School
Arizona	Valley Academy for Career and Technology Education
Washington	Woodland High School

THANK YOU  
**Kreg Tools**  
for Supporting  
Chapter Excellence!



chapter excellence  
program



## FREEDOM TRIBUTE PROJECT

PROFESSIONALISM, ADAPTABILITY/FLEXIBILITY, RESPONSIBILITY



### Centauri High School, Colorado

Recognition of those who serve our country is always uplifting. It is especially unique when it acknowledges the tragic number of veterans who lose their lives to suicide. According to the *2017 National Veteran Suicide Prevention Annual Report*, it is approximately 17 veterans per day. Members of the SkillsUSA chapter at Centauri High School chose to make an honorable tribute to these lives by placing 22 American flags along a 17-mile stretch of U.S. Route 285 in southern Colorado. The chapter contacted business and property owners for permission to place the flags and handled all logistics involved in collecting monetary and material donations required for the project, as well as the coordination, assembly and installation of each flag along with solar flagpole lights. The chapter is also choosing to make this visual appreciation an ongoing activity, whereby flags and solar lights will be replaced as needed to preserve the integrity of this display year-round.

**Professionalism** was shown in the way members approached local businesses and property owners for permission to place flags. Every phone call and door-to-door visit (nearly 50 in total) was conducted professionally and with respect for private property and the preferences of each person asked. **Adaptability/flexibility** skills were required based on where the chapter received permission to place flags and in acquiring necessary funds and donations to complete the project, including purchasing materials to anchor flags. Members showed **responsibility** in how they actively engaged in the project with 90% of members participating in some capacity, including the permission process, collecting donations, fundraising, assembling and installing flags. A beautiful remembrance of those who sacrifice for our nation.





## 3 WAYS, 2 DAYS, 1 IMPACT FROM SKILLSUSA

WORK ETHIC, RESPONSIBILITY



### Center for Advanced Technical Studies, South Carolina

Using purposeful creativity, the Center for Advanced Technical Studies launched a “3-2-1” campaign to help others while living out the SkillsUSA slogan of “I’m Ready.” Students planned service around **three** events occurring over **two** days to achieve **one** impact. Members chose three options for participation, which included serving as role players for an American Red Cross Crisis Shelter Training in downtown Columbia, S.C. (Feb. 1, 2020), hosting the school’s first Red Cross blood drive, and writing letters to veterans and current military personnel (Feb. 18, 2020). The chapter crushed their goals. Ten members volunteered for the Red Cross training; 26 units of blood from 31 registered donors was collected during the blood drive; and the chapter wrote 400 military-bound letters for distribution by the Red Cross and Operation Gratitude. When all was said and done, over 50 members logged 200 plus community service hours in just two days.

Members demonstrated **work ethic** by creating a plan of action, delegating responsibilities and facilitating each activity. This included coordinating partnerships, logistical planning such as booking the multi-purpose room, recruiting members and donors, and obtaining materials for each event. Students also coordinated a public relations campaign using social media, the district communications office and local media outlets. **Responsibility** was evident because 100% of chapter members followed through on their individual and group commitments. Many took on multiple roles and went the extra mile to ensure every detail was in order. They even contacted SkillsUSA headquarters to ensure the campaign logo adhered to national standards. Each member took responsibility for their actions while showing personal responsibility in supporting their community. This effort was a “3-2-1” SkillsUSA success!



## OUTSTANDING SKILLSUSA ALUMNI RECOGNITION

PROFESSIONALISM, RESPONSIBILITY, ADAPTABILITY/FLEXIBILITY



### Cheyenne Central High School, Wyoming

Reconnecting with alumni provides a window into the value of SkillsUSA while fostering a lasting connection to the local chapter. Members at Central High School recognized the contributions of chapter alumni by hosting an “Outstanding Alumni” reunion and “Outstanding Member” recognition event. Working alongside their advisor, members created detailed criteria for recognition and presented the idea to school administrators for approval. Next, they reviewed school records to identify alumni who met the criteria and reached out to them via social media. Plaques honoring their contributions were created and hung on an outstanding member award wall. An impressive 63% of outstanding alumni attended the event, with 75% of those attending registering for alumni membership shortly thereafter. Members were able to visit with alumni about their careers and alumni were able to engage with members and learn about chapter programs and successes. Additionally, the chapter held a Socratic Seminar (formal discussion) to identify how they applied Essential Elements to this project.

**Professionalism** was shown in the way members structured the event, created award criteria, attained approval from school administrators, reached out to former alumni and hosted a well-organized event. Seeing the professionalism of current and former members together made for a great evening. Members demonstrated **responsibility** in raising funds to hold the event and pay for award plaques, and in their efforts to encourage alumni to register for alumni membership. Hosting a seminar to strengthen their application of Essential Elements enriched their efforts. **Adaptability/flexibility** was required in their use of social media to contact alumni, in adapting event details based on responses, in coordinating catering, gifts and awards and in meeting timelines as the event came together. SkillsUSA connections for life were made.



## PROJECT D&R CARING FOR KIDS

WORK ETHIC, ADAPTABILITY/FLEXIBILITY, SELF-MOTIVATION



### Gloucester County Institute of Technology, New Jersey

Acknowledging the vital role of The Ronald McDonald House (RMDH) in Camden, N.J., members of the Gloucester County Institute of Technology rallied to support the health and well-being of children and their families. Inspired by an advisor's personal connection with the RMDH, members collaborated to collect essential items and put together "Care Kits" for children and families. The kits included toothbrushes, toothpaste, shampoo, conditioner and deodorant. Items such as decks of cards and games were collected for activity kits. Members wrote notes of support and encouragement to comfort families and raised money to provide a cash donation. They exceeded all goals, collecting over 3,000 items for 340 kits and raising \$300 in donations. Kits were made specific to families as well as male and female patients. Their efforts of collecting, promoting and assembling donations were rewarded with a tour of the RMDH at the end of January. The chapter plans to continue involvement with dinner preparation for residents, salon services for parents and making crafts with children.

Chapter members demonstrated **work ethic** by taking ownership of the project with very little supervision, and completing each task to the best of their abilities. This included peer reviews and discussion to evaluate progress being made toward each goal. **Adaptability/flexibility** was shown in members recognizing the need for a social media campaign to boost donations, and in deciding to make family care kits as well as those for kids. **Self-motivation** shined as members directed donation efforts, timelines, kit assembly, administrative approval, and logistics with the RMDH. Members also recorded their personal experiences related to the Essential Elements to further validate learning. Skills and generosity were demonstrated in abundance.



## FRESHMAN ROCK'N LOLLIPOP STAND

WORK ETHIC, RESPONSIBILITY, SELF-MOTIVATION



### Greater Lowell Technical High School, Massachusetts

The Freshman Achievement Program at Greater Lowell Technical High is the perfect example of how student ideas deliver impact. The program was developed by sophomores who wanted to be involved in SkillsUSA as freshmen, but couldn't find opportunities. The result was a student-led initiative that introduces freshmen to SkillsUSA. This model quickly evolved to include leadership and professional development with an emphasis on the SkillsUSA Framework. Using a scaffolded approach, the program began with smaller Framework-based activities and built up to a larger capstone project planned by freshmen and guided by peer mentors. This year, the activity was centered on the personal skills component of the Framework as it applies to ways and means and community service. After participating in Framework activities, freshmen members decided to sell lollipops as a fundraiser. Members drafted a business plan, created three types of advertisements and incorporated Framework posters in the lollipop stand design to highlight the Essential Elements. Everything was a "go" until COVID-19 school closures took place, which in turn put their plans on hold. Despite disappointment, members are optimistic their project will come to fruition once school résumés.

**Work ethic** was demonstrated by members putting together a detailed business plan for a school-wide fundraiser, and in ensuring it adhered to district guidelines. As the defining Essential Element, **responsibility** was frequently referenced in terms of individual and team roles, citing specific examples throughout each stage of this service learning project. **Self-motivation** was clear in the initiative by mentors in leading fun and engaging activities to support Framework understanding, and in seeing the freshmen use that basis for taking the lead in planning a fundraiser. We wish the chapter well when they finally get to sell those lollipops.



## BRIGHTEN THE HOLIDAYS

WORK ETHIC, RESPONSIBILITY, SELF-MOTIVATION



### Grovetown High School, Georgia

The generous hearts of SkillsUSA members at Grovetown High School made the holidays much brighter for families in their community. Recognizing that many people in their area struggle to make ends meet, chapter members contacted Columbia County Connections, a local organization, about sponsoring low-income families. The chapter set a goal of adopting six families, receiving information from Columbia County Connections regarding ages, clothes sizes, desired toys and other details. The chapter started planning in September to ensure they had enough time to raise enough resources to provide for each family. They conducted two fundraising activities and distributed family lists to various school departments to enlist their help. The chapter's efforts were rewarded as they generated \$656 from fundraisers and received multiple item donations, resulting in the acquisition of all requested clothing and at least four toys for each child. This included large ticket items such as bikes. Members not only applied Framework learning, but fostered a strong bond within the chapter, school and community.

**Work ethic** was evident in how members actively participated at both fundraisers, and partnered with teachers and staff members to promote item collection, organization of requested items and distribution of wrapped gifts. Members took **responsibility** from the onset as they obtained approval for the idea and did what was necessary to fulfill their obligation to six families. Each member enthusiastically embraced their role in order to accomplish team and community goals. Members were **self-motivated** in using social media and other means to spread the word, and collecting donations from people outside the school. Each member showed initiative in thought and action. The students helped create a bright holiday season indeed.



## FRESHMAN TRANSITION CAMP

WORK ETHIC, RESPONSIBILITY, ADAPTABILITY/FLEXIBILITY



### Sandy Creek High School, Georgia

Nothing says “Welcome to high school and SkillsUSA” quite like Freshman Transition Camp at Sandy Creek High School. SkillsUSA members invited incoming freshmen to attend one of two day-camps before the start of school. The camp experience centered on building relationships, meeting and connecting with peer mentors, exposing students to career and technical education (CTE) pathways and SkillsUSA and helping freshmen become oriented to the high school environment. Chapter officers, members and alumni planned and facilitated each day-long event, which involved large group activities as well as smaller breakout sessions to introduce specific topics. Members shared their personal experiences in adapting, finding their place and seizing opportunities within high school and the CTE experience. Hands-on activities, ice-breakers, Q&A sessions, team-building and information about SkillsUSA involvement and Framework skills were all part of the agenda. A large group review was held at the end of the breakout sessions to reinforce learning. Both days of camp were well-attended with more than 90 rising freshmen participating. Chapter officers and members gained experience as leaders and presenters, which was a first for many in this capacity.

**Work ethic** and **responsibility** were visible in the punctuality and competence shown by each member, as well as their ability to create the training concept, plan large and small group breakout sessions, facilitate learning and engage all campers. This was also evident by the enthusiasm members shared as peer mentors, acting as a support network for freshmen beyond camp. Students exhibited **adaptability/flexibility** in adjusting each session based on group sizes and engagement levels, and in adapting to unexpected situations while maintaining a positive attitude. Leadership, hospitality and friendship were all demonstrated to the new students.



## ADA ACCESSIBLE RAMP

WORK ETHIC, RESPONSIBILITY, ADAPTABILITY/FLEXIBILITY



### Statesboro High School, Georgia

Inclusivity is an integral aspect of any venture. It is also a core value of SkillsUSA. Recognizing this, members at Statesboro High School identified the need to provide greater accessibility to an outdoor classroom and lab for all students, including those with disabilities. The outdoor area features a duck pond on campus used by a variety of science classes. Prior to this project, pond access was only available via a dock that was not built for those with walking disabilities. The dock entrance was on a steep, downward and often muddy slope, and too dangerous for students who use a walker, wheelchair or prosthetics for mobility. Chapter members changed that situation by doing the necessary research, developing building plans, budgeting and purchasing materials for the renovation. The chapter also invited other clubs and volunteers to participate, adding 10 more volunteers. Over a period of four work dates, the chapter successfully completed a beautiful ADA accessible ramp.

Members demonstrated **work ethic** in all project phases, especially during the hands-on work days. They put extra time and effort into the planning stages and made sure they had enough volunteers for construction days. **Responsibility** was apparent in members recognizing the need for an ADA accessible ramp and in the project implementation and completion. They followed safety procedures during construction, ensured plans met ADA specifications and completed the project in a timely manner. Being **adaptable and flexible** was key in terms of scheduling enough members for each work day and in purchasing materials. The project team also had to make several revisions to the building plans and materials while staying on budget. The new ramp was rewarding endeavor to be enjoyed by all.



## CAPE COD TECH GOES ALL IN FOR OUR VETERANS

COMMUNICATION, TEAMWORK, PLANNING, ORGANIZING AND MANAGEMENT



### Cape Cod Technical High School, Massachusetts

Cape Cod Tech loves veterans and the chapter's "All in for Our Veterans" campaign shows just how much. Members from various career and technical programs teamed up to create a series of veteran appreciation activities framed around the intentional application of workplace skills. Activities began in November with members writing 96 thank-you notes to veterans in Congress; a "Love Our Veterans" banner produced and signed by students; and pies and toiletries delivered to the local veteran's center. In December, Christmas cards were sent and veterans were offered services in plumbing, horticulture and auto technology. Additional services by the carpentry and auto body shops were available in January. In February, cosmetology and culinary students provided a "Day of Pampering" spa day and luncheon. In March, students were set for a "Welcome Home Ceremony" at a local veteran's cemetery, but it was canceled due to coronavirus. Each aspect of the campaign was successful, involving 15 appreciation activities and 11 programs at the school. All students were able to define various workplace skills and give application examples.

Since this effort was school-wide, ongoing **communication** was a necessity. Students demonstrated a variety of written and oral communication skills through interpersonal interaction, presentations, ardent letter-writing and in working directly with veterans. **Teamwork** was woven throughout every aspect as members worked in teams to coordinate veteran outreach and to complete each activity. The project was multi-faceted and spanned several months so **planning, organizing and management** skills were at the forefront. Students and teachers worked collaboratively to meet timelines and ensure that every initiative ran smoothly and according to plan. Cape Cod Tech students truly shared the love in this project.





## GOOD MORNING YUMA

COMMUNICATION, TEAMWORK, LEADERSHIP



### Kofa High School, Arizona

Networking with the Chamber of Commerce is a proven way to build business partnerships. Members of the Kofa SkillsUSA program took advantage of such an opportunity with a chamber mixer event. During “Good Morning Yuma,” members were able to promote and showcase career and technical education (CTE) and SkillsUSA while extending an invitation to business leaders to become involved. Students from different SkillsUSA programs partnered to prepare presentations, design centerpieces and plan site visits. For the centerpieces, students designed 30 charcuterie boards, which were given away as raffle prizes. The unique hand-crafted boards involved the talents of construction and welding students as well as an impressive assembly line. Seven chapter leaders prepared presentations that wowed the audience of 200 plus business leaders with information about the positive impact of CTE on their lives, future career plans, and an invitation to join an industry advisory board. Students took this a step further by planning, managing and organizing classroom tours to further the conversation. Site visits inspired business leaders to learn more about SkillsUSA programs and several joined the advisory board.

**Communication** skills shined during member presentations, in networking at the mixer and in the ability of students to articulate the value of CTE and SkillsUSA during site visits. **Teamwork** was evident in the cooperation shown in creating centerpieces, and in taking a team approach to working with the industry partners for the good of the chapter. Student **leadership** was apparent in every aspect of presentations, in organizing and facilitating site visits and in proactively seeking business partners to support CTE programs. Their work is an excellent example of new partnerships formed around the positive message of CTE.



chapter excellence  
program

## AUTISM AWARENESS DAY

TEAMWORK, MULTICULTURAL SENSITIVITY AND AWARENESS,  
PLANNING, ORGANIZING AND MANAGEMENT



### Norwalk High School, California

Each year the SkillsUSA chapter at Norwalk High School hosts an event to coincide with Autism Awareness Month. Members are always eager to foster connections and break down associated stereotypes and stigmas. This year, the chapter collaborated with bio-medical students, the Associated Student Body (ASB), Norwalk High School special needs students and local community leaders to host a two-hour co-curricular event. Using the concept, “it’s not a disability, it’s a different ability,” students created their vision for an Autism Awareness Day with interactive activities and a lunch prepared by culinary students. The chapter invited middle and elementary school students enrolled in the district’s Functional Academic Skills Training (FAST) program and delegated responsibilities among all partnering groups. The day was an overwhelming success with students from two local middle and elementary schools attending for an afternoon of games, puzzles, painting, cupcake decorating and more. A total of 150 student participants and volunteers created memories and new friendships while dispelling common misconceptions related to autism.

The involvement by so many groups required ongoing **teamwork** in terms of outreach, planning, delegation and facilitation of the event. Chapter leaders showed maturity and understanding in their approach to ensure a positive outcome, including their partnership with the FAST program. **Multicultural sensitivity and awareness** was a defining element as members focused on autism awareness and overcoming perceived barriers. This included research into activities to best engage participants as well as creating a lunch menu of favorite foods. Thorough **planning, organizing and management** skills were exhibited via outreach and meetings, progress reports, pre-activity planning, event layout, volunteer roles and in building relationships. The mission statement of the day sums it up best: **Activating Understanding Through Intentional Sincere Moments.**



## TRUNK-OR-TREAT

COMMUNICATION, TEAMWORK, PLANNING,  
ORGANIZING AND MANAGEMENT



### Plymouth South Technical High School, Massachusetts

Seeking to create a fundraiser that could become an annual event, members at Plymouth South Technical High School hosted a Trunk-or-Treat extravaganza. The chapter began planning in the summer, forming subcommittees to handle specific areas that included concessions, logistics (setup, cleanup, parking, business relations), children's activities and music. Committee chairs were charged with leading their committee and coordinating with the advisor and other committee chairs. This included outreach to local businesses to decorate trunks and hand out candy plus a variety of fun activities for children and families. Their efforts came to fruition with a spectacular Halloween/fall-themed event that took over the school parking lot and football field. Several businesses participated with creatively decorated trunks and lots of candy, and each visitor got to enjoy member-run stations ranging from face painting and arts and crafts to a haunted house. Not only did the chapter find a niche for an annual fundraiser, but they now have an event template, a strong base of customers and an enthusiastic group of business partners.

Quality **communication** was evident in the interaction by subcommittees, by committee chairs, in outreach to business partners and in publicizing the event to the local community. The subcommittee structure proved to be an effective use of **teamwork** as all members learned the value of their role relative to the team and its influence on a positive outcome. Team commitment and input were instrumental from start to finish. The initiative of members to begin **planning, organizing and management** several months ahead of the event was key in helping the chapter meet timelines and fundraising goals. Based on their success, it looks like the town of Plymouth has a new fall tradition.



chapter excellence  
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## EAST LAKE ELEMENTARY SCHOOL JINGLE JAM

TEAMWORK, MULTICULTURAL SENSITIVITY AND AWARENESS



### Union Grove High School, Georgia

The annual “Jingle Jam” celebration by Union Grove SkillsUSA members in December has become a holiday tradition. The event is held at a local elementary school that serves children from diverse socioeconomic and cultural backgrounds. The chapter creates and hosts interactive stations and a festive atmosphere for an evening of fun and friendship. Members are responsible for developing a plan of action for each station, including volunteer sign-ups, materials needed, pre-event coordination and logistical considerations. This often requires extra hours after school to meet timelines. In 2019, the chapter added two activity stations for a total of nine stations which required additional inventory and planning. As usual, the event was well-attended and enjoyed by all. In typical Union Grove fashion, over 60 volunteers supported set-up, station activities and clean-up. Members easily connected with students representing different ethnicities and religions including those who spoke different languages and those with learning disabilities.

Members exemplified **teamwork** skills by collectively planning and running their stations. At each station, they worked together to ensure children followed directions, had enough materials and prizes and could safely enjoy the activity. Teams were able to complete their assigned tasks with little or no supervision and followed-up on important items before and after the event. **Multicultural sensitivity and awareness** was demonstrated in how members treated each child equally regardless of their abilities and background. Everyone felt welcome and students readily embraced the opportunity to learn about new cultures and traditions. It's no surprise that teachers and students at East Lake Elementary enjoy having Union Grove members on campus and this was a wonderful way to represent SkillsUSA.

# SKILLSUSA CHALLENGE: THE GAME THAT WILL SHAPE YOUR FUTURE

COMMUNICATION, DECISION MAKING, TEAMWORK



## Upper Valley Career Center, Ohio

The SkillsUSA Framework illustrates a holistic approach to skills comprehension. Members at the Upper Valley Career Center appreciate this, which is why they conduct Framework Essential Elements Self-Assessments. On the assessment for workplace skills, they discovered the areas of communication, decision making and teamwork needed to be strengthened. In order to empower all members to improve in these areas, chapter officers developed the “The SkillsUSA Challenge.” Officers worked with committee members to establish six games (such as the human pyramid) centered on these elements with a team challenge involving each lab at school. Classes formed teams, games were facilitated in rotations and points were tallied to determine the winner. Officers led a debriefing at the conclusion of each rotation to discuss how the Essential Elements were applied. The event was so successful that even non-SkillsUSA members participated, for a total of 569 students involved. In the spirit of competition, the winning team was honored at a SkillsUSA meeting.

Effective **communication** was apparent in how officers presented “The SkillsUSA Challenge” to administration, publicized the event, held logistical meetings and delivered game instructions. It was also visible during activities when all members were called upon to clearly express themselves. Students were required to sign up for games, requiring decision making as to who would represent the team for each game. This evolved into strategic **decision making** as students had to make choices during the games in order to achieve desired results. **Teamwork** by chapter officers, student volunteers and individual teams enabled each member to experience what it means to be a team player and what it takes for teams to be effective. This was a tremendous example of hands-on application through friendly competition.



## ETIQUETTE DINNER

COMMUNICATION, MULTICULTURAL SENSITIVITY  
AND AWARENESS, LEADERSHIP



### Watertown High School, Wisconsin

The value of etiquette in a professional setting can never be underestimated. Members at Watertown High School took it upon themselves to develop mastery of professional etiquette through practice, preparation and application. Chapter officers invited members to receive lessons on different aspects of business etiquette with a pre- and post-assessments to show results. Before the etiquette training, the average test score was 76%. After the training, members scored an impressive 93%. Members then took a "True Colors" personality test to determine how each person's personality influences the workplace. The final piece was an appreciation dinner hosted by the chapter for industry partners at a local restaurant. Members organized all aspects of the dinner including a keynote speaker focused on the theme of "Me vs. We." Seven industry partners attended and at least two SkillsUSA members were seated at each table with a partner. Copies of the test were also on the table as a point of discussion with industry partners about how personality traits impact the workplace. Not only was this a great opportunity for members to practice soft skills and etiquette, but it gave industry partners a broader view of SkillsUSA.

**Communication** shined in how officers trained members in business etiquette and on a collective level as members interacted with industry partners at the dinner. **Multicultural sensitivity and awareness** was apparent in the chapter's use of the personality test. This helped each member understand different traits that impact the workplace and created an awareness of their own tendencies. **Leadership** by chapter officers to improve their knowledge of etiquette and that of their membership set a positive example. In turn, members embraced their leadership role in this activity. Miss Manners would be proud of these members.



## BLACK HISTORY MONTH VIDEOS

COMMUNICATION, MULTICULTURAL SENSITIVITY  
AND AWARENESS, LEADERSHIP



### Willow Canyon High School, Arizona

In an effort to foster multicultural sensitivity and awareness on campus, members at Willow Canyon High School collaborated with the Black Student Union (BSU) to create a series of videos for Black History Month in February. The videos consisted of students talking about their heroes such as Louis Armstrong to highlight the many talents of distinguished African Americans. The chapter worked with BSU members to film videos and also produced their own videos during class. This involved an impressive production effort consisting of research, consultations, studio production details and hours of video editing in class and after school. Even though timelines made it challenging to finish all the videos before the end of January, the chapter still achieved their goal of airing 29 videos, one for each day in February. The 40-second spots were featured during the school's TV program, the "Morning Roar," and were well-received by the student body. The chapter is already thinking ahead to next year and how they can further involve BSU students in this project.

An impressive level of **communication** was required in coordinating video specifics and interviews, in ensuring a consistent format, in editing B-roll down to 40-second clips and in the scheduling involved. **Multicultural sensitivity and awareness** served as the capstone for this effort as members did an exceptional job of highlighting the contributions of African Americans, and involving BSU students throughout the process. The videos were thoughtful, professional and informative while raising awareness. Student **leadership** was apparent through committee work, in student TV production and video skills, and in evaluating ways to improve for next year. The project was a beautiful tribute to honor Black History Month.



# CATAWBA VALLEY COMMUNITY COLLEGE 10TH GRADE EXTRAVAGANZA

JOB-SPECIFIC SKILLS, SERVICE ORIENTATION,  
PROFESSIONAL DEVELOPMENT



## Catawba Valley Community College, North Carolina

What's the best way to promote trade careers to high school students? Invite them for a visit! Members at Catawba Valley Community College did just that by holding a "10th Grade Extravaganza" on their college campus. With a focus on showcasing exciting opportunities available in the skilled trades and the value of SkillsUSA in developing career readiness, members organized a hands-on experience with simulated workplace scenarios. Chapter leadership and the technical skills committee partnered with the college's technical skills programs to deliver an agenda focused on work-based learning and technical skills demonstrations. Their leadership efforts were met with overwhelming enthusiasm as over 1,200 students, parents, teachers and administrators from nine schools attended the event. In total, 65 SkillsUSA members took part in making presentations or serving as tour guides to highlight 39 technical programs that can lead to fulfilling careers. Equally as impressive is the fact that this was the largest event showcasing career and technical education in North Carolina.

Technical demonstrations were an integral element of this experience, enabling members to give first-hand exposure to **job-specific skills** across several trade areas. The number of technical programs involved exposed participants to several career fields and the skills required for each. **Service orientation** was demonstrated in the chapter sharing opportunities in the skilled trades to high school sophomores and other constituencies. This was also evident through the public service and health technical program presentations. **Professional development** was applied as members developed engaging presentations, conducted hands-on activities and interacted with participants. The educational component not only benefited attendees but enabled SkillsUSA members to validate their learning and skills competencies through demonstration. The Catawba students were truly leading by example.





## SPECIAL EDUCATION SPA DAY

JOB-SPECIFIC SKILLS, SERVICE ORIENTATION



### Forsyth Central High School, Georgia

Showcasing skills in an educational and thoughtful manner is a worthwhile endeavor. That's exactly what SkillsUSA members in the cosmetology program at Forsyth Central High School achieved by hosting a special education spa day. Members combined their cosmetology knowledge and skills with an informative approach to expose special needs students to cosmetology and then provide a service. Chapter leaders reached out to the special education teacher at a local middle school to coordinate details, including the number of students and aids who would attend. Students created graphic organizers and talking points to explain cosmetology services to their spa day clients during the first 15 minutes of each appointment. They worked alongside teachers and aids to effectively verbalize instruction and address client sensory concerns as needed. Cosmetology students confirmed client requests, providing shampoo services, haircuts and styling as directed. Not only did cosmetology students gain proficiencies in serving special needs clients, but those receiving their services left with new knowledge about the cosmetology field along with that wonderful feeling that comes from going to the salon.

Members applied **job-specific skills** relative to the cosmetology field as well as those required in explaining cosmetology services in a comprehensive and effective manner. Members also received training on sensory issues and were able to effectively apply that expertise while working with special needs clients. **Service orientation** was incorporated throughout each aspect of planning, outreach and in providing services to students with a range of disabilities. Members exhibited a heart for service through a friendly and professional demeanor that made clients feel comfortable and welcome, demonstrating their technical skills training at its best.



## DRUNK BUSTERS

JOB-SPECIFIC SKILLS, SAFETY AND HEALTH



### Lanier Technical College, Georgia

Open dialogue regarding the dangers of driving while intoxicated can serve as a catalyst for positive change. Members at Lanier Technical College created an awareness of the effects of alcohol impairment by hosting an interactive event for their peers. Working with the criminal justice program and campus police, members secured funding to purchase two Drunk Busters peddle carts, 20 cones and seven pairs of Drunk Busters goggles with simulated alcohol levels. They also used a survey to help participants better understand and measure the consequences of impairment, including legal ramifications. On the day of the event, a total of 47 students participated with 97% showing a thorough understanding of the effects of driving while impaired. Not only did students realize the risks to their own health and safety but they learned about how their actions influence the health and safety of others. As an added bonus, participants got to enjoy a range of “mocktails” (non-alcoholic drinks) while participating. Since the chapter purchased the peddle carts and goggles, this activity will be available on other campuses at little to no cost.

**Job-specific skills** were gained in planning and facilitating the event, and as an unexpected learning tool for criminal justice students who volunteered. Conducting a school-wide educational effort, effectively collaborating with others and measuring results by using a survey provided a well-rounded approach. The **safety and health** focus on the dangers of impaired driving and the impact on individuals and the greater community addressed a serious societal issue. As members concluded, if this effort stops one student from drinking and driving they have made a proactive difference. The students who participated learned a sobering truth about drinking and driving.



## CALM DOWN KITS FOR SOCIAL EMOTIONAL LEARNING

SAFETY AND HEALTH, SERVICE ORIENTATION,  
PROFESSIONAL DEVELOPMENT



### Lynn Vocational Technical Institute, Massachusetts

With a focus on social and emotional learning (SEL), members at Lynn Vocational Technical Institute led an inspiring effort to assist children in their community. In collaboration with their school, members gained SEL knowledge while creating “calm down kits” for K-5 students with SEL needs. Chapter leaders enlisted the support of guidance counselors and the school psychologist to develop and present educational workshops about sensory needs and the importance of providing children with outlets to improve focus and learning. After the workshops, members enlisted the support of their peers to create kits. Each hand-decorated box held items that target the senses of touch, feel, hearing and sight to assist students in crisis when stress and anxiety are high. Kits included items such as glitter jars, Jacob’s ladders, rain sticks, bead and mesh tubing, maracas, weighted blankets and therapy putty. The result was 25 calm down kits and 300 sensory items. What’s more, 535 students participated in the effort. Elementary teachers have expressed overwhelming gratitude for these kits in calming students, reducing tantrums and improving attention.

**Health and safety** was a cornerstone of this project. By learning more about students with SEL needs, educating others about it and preparing kits, chapter members rendered first-hand support for the health and safety of others. Members embraced **service orientation** by leading an experiential service project that allowed them to use their newfound knowledge about SEL, while also giving back to younger students in the community. Students used **professional development** by creating and facilitating workshops with their peers, giving students a better conceptual understanding of SEL needs. They also created a survey, permission slip and promotional materials to engage student volunteerism and participation.



## FOOD PACKING EVENT "SKILLSUSA CAN END HUNGER"

SAFETY AND HEALTH, SERVICE ORIENTATION



### New Madrid Technical Skills Center, Missouri

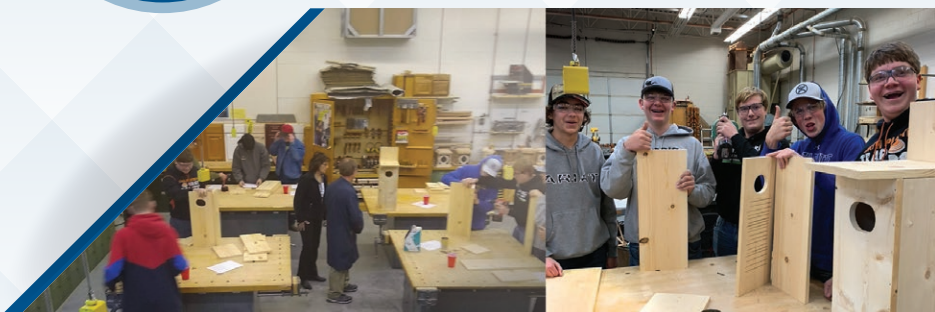
Members at the New Madrid Technical Skills Center used education, awareness and hands-on learning to conduct a hunger relief campaign for their local community and those affected by the earthquake in the Philippines in 2019. Chapter leaders and committee members addressed hunger statistics, the importance of nutrition and how to properly pack meals without waste. This was supported by a quiz that every student passed so they could each verbalize the importance of nutrition and ways to ease hunger. The public relations committee amplified this effort, reaching out to state and local governments, elected officials, healthcare systems, policymakers, their school district, local farmers and community organizers to solicit donations and promote the cause. The community rallied with the chapter collecting \$3,000 in donations, and 120 volunteers packed 16,000 meals. Food was delivered to shelters, the local food pantry, and 35 cases of prepared meals were sent to the Philippines. Money that was left over after purchasing food was used to provide 25 homeless veterans with pop-up tents, coats, gloves, warm clothes, blankets and pillows.

The chapter advocated **safety and health** by fostering a public understanding of hunger as it relates to health and mental outcomes, early childhood development, school readiness, economic stability, health equity and overall well-being. This was also shown in how students packed meals according to safety and health standards. **Service orientation** was illustrated in acquiring the necessary donations to purchase food supplies, and in the care taken while packing nutritious meals. Member contributions within the chapter and through widespread community engagement reached hundreds of people in achieving their goal of becoming one step closer to ending hunger locally and globally.



## WOOD DUCK NESTING BOX BUILDING

JOB-SPECIFIC SKILLS, SAFETY AND HEALTH



### North Platte High School, Nebraska

Members at North Platte High School combined shop safety with community service by building wooden nesting boxes for Ducks Unlimited. The project emphasized the importance of safety practices, quality craftsmanship and skills development. Students watched a demonstration video on how to build the boxes, and advisors emphasized the importance of wearing protective eyewear, proper clothing and closed-toe shoes when working with tools. On the day of the project, safety glasses, instruction sheets, materials and tools were organized on tables for students to use as they began construction. Working together in teams and using correct safety protocols, members successfully constructed five nesting boxes. They also achieved established activity goals with 70% of members participating in box building, 100% wearing prescribed safety gear, 100% safely using power tools and 92% receiving a perfect score on the safety test. The boxes were welcomed by Ducks Unlimited, which uses them to help boost local wood duck populations and those of other cavity-nesting birds.

**Job-specific skills** were demonstrated in how members followed specific instructions, correctly used tools and were able to apply best practices in constructing the boxes. They were also evident in the preparation of materials and tables for the project and in communicating with teammates to successfully complete each box. **Safety and health** were paramount as members learned about the importance of protective eyewear and clothing when working with power tools. By taking a safety test, their mastery in this area was confirmed. They also learned about the value of clean-up after construction, putting hammers, drills and unused nails and screws away to avoid unnecessary injuries. Quality work and happy ducks was the final result of the chapter project.



## CONSTRUCTION INTERNSHIPS

JOB-SPECIFIC SKILLS, SAFETY AND HEALTH,  
PROFESSIONAL DEVELOPMENT



### Valley Academy for Career and Technology Education, Arizona

On-the-job skills application and relationship-building with future employers makes for a bright outlook. That's exactly what members at the Valley Academy for Career and Technical Education embarked upon by pursuing professional certifications, working on job-specific skills and applying for paid internship opportunities. Members set out on a tight deadline in the fall of 2019 with 90% earning OSHA 10-Hour cards and CPR certifications before October. By mid-December, 95% had completed job applications and company paperwork. Meanwhile, students continued to hone their masonry and carpentry skills taught in class with 100% passing all exams. By securing professional internships, members have been able to work on job specific skills in their chosen field alongside professional contractors. More than 70% also had the privilege of participating in the SkillsUSA Signing Day event, which was icing on the cake.

The Essential Elements of **job-specific skills, safety and health**, and professional development were wrapped into every aspect of this initiative. The chapter took classroom learning and application to the next level by preparing students for real-world opportunities. Job specific skills were taught in the classroom and practiced alongside industry professionals through internships. Safety and health were prioritized by students achieving OSHA 10-Hour cards and CPR certifications, showing a notable commitment to their trade. Professional development was witnessed in students learning how to complete job applications and company paperwork, through the internship opportunities offered, and in students taking the initiative to set themselves up for success. It also positions the chapter to partner with local construction companies for the long term as more and more students seek internship opportunities.



## EMPTY BOWLS AND FOOD DRIVE

JOB-SPECIFIC SKILLS, SERVICE ORIENTATION



### Woodland High School, Washington

The Empty Bowls project to fight hunger has been a traditional service orientation project for SkillsUSA members at Woodland High School for several years. Recognizing an even greater need for the success of this project in their struggling community, the chapter took their efforts to the next level in terms of involvement and donations. As perspective, an average of 650 families use the local food bank in Woodland each month. Enlisting the support of the entire student body and actively advertising their goals, the chapter put forth a monumental food drive challenge to each high school class and the school faculty. By harnessing school spirit and friendly competition, members collected 2,227 perishable food items for the community, crushing last year's collection of 452 items. Their efforts did not end there as culinary students prepared soups, breads and beverages for the chapter's Empty Bowls fundraising event in December. An outpouring of support helped them raise nearly \$4,000 to fill donation shortages at the Woodland Action Center.

Students used **job-specific skills** in a coordinated team effort to engage the student body in an important challenge, complete with timelines, contest rules and collection sites. Chapter leadership delegated roles and followed through on responsibilities. Culinary students used specific skills by catering the fundraising event, which also included front-of-house skills serving the community. **Service orientation** was apparent in member awareness of food shortages in the community and in their competence for setting and achieving significant goals. When items were collected, members were meticulous in counting, sorting and packing. They were also strategic in their advertising efforts with posters, daily announcements, parent newsletters and reader boards. The project embodied neighbors helping neighbors.

# Congratulations to the Overall MOE Winners

Based on Virtual Interviews and Framework Application

## Personal Skills

### Cheyenne Central High School, Wyoming

"The students really put their hearts into this project and exhibited the passion needed in today's workforce. When you merge student enthusiasm with framework application, you will see excellent results. The Framework is the compass that guides every activity. We sit down at the first of the year and plan all of our activities so that every one of them incorporates the framework. We did a community service with unaccompanied minors and used our skills to build bunk beds, get the materials and set up work parties and to fund-raise and get it all finished. It works with all activities." — **Brian Stevenson**, advisor

## Workplace Skills

### Kofa High School, Arizona

"Wow, what an honor for our Kofa High School chapter to be chosen as the top MOE chapter in workplace skills. Every year our chapter advisors and students work hard to choose from our many activities the ones we feel best represent the SkillsUSA Framework and the Essential Elements. There are so many SkillsUSA chapters doing amazing work, and to be chosen as a top MOE chapter is very humbling. I would tell other advisors, 'Just do it!' The SkillsUSA Framework and its Essential Elements give you a great foundation and guide to teach the lessons for career readiness. You are already doing this training, so why not use the vocabulary that will allow each CTE student to tell their own SkillsUSA story." — **Bradley Graham**, advisor

## Technical Skills

### Lynn Vocational Technical Institute, Massachusetts

"From the onset, the endeavor to work on a social-emotional topic required students to genuinely understand why it's important. While this is a buzz-worthy topic, students didn't fully understand it until a fellow member shared his experience. This personal connection made the development of each skill truly essential. The relevance of activities to the community and students is an integral part of framework application. Sit with your officer team and ask them: 'What is important to you and our community? What are the pressing needs in our community or school that we might be able to impact?' Spending time to hear students reflect on what they find important is the best way to build commitment, passion and a personal investment. Once a concept is identified, build out the project based on the Framework. Try to create a symbiotic development of both the project and its connection to the Framework and Essential Elements. This takes time, but when the project concludes, students develop a mastery of essential skills and a deeper passion for their SkillsUSA chapter, school and community." — **Jason McCuish**, advisor





**THANK YOU**  
**Kreg Tools**  
**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.

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