



2026

MODELS *of*
EXCELLENCE

FOR EXCELLENCE IN PERSONAL,
WORKPLACE AND TECHNICAL SKILLS

2026 MODELS of EXCELLENCE BEST PRACTICES

July 2026

Dear SkillsUSA advisors, members and advocates,

It's an honor and privilege to recognize the exemplary efforts of our Models of Excellence (MOE) finalists, representing the highest level of our SkillsUSA Chapter Excellence Program (CEP).

Our MOE chapters inspire us with their resourcefulness, skills application and meaningful community outreach. Achieving MOE status means chapters and their members were willing to take on challenges, think outside the box and embrace the SkillsUSA Framework. Deepening chapter engagement at the local level allows students to practice and master their personal, workplace and technical skills, which fosters career readiness. We applaud every MOE chapter for their role in establishing the legacy of CEP to prepare students for the world of work.

I also want to thank those who support SkillsUSA at the local, state or national level with their time, talent and financial support. The impact of that commitment can be seen in all the chapters celebrated this year. Their work leaves no doubt that career and technical education plays a pivotal role in preparing students for successful careers.

As you read through the following pages, I'm confident you will be inspired by innovative approaches, intentional learning and mastery of essential skills by our members. The MOE experience truly fulfills SkillsUSA's mission to empower students to become skilled professionals, career-ready leaders and responsible community members.

We are SkillsUSA!

In gratitude,



Chelle Travis
SkillsUSA Executive Director

THE TOP 3 SKILLSUSA MODELS OF EXCELLENCE FOR 2026

Personal Skills

Warren High School (California)

Workplace Skills

Tennessee College of Applied Tech – Pulaski (Tennessee)

Technical Skills Grounded in Academics

East High School (Wyoming)



chapter excellence
program

THE SKILLSUSA FRAMEWORK — BUILDING FUTURES, CHANGING LIVES

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

What do students need for career readiness? We believe the answer resides in the SkillsUSA Framework for developing **Personal, Workplace and Technical Skills Grounded in Academics**. 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 guiding our members on a pathway to fulfillment.

SkillsUSA Framework



SkillsUSA has an impact on the lives of America's future workforce through the development of Personal, Workplace and Technical Skills that are Grounded in Academics.

THE CHAPTER EXCELLENCE PROGRAM

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

CEP recognizes achievement as it relates to the integration of the SkillsUSA Framework in chapter Program of Work activities. As a chapter's yearly action plan, the Program of Work is at the heart of student learning and employability development. By using the Framework as a guide, chapters have a blueprint for creating relevant activities that encourage participation and foster an understanding of student learning attained during each activity. The Framework's focus on intentional learning turns the Program of Work into more than just a planning tool. Using the Framework, the Program of Work becomes the vital conduit that links students to the application of **Personal, Workplace and Technical Skills** demanded by industry.

Within these areas, there are specific Essential Elements tied to each. These Essential Elements are high-demand employability skills as defined by industry, and the benchmark for measuring student success during an activity. If students learn the Essential Element of responsibility during a personal skills activity, the Framework requires that a chapter be specific regarding the how and why students learned responsibility. This conscientious approach gives added meaning to the valuable experience gained by students in the planning, organization and implementation of activities. Most importantly, this approach actualizes SkillsUSA's mission to "empower students to become skilled professionals, career-ready leaders and responsible community members" on the chapter level.

Every chapter is encouraged to participate in CEP, and there are three award levels to recognize program involvement. The first two levels are acknowledged by a chapter's state association, and the third level is recognized nationally through Models of Excellence (MOE). Each level is designed to give chapters a benchmark for success and future improvement, leading to stronger chapters and more prepared students. The more a chapter applies the Framework in a meaningful and measured way, the greater the opportunity for CEP honors.



THE TOP 24 SKILLSUSA MODELS OF EXCELLENCE FOR 2026

Personal Skills

Warren High School (California)
Mount Zion High School (Georgia)
Hancock County Technical Center (Maine)
Greater Lowell Tech High (Massachusetts)
Hobbs High School (New Mexico)
Eastern Center For Arts and Tech (Pennsylvania)
Center for Advanced Technical Studies (South Carolina)
Putnam Career & Technical Center (West Virginia)

Workplace Skills

Granite Hills High School (California)
Serrano High School (California)
East Hall High School (Georgia)
Center of Applied Tech North (Maryland)
Thomas Edison High School of Technology (Maryland)
WEMOCO Career and Technical Education Center (New York)
Tennessee College of Applied Tech-Pulaski (Tennessee)
Conroe High School (Texas)

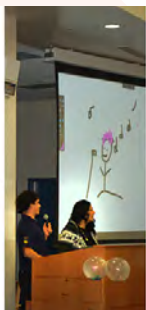
Technical Skills Grounded in Academics

Estrella Foothills High School (Arizona)
Desert Star Academy (Arizona)
River Islands High School (California)
Waukegan High School (Illinois)
Southern Adirondack Educational Center (New York)
Nash Community College (North Carolina)
Vanguard-Sentinel CTC – Vanguard Campus (Ohio)
East High School (Wyoming)



EMPLOYMENT SEMINAR: LINKEDIN AND PERSONAL RESUME WORKSHOP

PROFESSIONALISM



Warren High School, California

SkillsUSA members at Warren High School developed professionalism through an Employment Seminar focused on LinkedIn and professional resume development. Planned and led by the chapter's Workplace Experience and Partnership and Professional Development committees, the workshop provided members with resources and guidance for creating resumes, building LinkedIn profiles and developing an online presence that reflects their career goals and technical abilities. Members also explored employment platforms such as LinkedIn, Indeed and Glassdoor while learning strategies for presenting themselves professionally to employers.

A highlight of the seminar was the use of a fellow SkillsUSA member's successful LinkedIn profile as an example of how students can begin building a professional presence while still in high school. Members discussed best practices for creating professional profiles and began developing their own profiles that they can continue refining as they prepare for future employment opportunities.

Students left with practical workforce readiness tools and greater confidence in communicating their skills and experiences. Following the workshop, chapter leaders recognized opportunities to expand hands-on learning in future workshops, demonstrating their commitment to continuous improvement and creating more opportunities for students to develop and practice career-readiness skills such as professionalism.



SAVING OUR DAUGHTERS EVENT

SELF-MOTIVATION



Mount Zion High School, Georgia

SkillsUSA members at Mount Zion High School demonstrated self-motivation by planning and filming the Saving Our Daughters—Empowering Girls through Television & Film event featuring actress Terri J. Vaughn. Students in the Audio-Video Technology & Film pathway independently selected production roles, developed shot lists, prepared equipment and coordinated event coverage with minimal instructor prompting. Their responsibilities extended beyond the event itself to organizing and submitting footage for post-production within 48 hours.

Throughout the project, members took ownership of every stage of the production process. They attended planning meetings, created production timelines and checklists, arrived early to prepare equipment and adapted to the demands of a live event while working collaboratively to capture professional-quality footage. The finished video preserved an inspiring message for the school community while showcasing students' technical skills and professionalism.

The activity demonstrated that self-motivation can be developed by giving students meaningful responsibility and the opportunity to work independently in real-world situations. Through planning, executing and completing a professional media production, members strengthened their confidence, accountability and career readiness while supporting an event that empowered young women in their school community.



HOMEGROWN FAIR

PROFESSIONALISM



Hancock County Technical Center, Maine

After completing the SkillsUSA Essential Element Assessment at the beginning of the school year, students in the Business Leadership & Hospitality Program identified professionalism as an area for growth. In response, they planned and coordinated their school's participation in the local HomeGrown Fair to intentionally develop their professionalism skills. Over several months, members worked with instructors and a community partner to develop a unified booth representing the school's career and technical education programs. Students created proposals, coordinated participation across multiple programs, organized materials and timelines, and applied professional communication and planning skills throughout the project.

During the HomeGrown Fair, students showcased their CTE programs while interacting with families, community members and local partners. The booth highlighted the opportunities available through career and technical education while giving students the opportunity to practice professional communication, teamwork and organization in an authentic public setting.

The project demonstrated that professionalism includes planning, organization, accountability and collaboration. By leading the school's participation in a community event, students strengthened their confidence while developing career-ready skills through a meaningful real-world experience.



SKILLSUSA OUTREACH CHALLENGE — READY, SET, ADAPT!

ADAPTABILITY/FLEXIBILITY



Greater Lowell Technical High School, Massachusetts

SkillsUSA members at Greater Lowell Technical High School strengthened adaptability and flexibility through the annual SkillsUSA Outreach Challenge — Ready, Set, Adapt!, held in conjunction with the school's 8th-grade Open House. More than 100 SkillsUSA members participated in the event, showcasing all 23 of the school's technical programs.

Through student-led, program-specific interactive stations, more than 3,000 community members experienced technical education firsthand while student members responded to each surprise obstacle by thinking creatively, remaining flexible and maintaining a positive experience for visitors. Alumni and industry partners evaluated students' ability to adapt and provided feedback following the event, reinforcing learning through industry perspectives.

The project demonstrated that adaptability is a skill that can be intentionally developed through experiences that require resilience, creative thinking and collaboration. By challenging students to expect the unexpected, the chapter helped members build confidence in their ability to overcome obstacles while preparing them for the changing demands of school, work and life.



BAKE FOR GOOD: SOURDOUGH BREAD LESSON

ADAPTABILITY/FLEXIBILITY



Hobbs High School, New Mexico

SkillsUSA members at Hobbs High School strengthened adaptability and flexibility through the Bake for Good Sourdough Project. Working in small groups over three weeks, students cultivated sourdough starters, maintained daily observation logs and baked loaves of sourdough bread while learning how changing conditions can affect the baking process. Throughout the project, members adapted to varying temperatures, humidity, kitchen conditions and group dynamics while refining their techniques to produce quality loaves.

As students mixed, fermented and baked their bread, they discovered that successful sourdough baking requires patience, observation and a willingness to adjust to changing circumstances. Members documented daily changes in their starters, learned to troubleshoot baking challenges and worked together to keep the project on schedule despite unexpected obstacles.

After baking, students donated their finished loaves to the Opportunity House, a local non-profit, extending the impact of the project beyond the classroom through community service. The experience demonstrated that adaptability and flexibility can be developed through challenges that require perseverance, teamwork and thoughtful problem-solving while making a positive difference in the community.



MIND OVER MISUSE

RESPONSIBILITY



Eastern Center for Arts and Technology, Pennsylvania

Students at Eastern Center for Arts and Technology strengthened responsibility through Mind Over Misuse, a student-led substance misuse awareness program that combined classroom instruction with hands-on learning experiences. Student presenters developed the lesson, organized activities and partnered with community organizations to deliver an interactive program that challenged participants to make informed, responsible decisions about substance use. Throughout the lesson, students completed pre- and post-assessments while participating in impairment simulations that demonstrated how substance use affects coordination, judgment and decision-making.

Using impairment goggles and other interactive activities, participants experienced how even simple tasks become more difficult when judgment is impaired. Guided discussions and reflection activities encouraged students to consider the effects of peer pressure, personal choices and the consequences those decisions can have on themselves and others. Student leaders also demonstrated responsibility by managing materials, ensuring participant safety and coordinating the program with community partners.

The project demonstrated that responsibility can be developed by helping students understand the real-world consequences of their actions while providing opportunities to practice thoughtful decision-making. Through education, reflection and experiential learning, members gained a greater appreciation for personal accountability and the importance of making responsible choices in school, the workplace and everyday life.



HOLIDAY TREE FESTIVAL

RESPONSIBILITY



Center for Advanced Technical Studies, South Carolina

After taking the SkillsUSA Framework Essential Element Assessment, student officers at the Center for Advanced Technical Studies identified responsibility as an area for growth, recognizing that many students struggled with prioritizing tasks, staying focused and seeing assignments through to completion. To address this need, they intentionally adapted their annual Holiday Tree Festival to provide students with opportunities to strengthen this skill.

Through the annual Holiday Tree Festival, a schoolwide event that invited every career and technical education program to design and create a holiday display representing its pathway, student leaders coordinated planning, developed timelines, communicated expectations, organized event logistics and ensured each display was completed in time for the community celebration. Visitors voted for their favorite displays through donations, with all proceeds benefiting charities selected by the participating programs.

During the two-hour event, more than 360 students participated in creating displays while over 225 community members attended to enjoy themed activities, games, crafts and interactive exhibits. Students welcomed visitors, represented their programs and worked together to create a memorable experience for families while raising more than \$700 for five local charities.

The Holiday Tree Festival demonstrated that responsibility can be developed through student-led planning, accountability and following through on commitments.



COMMUNITY DENTAL OUTREACH

PROFESSIONALISM



Putnam Career and Technical Center, West Virginia

Students in the Dental Assisting program at Putnam Career and Technical Center strengthened professionalism through the Community Dental Outreach Project, partnering with FamilyCare Dental to provide oral healthcare services during 10 community clinics. Working alongside dental professionals, students assisted with patient care, digital imaging, sterilization and chairside procedures while applying classroom learning in an authentic clinical setting.

Throughout the project, members demonstrated professionalism by maintaining patient confidentiality, following OSHA and infection control standards, communicating respectfully and functioning as active members of the dental team.

As students interacted with patients, they learned that earning patient trust depends on clear, professional communication, strengthening an essential skill expected in the healthcare profession. Instructor observations, reflections and feedback from FamilyCare Dental highlighted students' growth in professionalism, accountability and composure.

The Community Dental Outreach Project demonstrated that professionalism can be developed through experiences that combine technical skill with compassionate service. By providing quality care to underserved community members, students strengthened their career readiness while making a difference in the lives of others.



SUCCESSFUL BLOOD DRIVES WITH PROPER PLANNING, ORGANIZING AND MANAGEMENT

PLANNING, ORGANIZING AND MANAGEMENT



Granite Hills High School, California

The Granite Hills High School SkillsUSA chapter, in conjunction with the CTE Medical Pathway at Granite Hills High School strengthened their planning, organizing and management skills by coordinating four community blood drives throughout the school year. Working in partnership with the local blood bank, chapter officers and members managed donor recruitment, volunteer assignments, scheduling and event logistics while supporting medical professionals during each drive.

Throughout the project, students conducted classroom presentations, promoted the events, coordinated donor sign-ups, managed volunteer shifts and guided donors through the registration, donation and recovery process. Their careful planning and organization resulted in more than 400 blood donations, exceeding the chapter's goal while providing students with hands-on experience in leadership, communication and event management.

Coordinating each community blood drive event, from planning through execution, students strengthened the planning, organizing and management skills essential for success in the workplace.



VETERANS DINNER

PLANNING, ORGANIZING AND MANAGEMENT



Serrano High School, California

Students at Serrano High School strengthened their planning, organizing and management skills by coordinating the annual Veterans Appreciation Dinner, an event honoring more than 500 local veterans and their families. SkillsUSA officers worked with community sponsors and multiple career and technical education programs to coordinate event logistics, finalize schedules, assign volunteer responsibilities and prepare the gymnasium for an evening of recognition and service.

During the event, students welcomed guests, coordinated check-in, prepared and served meals, assisted with seating and ensured that every veteran was personally greeted and formally recognized with a token of appreciation. Collaboration among SkillsUSA members, Cadet Corps, Firefighting, Restaurant Management, FFA and community partners created a seamless event that honored those who served while strengthening connections between the school and the local community.

Through the Veterans Appreciation Dinner, students cultivated planning, organizing and management skills through preparation, communication and teamwork while leading a large-scale community service event that created a meaningful experience for hundreds of veterans and their families.



FUNDRAISER DISCOUNT CARDS

COMMUNICATION



East Hall High School, Georgia

Students at East Hall High School strengthened their communication skills through a Discount Card Fundraiser supporting SkillsUSA competitions and career and technical education programs. Members developed sales pitches, created promotional materials and used social media, school events and face-to-face interactions to explain the purpose and value of the fundraiser while encouraging community support.

Throughout the project, students practiced communicating with a variety of audiences, adapting their message, answering questions and professionally representing their chapter and career pathways. Their efforts resulted in the sale of 1,150 discount cards, exceeding the chapter's goal while raising funds to support competition expenses and equipment for the Heavy Equipment, Automotive and Graphic Design programs.

Through this activity, students stepped into real-world roles as communicators, leaders, and ambassadors for their school and community. By leading the fundraising effort, members strengthened valuable communication skills while supporting the future success of their chapter and technical programs.



CULTURAL COOKIE PROJECT

MULTICULTURAL SENSITIVITY AND AWARENESS



Center of Applied Technology North, Maryland

Students in the Baking & Pastry program at the Center of Applied Technology North strengthened multicultural sensitivity and awareness through the Cultural Cookie Project. Members researched baking traditions from 13 countries, prepared authentic recipes and created informational pamphlets explaining the history and cultural significance of each cookie. Working collaboratively, students assembled Cultural Cookie Exchange boxes that were distributed to international families and school staff during the holiday season.

Students expanded the project's impact by volunteering at a local elementary school's Winter Wonderland event, where they shared cookie decorating techniques and distributed more than 300 international cookie decorating kits featuring designs representing a variety of holidays and cultures. Through these experiences, members celebrated cultural diversity while helping younger students and families learn about traditions from around the world.

The Cultural Cookie Project demonstrated that multicultural sensitivity and awareness can be developed by learning about, appreciating and sharing the traditions of others. By combining technical baking skills with cultural research and community engagement, students strengthened empathy, cultural competence and professional readiness while creating meaningful connections within their community.



UNITY BASH AND HERITAGE MONTH CELEBRATIONS

MULTICULTURAL SENSITIVITY AND AWARENESS



Thomas Edison High School of Technology, Maryland

Students at Thomas Edison High School of Technology strengthened multicultural sensitivity and awareness through Celebrating Multiculturalism: Unity Bash, a semester-long initiative that included heritage month spirit weeks and culminated in a student-led celebration of the school's diverse community. SkillsUSA officers and class representatives planned heritage month activities, created promotional materials and coordinated culturally relevant entertainment, food and interactive activities that reflected the backgrounds and experiences of their classmates.

More than 28 student leaders worked together to organize the Unity Bash, which welcomed over 135 students and featured music, dance, culturally diverse meals and inclusive team-building activities. Students intentionally highlighted multiple heritage months, partnered with community members and reflected the cultures represented within their school while creating an environment where all students felt welcomed and valued.

By making cultural inclusion an ongoing part of the chapter's Program of Work, students fostered a stronger sense of belonging while developing multicultural sensitivity and awareness skills.



FORMAL PROCLAMATION OF SKILLSUSA WEEK FROM MONROE COUNTY LEGISLATURE

PLANNING, ORGANIZING AND MANAGEMENT



WEMOCO Career and Technical Education Center, New York

Students at WEMOCO Career and Technical Education Center strengthened their planning, organizing and management skills through a five-month effort to secure a formal proclamation recognizing SkillsUSA Week from the Monroe County Legislature. The Senior Officer Team members researched workforce development and career and technical education, developed detailed project plans, assigned responsibilities, coordinated resources and conducted legislative outreach to advocate for SkillsUSA and CTE.

Throughout the project, students managed timelines, organized multiple work teams, secured resources, refined presentations and reflected on their progress as they prepared to present their proposal. Their planning and persistence resulted in unanimous support from the Monroe County Legislature, exceeding the chapter's original goal while increasing public awareness of the value of career and technical education.

By leading a successful community advocacy effort, students strengthened their planning, organizing and management skills while creating a lasting model for future SkillsUSA officers to build upon.



DETOX DONATIONS: CLOTHING FOR PATIENTS IN NEED

MULTICULTURAL SENSITIVITY AND AWARENESS



Tennessee College of Applied Technology, Pulaski

Students in the Practical Nursing program at the Tennessee College of Applied Technology – Pulaski strengthened multicultural sensitivity and awareness through the Detox Donations clothing drive. Planned and led by SkillsUSA members, the project collected, sorted and delivered clothing to patients in a local detoxification unit who often arrived with few personal belongings. Throughout the month-long initiative, students coordinated collections, organized donations and completed multiple deliveries to meet an ongoing community need.

Throughout the Detox Donations project, students developed a deeper understanding of the diverse cultural, socioeconomic and personal backgrounds of the individuals they were serving. Through discussions with healthcare partners and the collection of clothing donations for patients entering detox, members recognized that providing compassionate care extends beyond meeting a basic need. They thoughtfully considered how each donation could reflect dignity, respect and inclusivity by addressing the unique backgrounds, sizes, cultures and personal needs of each individual.

By serving individuals with diverse backgrounds and unique needs, students cultivated multicultural sensitivity and awareness while strengthening the empathy, respect and inclusive professional behaviors that contribute to effective workplace interactions.



STUFF-A-BUS: ASSISTING STUDENTS WHO HAVE BEEN AFFECTED BY NATURAL DISASTERS

LEADERSHIP



Conroe High School, Texas

Students in the Conroe High School Culinary chapter strengthened leadership through Stuff-A-Bus, a student-led initiative supporting students affected by the Texas Hill Country floods. Chapter officers identified a community need and demonstrated leadership by developing a plan and delegating responsibilities to address it. They coordinated partnerships with businesses, student organizations and the community to collect school supplies and monetary donations for students in Leander Independent School District. Throughout the 10-week project, members managed fundraising efforts, organized donation sites and packed and delivered supplies.

Working together, students partnered with local businesses and organizations, conducted social media campaigns and fundraising activities, and carefully tracked donations to ensure resources were used effectively. Their efforts resulted in the collection of more than 1,300 school supplies, \$500 in donations and the completion of 75 backpacks delivered directly to students in need.

The project provided students with the opportunity to apply leadership by delegating roles, managing outreach efforts, coordinating partnerships and adapting to challenges, all while making a lasting impact on fellow students across Texas.



JOB-SPECIFIC SKILLS IN ACTION: STUDENT-LED MOCK-UP AND PRINT PRODUCTION

JOB-SPECIFIC SKILLS



Desert Star Academy, Arizona

Students in the Graphic Communications program at Desert Star Academy strengthened their job-specific skills through a student-led print production project that addressed a real need within their school. After surveying the new administration on their printing needs, members designed, formatted and produced large-format SWORD (Safety, Wisdom, Ownership, Respect, and Determination) expectation posters using Adobe Photoshop and professional printing equipment. Throughout the project, students developed technical skills in image formatting, print profile setup, color correction and production while applying industry standards to create high-quality finished products.

As students moved from design to production, they collaborated to evaluate layouts, improve readability and troubleshoot printing challenges. Feedback from instructors, industry partners and school administrators helped students refine their work while reinforcing the importance of quality control and continuous improvement throughout the production process.

By completing a professional print project for their school, students gained valuable job-specific skills in graphic communications that they can use in future careers.



PRODUCING ALL TECHNICAL ELEMENTS FOR THE FALL THEATRE PRODUCTION

JOB-SPECIFIC SKILLS



Estrella Foothills High School, Arizona

Students in the Technical Theatre program at Estrella Foothills High School strengthened their job-specific skills by producing every technical element of the school's fall theatre production, *Chasing Charming*. Throughout rehearsals and production, students received hands-on training in costuming, makeup, rigging, set construction, sound production, lighting design and stage management before applying those skills during live performances. Student technical directors, chapter officers and upper-level students mentored their peers while leading technical preparation for the production.

As production week approached, students assumed responsibility for their assigned technical roles, supporting the actors and director while ensuring every technical element was completed accurately and on schedule. Through collaboration, feedback and repeated practice, members strengthened their technical proficiency, confidence and ability to adapt to the demands of a live theatre production.

The project enabled students to advance their job-specific skills through authentic production experiences. By producing a technically sound performance, students gained valuable career-ready experience while reinforcing the importance of teamwork, accountability and continuous skill development.



RIHS STEM SUMMER CAMP

JOB-SPECIFIC SKILLS



River Islands High School, California

Students at River Islands High School strengthened their job-specific skills by planning and leading the RIHS STEM Summer Camp for students in Grades 3–8. SkillsUSA members designed curriculum, prepared materials, organized laboratories and served as mentors in robotics, biomedical science, engineering and coding. Throughout the four-day camp, students applied industry practices while teaching technical concepts, enforcing safety procedures and managing STEM learning environments.

As camp leaders, student members guided attendees through hands-on technical activities while troubleshooting challenges, managing classroom operations and adapting instruction to meet individual learning needs. Student members strengthened their own technical proficiency by modeling proper tool use, supporting problem-solving and simulating workplace roles such as Lead Engineer, Lab Technician and Safety Officer.

Through leading the STEM Summer Camp, RIHS SkillsUSA members inspired younger students to explore future STEM careers while further developing their own job-specific skills for careers in STEM professions.



NAVIG8 LAKE CAREER FAIR

JOB-SPECIFIC SKILLS



Waukegan High School, Illinois

Students at Waukegan High School strengthened their job-specific skills through the Navig8 Lake Career Fair, where they explored career pathways while participating in hands-on activities that reflected real workplace tasks. Working alongside industry professionals, students learned the technical skills required in a variety of careers and practiced those skills through interactive demonstrations and simulated work experiences.

Throughout the event, SkillsUSA members also supported the organization of the career fair by guiding participants, assisting with career stations and helping facilitate interactions between students and industry professionals. These experiences strengthened members' technical knowledge while reinforcing leadership, communication and professionalism.

The Navig8 Lake Career Fair enabled students to connect theoretical knowledge to practical application, exploring how job-specific skills relate to potential future careers.



CHAMPIONS SERVE: 845 LUNCHES FOR SPECIAL OLYMPICS NEW YORK

SERVICE ORIENTATION



WSWHE BOCES: Southern Adirondack Education Center, New York

Students at WSWHE BOCES: Southern Adirondack Education Center strengthened their service orientation by planning, preparing and delivering 845 box lunches for athletes, volunteers and families participating in Special Olympics New York. Working through student-led committees, members developed production schedules, sourced ingredients, managed food safety procedures, coordinated packaging and organized on-time delivery while maintaining the quality standards expected in a professional food service operation.

Throughout the project, students collaborated across multiple career and technical education programs to meet the needs of their client. Culinary Arts students prepared and packaged meals, while students from other programs assisted with transportation, quality control, loading and handwritten notes of encouragement. By anticipating customer needs, maintaining consistency and working under real production deadlines, members experienced firsthand how technical skills and service work together.

The project provided students with opportunities to practice service orientation by providing high-quality work that addressed the needs of others with professionalism, respect and care. Through service to the community, students strengthened their workplace readiness while making a meaningful impact on Special Olympics New York.



NCC SkillsUSA C.A.R.E.S.: COMMUNITY RESOURCE ACCESS KIOSK NETWORK

COMPUTER AND TECHNOLOGY LITERACY



Nash Community College, North Carolina

Students at Nash Community College strengthened their computer and technology literacy through the NCC SkillsUSA C.A.R.E.S. Community Resource Access Kiosk Network, a student-led project designed to improve access to transportation, healthcare and other essential community resources. Working in cross-disciplinary teams, members configured Raspberry Pi technology, assembled hardware, connected the kiosk to the campus Wi-Fi network and deployed a secure touchscreen system that provided users with easy access to approved resource information.

Throughout the project, students completed system testing, validated touchscreen navigation, documented performance, monitored user interaction through page-counter data and gathered QR-based feedback to improve the kiosk's usability. By following industry-style testing, documentation and deployment procedures, members strengthened their technical problem-solving skills while learning the importance of security, accessibility and continuous improvement in technology solutions.

Through the creation of the NCC C.A.R.E.S. kiosk, students demonstrated how Computer and Technology Literacy can be applied to create lasting solutions that serve their community.



PROJECT SWEET DREAMS

JOB-SPECIFIC SKILLS



Vanguard-Sentinel Career and Technology Centers – Fremont Campus, Ohio

Students at Vanguard-Sentinel Career and Technology Centers – Fremont Campus strengthened their job-specific skills through Project Sweet Dreams, a collaborative effort to design, build and furnish 12 twin beds for children in need. Working across multiple career and technical education programs, students applied job-specific skills including estimating material costs, measuring, cutting, assembling, fastening, sanding, finishing and quality inspection while following workplace safety standards throughout the construction process.

Throughout the project, members collaborated to plan the work, secure community donations, manage budgets and solve challenges that arose during production. Weekly progress reviews allowed students to evaluate workmanship, improve quality and adjust workflows, reinforcing that successful projects often depend on continuous improvement.

Project Sweet Dreams advanced students' job-specific skills through a real-world service project that challenged them to produce quality work while making a meaningful impact in their community.



PREPARED TO RESPOND

SAFETY AND HEALTH



East High School, Wyoming

Students at East High School strengthened their understanding of safety and health by leading the implementation of Wyoming's first Project ADAM Cardiac Emergency Response Program. Working alongside school staff, members assessed existing emergency procedures, evaluated automated external defibrillator (AED) locations, developed a comprehensive Cardiac Emergency Response Plan and helped improve campus preparedness for sudden cardiac emergencies.

Throughout the project, students coordinated CPR/AED training, participated in emergency response drills and promoted awareness of AED locations and emergency procedures. By researching national Project ADAM standards and applying them within their school, members strengthened their knowledge of risk management, emergency preparedness and professional responsibility while helping create a safer learning environment for students, staff and visitors.

By leading a comprehensive school safety initiative, students strengthened their understanding of how safety and health practices can support the well-being of their school community while gaining authentic experience applying career-ready skills.



Learn more about the
Chapter Excellence Program



844-875-4557
customercare@skillsusa.org

SkillsUSA strives to ensure inclusive
participation in all of our programs, partnerships
and employment opportunities.

www.skillsusa.org