

Chapter Excellence Program

Level 2 Application Template



Level 2 - Chapter of Distinction Indicators

ALL FOUR (4) of these Level 2 Essential Activities must be marked YES to submit a Level 2 Application.

Essential Activities

Conducted officer training

Conducted a chapter recruitment activity (i.e. membership drive, middle school presentation)

Members are engaged in committee structure to implement chapter activities

Plan to participate in State Leadership and Skills Conference

Indicator Met?

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

At LEAST SEVEN of these Level 2 Chapter of Distinction Indicators must be marked YES to submit a Level 2 Application.

Chapter of Distinction Indicators

75% of eligible students are SkillsUSA members

Held executive committee meetings with local chapter officers

Conducted an activity to engage business and industry partners

Students attended Fall Leadership Conference Chapter of Distinction Indicators

Chapter members attended one activity above the chapter level excluding Fall Leadership Conference

A report of chapter activities/accomplishments is presented to the school board

Held SkillsUSA local technical area Championships

Held SkillsUSA local leadership/occupational area Championships

Celebrated SkillsUSA Week through chapter activities

One or more articles were published in local media

Local chapter has a social media or web presence

Has a state officer candidate this year

A chapter awards program or banquet is conducted on the local level in which all members may attend

Participate in Career Essentials: Experiences (Adult, Advanced, Fundamental or Exploratory)

Registered to Participate in SkillsUSA Signing Day

Participated in an advocacy event (local, regional, state or national)

Planned, organized and managed a Work-Based Learning experience for at least 25% of members

Indicator Met?

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

☐ YES ☐ NO

Personal Skills Activity (cannot be the same activity as used in Level 1)

Name of Activity:

A. Which framework elements apply to the activity? (select only ONE which will be intentionally focused on)

- ☐ Integrity
- ☐ Adaptability / Flexibility
- ☐ Responsibility
- ☐ Professionalism
- ☐ Work Ethic
- ☐ Self-Motivation

B-1. What was the Essential Element goal of the activity (Provide ONE Intentional Essential Element SMART goal) (1,500 characters max)

B-2. Provide 3 SMART goals that are most necessary to the success of the activity. (1,000 characters max)

C. Provide a Plan of Action for the Activity and FW/EE (who, what, when, where, why) (2,000 characters max)

- Consider including answers to the following prompts: Identify how/why you choose the FW/EE and activity of focus. What EE content will be taught and how will the EE content be taught? Who will perform the duties to meet the four goals (committee and individual assignments)? What will need to be accomplished to meet the four goals? The timeline for completing assignments which meet the goals. Identify where the activity will take place. The activity budget.

D-1. Activity Outcomes (Tell your story on what was accomplished. What was the impact to the community, school, members, etc.?) (1,200 characters max) Note: Make this answer more of a narrative, rather than writing technically.

D-2. Explain how students developed, applied, and demonstrated their chosen essential element, showcasing learning, application, and growth. (1,200 characters max)

For sections E-1 to E-4, review and report on the five aspects of the SMART goals and list successes and possible improvements needed.

E-1. Essential Element Goal Evaluation/Impact/Results (from B-1) (800 characters max)

Include reflection and evaluation on the goal, as well as impact and results data. If you selected 'unmet' for this goal, please provide circumstances or reasoning as to why the goal was unmet and explain what would be done differently next time to meet the goal.

☐ Exceeded ☐ Partially Exceeded ☐ Met ☐ Unmet

E-2. SMART Goal #1 Evaluation/Impact/Results (from B-2) (500 characters max)

Include reflection and evaluation on the goal, as well as impact and results data. If you selected 'unmet' for this goal, please provide circumstances or reasoning as to why the goal was unmet and explain what would be done differently next time to meet the goal.

☐ Exceeded ☐ Partially Exceeded ☐ Met ☐ Unmet

E-3. SMART Goal #2 Evaluation/Impact/Results (from B-2) (500 characters max)

Include reflection and evaluation on the goal, as well as impact and results data. If you selected 'unmet' for this goal, please provide circumstances or reasoning as to why the goal was unmet and explain what would be done differently next time to meet the goal.

☐ Exceeded ☐ Partially Exceeded ☐ Met ☐ Unmet

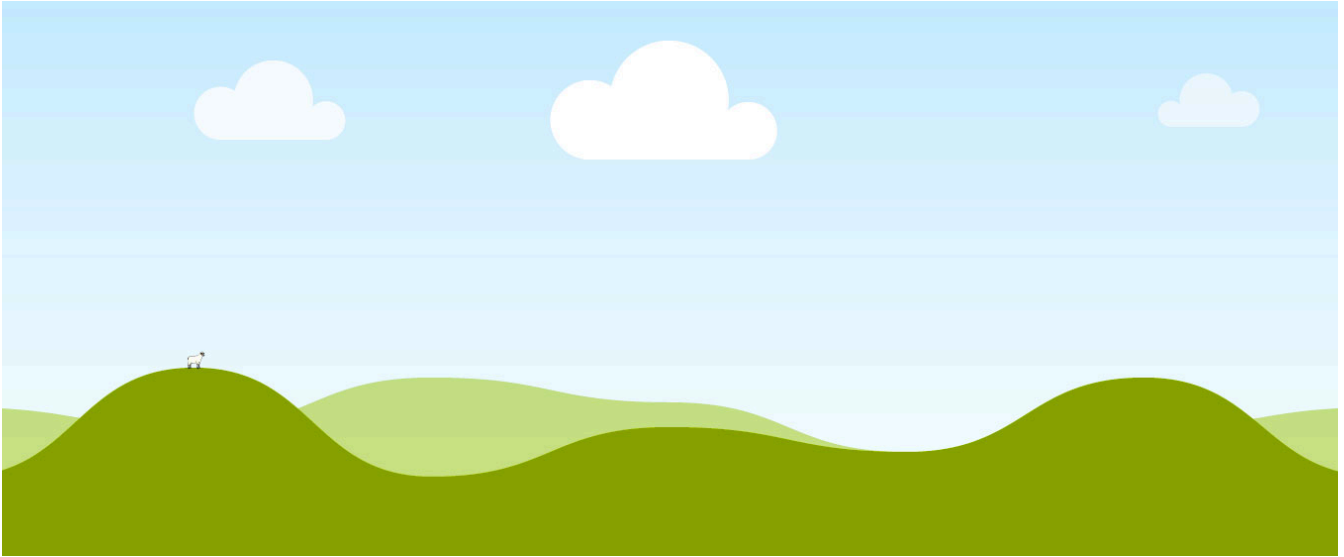
E-4. SMART Goal #3 Evaluation/Impact/Results (from B-2) (500 characters max)

Include reflection and evaluation on the goal, as well as impact and results data. If you selected 'unmet' for this goal, please provide circumstances or reasoning as to why the goal was unmet and explain what would be done differently next time to meet the goal.

☐ Exceeded ☐ Partially Exceeded ☐ Met ☐ Unmet

Upload a single photo of members participating in the activity & Provide a Caption for your image (550 characters max)

- Collages not allowed, must be single photo.
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Workplace Skills Activity (cannot be the same activity as used in Level 1)

Name of Activity:

A. Which framework elements apply to the activity? (select only ONE which will be intentionally focused on)

- ☐ Communication
- ☐ Multi-Cultural Sensitivity & Awareness
- ☐ Decision Making
- ☐ Planning, Organizing & Management
- ☐ Teamwork
- ☐ Leadership

B-1. What was the Essential Element goal of the activity (Provide ONE Intentional Essential Element SMART goal) (1,500 characters max)

B-2. Provide 3 SMART goals that are most necessary to the success of the activity. (1,000 characters max)

C. Provide a Plan of Action for the Activity and FW/EE (who, what, when, where, why) (2,000 characters max)

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D-1. Activity Outcomes (Tell your story on what was accomplished. What was the impact to the community, school, members, etc.?) (1,200 characters max) Note: Make this answer more of a narrative, rather than writing technically.

D-2. Explain how students developed, applied, and demonstrated their chosen essential element, showcasing learning, application, and growth. (1,200 characters max)

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E-2. SMART Goal #1 Evaluation/Impact/Results (from B-2) (500 characters max)

Include reflection and evaluation on the goal, as well as impact and results data. If you selected 'unmet' for this goal, please provide circumstances or reasoning as to why the goal was unmet and explain what would be done differently next time to meet the goal.

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E-3. SMART Goal #2 Evaluation/Impact/Results (from B-2) (500 characters max)

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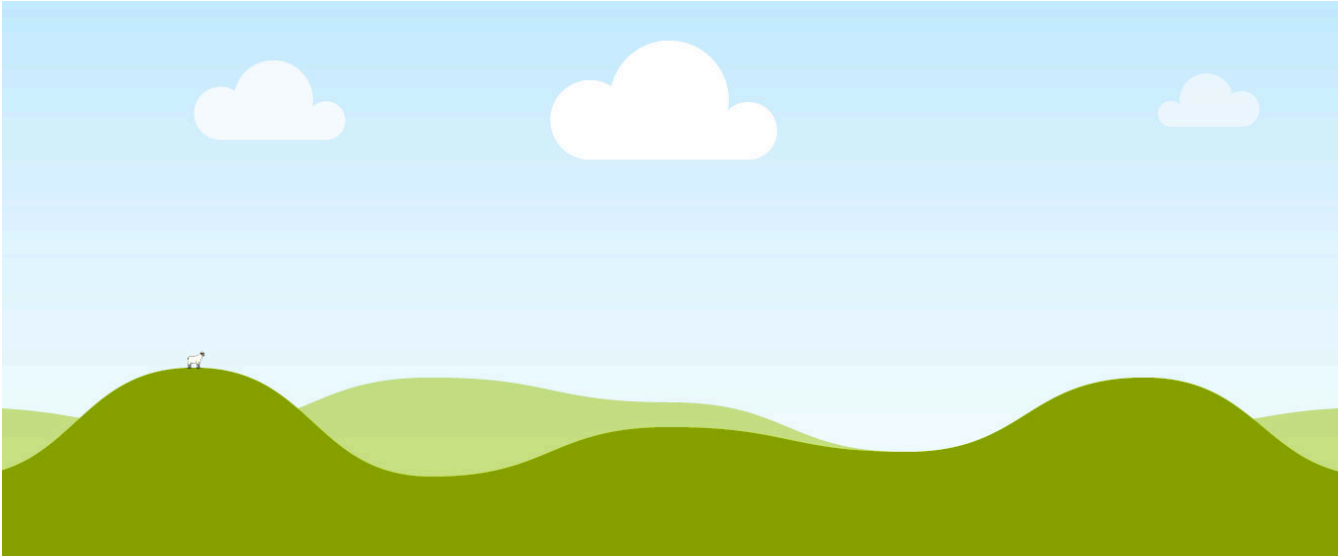
E-4. SMART Goal #3 Evaluation/Impact/Results (from B-2) (500 characters max)

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Technical Skills Activity (cannot be the same activity as used in Level 1)

Name of Activity:

A. Which framework elements apply to the activity? (select only ONE which will be intentionally focused on)

- ☐ Computer & Technology Literacy
- ☐ Service Orientation
- ☐ Job Specific Skills
- ☐ Professional Development
- ☐ Safety & Health

B-1. What was the Essential Element goal of the activity (Provide ONE Intentional Essential Element SMART goal) (1,500 characters max)

B-2. Provide 3 SMART goals that are most necessary to the success of the activity. (1,000 characters max)

C. Provide a Plan of Action for the Activity and FW/EE (who, what, when, where, why) (2,000 characters max)

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E-2. SMART Goal #1 Evaluation/Impact/Results (from B-2) (500 characters max)

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E-3. SMART Goal #2 Evaluation/Impact/Results (from B-2) (500 characters max)

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E-4. SMART Goal #3 Evaluation/Impact/Results (from B-2) (500 characters max)

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