TEACHER’S GUIDE
The training and resources for the Chapter Excellence Program have been generously sponsored by 3M as a special project of the SkillsUSA Foundation.

The commitment 3M has made to SkillsUSA and to developing student leaders makes this program possible.
The Chapter Excellence Program (CEP) honors chapter achievement relative to SkillsUSA’s framework of developing personal, workplace and technical skills. The framework actualizes SkillsUSA’s mission “to empower members to become world-class workers, leaders and responsible American citizens.” It also serves as the blueprint for career readiness — our ultimate goal as an organization. By centering on industry demands, the framework builds the foundation for relevant and intentional student learning and employability skill development.

Paramount to framework success is the creation and implementation of an effective program of work* — SkillsUSA’s planning tool for chapters. By participating in program of work activities, SkillsUSA chapters become conduits for meaningful student growth. Students take part in the planning, organization and implementation of activities, which develops their skills and builds character. The CEP recognizes these efforts by offering every chapter an opportunity to attain measurable competencies in pursuit of framework objectives.

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.

Organizational Framework

Personal Skills

1. Integrity
2. Work Ethic
3. Professionalism
4. Responsibility
5. Adaptability/Flexibility
6. Self-Motivation

Technical Skills

1. Computer and Technology Literacy
2. Job-Specific Skills
3. Safety and Health
4. Service Orientation
5. Professional Development

Workplace Skills

1. Communication
2. Decision Making
3. Teamwork
4. Multicultural Sensitivity and Awareness
5. Planning, Organizing and Management
6. Leadership

* To learn more about the program of work, visit: www.skillsusa.org/educators/chapmanage5.html
VALUE OF THE FRAMEWORK

- Ensures students learn skills valued and demanded by industry
- Enables students to articulate what they are learning
- Adds relevance to chapter or section awards recognition
- Develops the whole student — personal, workplace, technical
- Creates a baseline to consistently measure success
- Brings the mission of SkillsUSA to life!

WHY SHOULD MY CHAPTER OR SECTION PARTICIPATE?

The advantages of the CEP are many! If you’re ready to take your chapter to the next level, this program is for you. First, let’s take a look at the value of SkillsUSA by doing a side-by-side comparison of two students enrolled in career and technical education (CTE). While CTE offers a significant advantage by itself, following is an illustration of how SkillsUSA provides an opportunity to develop the whole student.

CTE Student

- Learning environment that engages all learning styles
- Gains industry knowledge through industry exposure such as internships or job shadows
- Learns technical and academic skills in context rather than abstract theory
- Connects students to their future — brings relevance to learning today
- Prepares students for high-demand occupations and continuing education

CTE Student plus SkillsUSA

- Develops the whole student
- Applies technical skills in workplace scenarios and in competition
- Learns technical and workplace skills in a safe, guided environment
- Connected to industry professionals who are hiring
- Builds confidence and competence in all learners
- Collaborates with others outside class to maximize team efforts
- Develops employability and leadership skills through chapter activities
- Allows students to be honored for their passion and work ethic
- Teaches students to set goals and work hard to achieve
- Builds a heart of service and giving back to the community
The choice is clear: our CTE students need SkillsUSA!
Here’s what implementing the CEP means for your chapter.

For Students
• Fosters student ingenuity and employability skill development
• Promotes friendly competition
• Creates opportunities to apply framework skills
• Improves chapter operations
• Gives chapter officers a valuable leadership role
• Recognizes student achievement

For Teachers/Chapter Advisors
• Increases member engagement and empowers student leadership
• Reduces workloads when students manage and lead chapter activities
• Garners support from the school administration with “bragging rights” of chapter accomplishments
• Illustrates relevance in accomplishing goals of the school district or campus
• Strengthens the presence and support of SkillsUSA in community
• Potential recruitment tool into CTE program
• Contributes to increased graduation and completion rates from CTE program
HOW DOES MY CHAPTER OR SECTION GET INVOLVED?

Every chapter or section with paid membership is eligible to participate in the CEP. To fully benefit, your chapter is encouraged to participate in the CEP on an annual basis. Most likely, your chapter already has an active program of work, and this is your opportunity to be recognized. The CEP application (located on Pages 27-36) specifically outlines how chapter success is measured. As you consider CEP requirements, reference the program of work guidelines online at: www.skillsusa.org/educators/chapmanage5.shtml, and on the Champions Serving Others CD. This CD is available for purchase at: www.skillsusa.org/shop/, and offers valuable project management information including how to motivate students, form committees, create timelines and budgets, and build student accountability and project leadership.

HOW DOES THE CEP WORK?

The CEP establishes a quality baseline that all chapters will be encouraged to attain with extra incentive for exemplary chapter performance. The program consists of three award levels, with the first two levels recognized by the state and the final level eligible for national recognition.

- First Level — Honors chapters for achieving essential standards of excellence as a “Quality Chapter.”

- Second Level — Recognizes chapters that go beyond baseline requirements with bronze, silver and gold “Chapters of Distinction” awards. All chapters receiving a gold award will be invited to the SkillsUSA national conference and recognized alongside the program sponsor at a reception. Up to the top 10 percent of all chapters in each state that receive the gold award will be eligible for selection as a Model of Excellence chapter, which will be announced during the National Leadership and Skills Conference.

- Third Level — Honors the very best chapters through “Models of Excellence” awards. These chapters define excellence. Best practices will be gleaned from the award winners and will be shared with the field to serve as models for other chapters to emulate in strengthening their local programs.

The CEP is focused on the learning and skills developed by students as a result of chapter involvement versus honoring chapters simply by the number of activities they employ throughout the year. The award application is written and presented in a manner that supports evidence of these findings.
Framework success can only be achieved through student engagement. If you already have a program of work in place and an active chapter, you will find this program challenges you and your students to strengthen chapter activities. If you don’t have a program of work or active chapter, participation in the CEP identifies the specific requirements needed for chapter success. In either case, the CEP requires chapters to evaluate where they are currently and set goals for the future. The biggest step is making the decision whether or not to pursue chapter excellence! After that, the journey for you and your students will be about unlocking their individual potential and the potential of the chapter as a whole.

What is the most direct way to apply the framework to achieve CEP standards? Keep it simple by breaking it down into a three-step process, which is fundamental for any student-led SkillsUSA activity.

1. Establish Committees

Chapters and sections are encouraged to use a committee structure in planning chapter activities. For smaller chapters (50 students or fewer), these committees can be organized around a framework component: personal, workplace and technical skills. For a larger chapter (between 50 and 200 students), we suggest organizing committees by a program of work category: professional development, community service, employment, ways and means, SkillsUSA Championships, public relations and social activities. If a chapter is even larger (more than 200 students), this can be further broken down to encompass activities within each program of work category. (For example, community service could have subcommittees consisting of budgeting, logistics and volunteer coordination.) Committee guidelines:

- The ideal committee size is eight to 10 students
- Each member of the chapter should serve on at least one committee annually
- Students who are not officers who wish to serve in a leadership role can serve as committee chairs
- Chapter officers oversee the operations of all committees
2. Outline Goals

Each committee needs to have clear and concise goals that state what the committee is to accomplish. A minimum of three goals per committee is required for the CEP application, but many committees may have more than three. Use the SMART goal format to help with this process.

**S (Specific)** — Answers the question, “What has to be done?” Use the five W’s of who, what, when, where and why.

**M (Measurable)** — Answers the question, “What will be the end result?” Don’t hesitate to include a number as part of the criteria. How much? How often? How many?

**A (Attainable)** — This is the reality check to see if a goal is possible. Consider the chapter/section resources available to accomplish this goal. Is the chapter/section motivated to achieve the goal?

**R (Realistic)** — Is the goal within a practical range of achievement? What does the chapter ultimately want to achieve?

**T (Time Bound)** — This answers the questions, “What are the specific target dates and deadlines required to accomplish this activity? When do we want to have it completed?”

3. Create a Timeline(s)

Each committee needs to establish a timeline for achieving goals. Chapters/sections should always consider state deadlines when establishing a timeline for activities being included in the CEP application. See Page 12 of the Champions Serving Others CD for timeline examples.
Creating activities that correlate to the framework should seamlessly integrate into your chapter program of work. These activities should reflect student interests and be suitable for students at all levels within your program. Following are a few ideas to show you how simple this process can be.

**Component 1 — Personal Skills**

The purpose of this component is to encourage students to develop essential values, personality traits and personal characteristics that contribute to success in life.

**Examples:**
- Leadership conferences
- Public speaking experiences
- Team and individual leadership competitions
- Volunteerism — Presidential Volunteer Service Award
- State and national skills conferences
- Personal wellness and image campaign
- Student2Student middle-school mentor program
- Personality and strengths assessments (True Colors, Gallup StrengthsFinder)
- Social activities
- Resolute: Ethics at Work workshop for students on campus*
- Teacher and administration appreciation breakfast
- New member welcome and orientation event
- Beginning of the year open house
- Local delegate training for state conference
- Officers lead Quotes to Results workshop at chapter meeting and use Results to Honor Cards for building self-esteem in chapter members*

* Product can be found online at the SkillsUSA store, www.skillsusa.org/store/newproducts.html

**Component 2 — Workplace Skills**

The purpose of this component is to encourage students to develop essential attitudes and abilities for success in the workplace.

**Examples:**
- Development of chapter budgets
- Guest speakers
- Career day
- Chapter officer leadership retreats
- Member entrepreneurship programs
- Cultural awareness and diversity programs
- Business appreciation and recognition
- Mock interviews and résumé writing workshop
- Host a teambuilding activities day for other campus organizations
- Middle school orientation
- Board of education presentation
- Dress for success workshop or fashion show
- Fundraising
- Officer induction
- End of the year banquet
- Committee structure to plan and organize chapter activities
Component 3 — Technical Skills

The purpose of this component is to encourage students to develop essential knowledge and competencies for specific job success.

**Examples:**

- Exploration of career pathways
- Career tours
- Use of technical skills in championships
- In-class skills demonstrations
- Service projects (Cosmetology Tuesday at a homeless shelter or Auto Service Saturday)
- Managing a concession stand or school store
- Job shadow
- Industry professional guest speaker to discuss planning and managing your career path
- Facilitating workshop about the technical skills learned in class for elementary or middle-school students
- Providing a service based upon a technical trade area to single parents or military service personnel
- Software update workshop
- Industry professional to demonstrate new technology or workplace trends
- Chapter member serving on CTE advisory board and reports back to chapter
- Working with a local continuing care community to teach patrons how to use the Internet and social media
- Customer service training
- Safety demonstration for school during National Safety Week
Quality Chapter and Chapter of Distinction

The CEP application is straightforward and not intended to be time consuming for teachers or students. Every application requirement is presented in detail to avoid confusion. To promote efficiency, the application is to be completed online at: www.skillsusa.org/educators/cep.shtml.

A few thoughts:
- Print a copy of the application first to complete a rough draft(s)
- Keep in mind the space and character limitations as indicated on the application
- Convey information in a clear and concise manner

In addition to making your chapter eligible for Quality Chapter and Chapters of Distinction honors, completing the application has other advantages:
- Summarizes and documents chapter progress for the year
- Serves as an excellent baseline for future years
- Provides students with experience in completing an application
- Can be used to educate school administration and community members about SkillsUSA and local chapter involvement
CEP APPLICATION SUMMARY

Following is a summary of what you can expect from the application.

Cover Page — This page captures all the necessary contact information and signatures.

Application represents the work of (select one): □ Chapter or □ Section

Name of school: _______________________________________________________________
Chapter email address (required): _______________________________________________
Primary contact advisor’s name: ________________________________________________
School address: _______________________________________________________________
School city: ______________________ State: ________ ZIP: _______________________
School telephone number (including area code): _________________________________
Cellphone number (required): _________________________________________________
Number of unduplicated student enrollment in courses eligible for SkillsUSA membership: ________________
Total SkillsUSA membership as indicated above by chapter or section: (auto-fill from registration site)

Note: To qualify for Level 1, the Quality Chapter Award, a chapter or section must conduct at least one activity related to each of the three SkillsUSA framework components.

CERTIFICATION:
We hereby certify that all claims and information reported in this application are true and accurate.

Electronic Signature: The parties may execute this application electronically, equivalent to a handwritten signature. Use the following process to create an electronic symbol signifying intent: At the end of each line marked “Electronic Signature,” replace the empty box with a blackened box — simply copy and paste this black box ■ or select the font style Wingdings and type a lowercase letter "n" to insert a black box.

Chapter president name: (Print) ________________________________________________
Chapter president electronic signature (Replace empty box with blackened box here.): ■

Chapter secretary name: (print) ________________________________________________
Chapter secretary electronic signature (Replace empty box with blackened box here.): ■

Chapter advisor name: (print) ________________________________________________
Chapter advisor electronic signature (Replace empty box with blackened box here.): ■

Superintendent or principal name: (print) _______________________________________
Superintendent or principal electronic signature (Replace empty box with blackened box here.): ■

State association director signature of approval: ___________________________________

Note: This application will not be returned by SkillsUSA. Please make a copy for your records.
Level 1 — Quality Chapter Award

This is where you verify what you have done for the year that qualifies you to be eligible for this award. There are two steps involved.

Step 1: You will see a series of yes/no chapter indicators that looks like this:

**LEVEL 1 — QUALITY CHAPTER AWARD**

<table>
<thead>
<tr>
<th>Quality Chapter Indicators</th>
<th>YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter paid membership dues</td>
<td>YES/NO</td>
</tr>
<tr>
<td>All section/program advisors paid professional dues to SkillsUSA</td>
<td>YES/NO</td>
</tr>
<tr>
<td>The chapter elected chapter officers</td>
<td>YES/NO</td>
</tr>
<tr>
<td>The chapter conducted well-planned, regularly scheduled chapter meetings</td>
<td>YES/NO</td>
</tr>
<tr>
<td>The chapter completed a projected budget (list of planned income and expenses for the year)</td>
<td>YES/NO</td>
</tr>
<tr>
<td>The chapter completed a program of work (list of planned chapter activities for the year)</td>
<td>YES/NO</td>
</tr>
</tbody>
</table>

Step 2: You will fill out a page that requires you to list one activity conducted within each of the three framework areas — personal skills, workplace skills and technical skills. You cannot duplicate these activities for the Chapter of Distinction level.
Framework Component 1 — Personal Skills
The purpose of this component is to encourage students to develop essential values, personality traits and personal characteristics for success in life.

List one major activity: 

Select the personal skills the activity developed in students (required field):
- Integrity
- Work ethic
- Professionalism
- Responsibility
- Adaptability/Flexibility
- Self-Motivated

Step 2 continued …

Framework Component 2 — Workplace Skills
The purpose of this component is to encourage students to develop essential attitudes and abilities for success in the workplace.

List one major activity: 

Select the workplace skills the activity developed in students (required field):
- Communication
- Decision Making
- Teamwork
- Multicultural Sensitivity and Awareness
- Planning, Organizing and Management
- Leadership

Framework Component 3 — Technical Skills
The purpose of this component is to encourage students to develop essential knowledge and competencies for success on the job.

List one major activity: 

Select the technical skills the activity developed in students (required field):
- Computer and Technology Literacy
- Job Specific Skills
- Safety and Health
- Service Orientation
- Professional Development
Level 2 — Chapter of Distinction

As with Level 1, you will need to complete a series of yes/no chapter indicators. These indicators take the Level 1 requirements a step further. Level 2 also requires that you complete a two-step process.

Step 1: You will see the following yes/no indicators:

**LEVEL 2 — CHAPTER OF DISTINCTION**

<table>
<thead>
<tr>
<th>Essential Activities</th>
<th>YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducted chapter officer training</td>
<td>YES/NO</td>
</tr>
<tr>
<td>Conducted a chapter recruitment activity (such as membership drive or middle-school presentation)</td>
<td>YES/NO</td>
</tr>
<tr>
<td>Members are engaged in committee structure to implement chapter activities</td>
<td>YES/NO</td>
</tr>
<tr>
<td>Plan to participate in state leadership and skills conference</td>
<td>YES/NO</td>
</tr>
</tbody>
</table>

If you are able to answer “yes” to all of the above indicators, you will move on to the second tier of Chapter of Distinction indicators. You must be able to answer yes to at least seven of the 13 indicators. The more “yes” indicators, the better!
### Chapter of Distinction Indicators
*Must answer YES to at least seven of the following 13 indicators*

<table>
<thead>
<tr>
<th>Indicators</th>
<th>YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 percent of eligible students are SkillsUSA members (auto-fill from registration site)</td>
<td>YES/NO</td>
</tr>
<tr>
<td>Held executive committee meetings with local chapter officers</td>
<td>YES/NO</td>
</tr>
<tr>
<td>Conducted an activity to engage business and industry partners</td>
<td>YES/NO</td>
</tr>
<tr>
<td>Students attended fall leadership conference</td>
<td>YES/NO</td>
</tr>
<tr>
<td>Chapter members attended one activity above the chapter level excluding fall leadership conference</td>
<td>YES/NO</td>
</tr>
<tr>
<td>A report of chapter activities/accomplishments is presented to the school board</td>
<td>YES/NO</td>
</tr>
<tr>
<td>Held local technical area SkillsUSA Championships</td>
<td>YES/NO</td>
</tr>
<tr>
<td>Held local leadership/occupational area SkillsUSA Championships</td>
<td>YES/NO</td>
</tr>
<tr>
<td>Celebrated SkillsUSA Week through chapter activities</td>
<td>YES/NO</td>
</tr>
<tr>
<td>One or more articles were published in local news media</td>
<td>YES/NO</td>
</tr>
<tr>
<td>Local chapter has a social media or Web presence</td>
<td>YES/NO</td>
</tr>
<tr>
<td>Has a candidate for state office</td>
<td>YES/NO</td>
</tr>
<tr>
<td>A local chapter awards program or banquet is conducted in which all members may attend</td>
<td>YES/NO</td>
</tr>
</tbody>
</table>

Step 2: You will then support the indicator page with activity summary pages. For each of the three framework components — personal skills, workplace skills and technical skills — you will be need to complete the following form:
Activity One (Personal Skills)

Name of Activity: ____________________________________________________

A. Which framework elements apply to the activity? (Check all that apply)

   Personal Skills
   - Integrity
   - Work Ethic
   - Professionalism
   - Responsibility
   - Adaptability/Flexibility
   - Self-Motivated

B. What were the goals of the activity? (Need three SMART goals)

(1,000 characters maximum including spaces. Use Helvetica, size 11 or 12 point.)

C. Plan of Action (who, what, when, where)

(1,500 characters maximum including spaces, Use Helvetica, size 11 or 12 point.)

D. Results/Evaluation/Framework (What was accomplished? How did this activity help members gain these skills based on the essential elements selected above?)

(1,500 characters maximum including spaces. Use Helvetica, size 11 or 12 point.)

This page is followed by a photo page where you will submit one photo (4" by 6" maximum size) with a caption, not to exceed 550 characters, including spaces, in Helvetica 14 point.
Quality Chapter and Chapter of Distinction

You’ve done the work, now for the fun part! By completing the application, your chapter is eligible for several award opportunities. These are outlined below.

QUALITY CHAPTER AWARD
This award recognizes SkillsUSA chapters and sections that use the program of work in developing the skills outlined in the SkillsUSA framework.

Eligibility: To apply for the Quality Chapter Award, the chapter must complete Level 1. This process verifies that members have completed at least one activity in each of the framework areas: personal skills, workplace skills, technical skills.

Recognition: Each chapter completing Level 1 will receive a certificate. The state will determine the appropriate time to recognize Quality Chapters at the state leadership and skills conference.

CHAPTER OF DISTINCTION
This award recognizes SkillsUSA chapters and sections that have achieved Levels 1 and 2 qualifications as outlined by the CEP.

Eligibility: To apply for the Chapter of Distinction award, the chapter must attain the Quality Chapter Award in addition to completing Level 2 of the CEP.

Selection: The activities featured will be evaluated based on the criteria of goals, plan of action, results, evaluation and framework.

Recognition: Based on the evaluation (see rubric on Page 50), a Chapter of Distinction will be eligible for gold, silver or bronze awards.
  - Silver and bronze winners will receive a certificate
  - Gold winners will receive:
    o A display banner
    o Advisor lapel pin
    o An opportunity for selection as a Level 3 Models of Excellence award*
    o An opportunity to attend the National Leadership and Skills Conference (NLSC)
    o An opportunity to attend the Chapter of Distinction reception at NLSC
    o An opportunity for special seating at a NLSC session

* Gold Chapter of Distinction submissions for the National Models of Excellence award must not exceed 10 percent of all chapters in the state and must be rounded down to the nearest 10th. For example, if a state has 250 chapters, only the top 20 Gold Chapter of Distinction winners are eligible for selection.
National Models of Excellence

The National Models of Excellence award is the highest honor a chapter can receive. It reflects the top 10 percent of all chapters nationwide.

In addition to completing the steps to compete for this honor, the CEP application must be certified by a SkillsUSA state director. It is also essential to go through the application checklist to ensure that everything is completed correctly and on time. Checklist items include:

- Completed at least one activity related to each SkillsUSA framework component
- Application has been proofread several times for spelling, grammatical and mathematical errors
- Required signatures have been secured
- All required pages have been completed
- Copies of the application have been made (original will not be returned)
- Deadlines have been met for submission (every state is different, so please check with the SkillsUSA state director or state website)

Eligibility: To be eligible for the Models of Excellence award, the chapter must be a Gold Chapter of Distinction. As stated in the Chapter of Distinction section, the number of submissions must not exceed 10 percent of all chapters in the state. For example, if a state has 250 chapters, 25 Gold Chapter of Distinction winners are eligible.

Selection: The activities featured will be evaluated based on the criteria of goals, plan of action, results, evaluation and framework.

Recognition: The Models of Excellence award will be presented to the top 25 chapters or sections nationwide. These winners will be selected prior to the National Leadership and Skills Conference (NLSC). Chapters or sections selected will have members participate in business and industry partner interviews, be recognized at the NLSC session and invited to the Models of Excellence dinner*. They will also receive:

- Large award banner
- Award plaque*
- Recognition in promotional materials and best practices guide highlighting Models of Excellence award winners
- Travel stipend to attend NLSC*

*Based on secured sponsorship
CEP AWARD LEVELS AT A GLANCE!

**MODELS OF EXCELLENCE**
- Chapters are selected via committees to attend the NLSC* as a Model of Excellence
- Receive travel stipend**
- Students participate in sponsor interviews
- Invited to Models of Excellence Dinner*

States may send gold applications up to 10 percent of the total number of chapters in the state.

**CHAPTER OF DISTINCTION**
- Complete Level 1 and 2 of application
- Achieve essential activities and distinction indicators
- Receive banner

- Recognized in NLSC session
- Receive school banner
- Receive school plaque**
- Recognized in promotional materials highlighting Models of Excellence

**QUALITY CHAPTER**
- Complete Level 1 of application
- Achieve quality indicators
- Receive certificate

- Recognized in NLSC session
- Recognize students and advisors at NLSC

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*National Leadership and Skills Conference (NLSC)
**Based on securing sponsorship
TIPS FOR COMPLETING THE APPLICATION

As you go through the items below, please refer to the completed sample application on Pages 37 to 49 to provide further clarification as needed.

Overall Considerations

- Start the application early
- Make it your own and unique to your chapter
- Check spelling and grammar (Consider using an English instructor to assist)
- Obtain all signatures
- Consider making the application process a team activity
  - Movie or pizza night for students to work collaboratively on application
  - Peer reviews of application against the rubric to make sure items are not overlooked on the application
- Use committee chairs to organize information as it relates to framework activities
- Designate members who are good writers to finalize the written components of the application
- Implement a system to update and edit the application so designated individuals are working on the most current version
- Check, check, check for accuracy in dates, numbers and thoroughness of information

Level 1

- Identify which activities fit where and how they apply to the framework
  - Use the framework examples and essential elements to determine which activities fall into which category
  - Some activities might fall under two framework areas, so do your best to select those that are the best fit for each area
    - Consider using an executive committee of officers and committee chairs to review the framework
    - Committee chairs may share appropriate activities for each framework component
  - Think through the “skills” application to make the “check box” selection of framework elements as honest and accurate as possible

Level 2

- Select the three best or most significant activities conducted under each framework component
  - Activities used for Level 1 cannot be used again for Level 2
  - Only use an activity once for each framework component
    - Activity must be distinct and relate to the framework standard selected with the essential elements being developed
• SMART Goals — Write three SMART goals for the activity
  o Provide an overall description for each goal (one or two sentences)
  o Specifically identify the objective
  o Use numbers and percentages when appropriate

• Plan of Action — Write the steps required to complete the activity (do not report)
  o Indicate date of activity, the specific action and the goals addressed
  o Answer the who, what, when, where questions
  o Keep information concise and relevant

• Results/Evaluation/Framework — Summary of accomplishments
  o Address each specific goal and indicate if the goal was “MET,” “EXCEEDED” or “NOT MET.”
  o Provide brief explanation of why goal was achieved or why not
  o Briefly share what was learned or gained from activity
  o Illustrate essential elements affected by framework (see examples)
  o Share numbers and percentages where applicable
  o Indicate if other groups were involved or assisted

• Photo and caption — Should give best visual representation of activity
  o Use one photo no larger than 4”x6” in size
  o Must be a photo from current application year activity (Do not use other items such as newspaper clippings or stock photo from the Internet; these do not count. Do not falsify photos or you will be disqualified.)
  o If date is imprinted on the photo, make sure it is from the current year
  o Do not use a staged photo; shots taken during activity are the best (Appoint a student who is a capable photographer to document the event.)
  o Photo must have a resolution of at least 300 dpi (Models of Excellence pictures will be used in printed materials)
  o Make sure the caption tells a brief story about the photo, validating the activity
In this section, you will find resources to help you with this process. These include:

- Complete copy of framework elements and descriptors
- The CEP Application, Pages 27-36.
- Sample Completed Application, Pages 37-49.
- Scoring Rubrics, Pages 50-51.
PERSONAL SKILLS

Essential values, personality traits and personal characteristics for success in life.

1) INTEGRITY (ESSENTIAL ELEMENT)
   - Demonstrates honesty (descriptor)
   - Accepts personal responsibility for actions
   - Exhibits authentic and congruent behavior
   - Demonstrates trustworthiness
   - Demonstrates ethical behavior

2) WORK ETHIC
   - Demonstrates tenacity and hard work
   - Practices excellence
   - Demonstrates punctuality, meets deadlines and is self-directed
   - Follows established policies, procedures and expectations

3) PROFESSIONALISM
   - Demonstrates loyalty
   - Exhibits self-confidence
   - Demonstrates maturity
   - Displays a positive image

4) RESPONSIBILITY
   - Contributes to success
   - Demonstrates dependability
   - Demonstrates consistency
   - Follows through with commitments
   - Demonstrates personal and financial well-being

5) ADAPTABILITY/FLEXIBILITY
   - Fosters creativity and new ideas
   - Demonstrates resilience
   - Embraces calculated change

6) SELF-MOTIVATED
   - Demonstrates a willingness to learn
   - Exhibits passion for life and career
   - Works with little or no supervision
   - Takes initiative
   - Demonstrates a positive attitude
WORKPLACE SKILLS

Essential attitudes and abilities for success in the workplace.

1) COMMUNICATION
   - Demonstrates skills in listening and speaking
   - Demonstrates skills in writing and reading
   - Communicates professionally with teammates, supervisors and customers
   - Comprehends and applies workplace materials

2) DECISION MAKING
   - Analyzes key facts, data and situations
   - Employs reasoning skills
   - Uses a variety of strategies to solve problems
   - Embodies creativity
   - Practices resourcefulness

3) TEAMWORK
   - Builds trusting relationships
   - Works cooperatively with others
   - Demonstrates the ability to lead or follow as a team member
   - Honors the contributions of others
   - Uses individual strengths of team members

4) MULTICULTURAL SENSITIVITY AND AWARENESS
   - Demonstrates ability to be personable and professional
   - Exhibits tolerance for diverse opinions and cultures
   - Builds rapport with co-workers
   - Fosters appropriate workplace relationships and interaction
   - Expands knowledge of diverse culture, race, religion and sexuality

5) PLANNING, ORGANIZING AND MANAGEMENT
   - Designs, prepares and implements within a desired timeframe
   - Demonstrates attention to detail
   - Follows established standard of quality and expectations
   - Perseveres to complete projects and tasks
   - Sets priorities when faced with multiple tasks
   - Responds to changing priorities

6) LEADERSHIP
   - Builds positive relationships
   - Focuses on others above self
   - Mitigates conflict
   - Coaches others to high performance
   - Mobilizes individuals and resources to accomplish a goal
   - Crafts and articulates a vision
TECHNICAL SKILLS GROUNDED IN ACADEMICS

Essential knowledge and competencies for success on the job.

1) COMPUTER AND TECHNOLOGY LITERACY
   - Use computer hardware
   - Use multiple software applications
   - Follows policies and procedures regarding hardware and software

2) JOB-SPECIFIC SKILLS
   - Demonstrates knowledge of tools, equipment and materials
   - Abides by quality standards for products and services
   - Demonstrates essential knowledge and skills required for the job
   - Applies academic knowledge on the job
   - Follows personnel manual and company expectations

3) SAFETY AND HEALTH
   - Follows workplace health and wellness expectations
   - Understands and follows safety guidelines and expectations

4) SERVICE ORIENTATION
   - Responds to internal and external customers
   - Demonstrates focus and presence
   - Attends to personal matters away from work

5) PROFESSIONAL DEVELOPMENT
   - Demonstrates openness to learn, grow and change
   - Accesses and applies appropriate resources
   - Manages personal career
   - Maintains licensing and certification requirements
Application represents the work of (select one): □ Chapter or □ Section

Name of school: _____________________________________________________________
Chapter email address (required): ____________________________________________
Primary contact advisor’s name: _____________________________________________
School address: ____________________________________________________________
School city: ___________________________________ State: ________ ZIP: __________
School telephone number (including area code): ________________________________
Cellphone number (required): _______________________________________________
Number of unduplicated student enrollment in courses eligible for SkillsUSA membership: ________________
Total SkillsUSA membership as indicated above by chapter or section: (auto-fill from registration site)

Note: To qualify for Level 1, the Quality Chapter Award, a chapter or section must conduct at least one activity related to each of the three SkillsUSA framework components.

CERTIFICATION:
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Chapter president name: (Print) ______________________________________________
Chapter president electronic signature (Replace empty box with blackened box here.): □

Chapter secretary name: (print) _____________________________________________
Chapter secretary electronic signature (Replace empty box with blackened box here.): □

Chapter advisor name: (print) ______________________________________________
Chapter advisor electronic signature (Replace empty box with blackened box here.): □

Superintendent or principal name: (print) _____________________________________
Superintendent or principal electronic signature (Replace empty box with blackened box here.): □

State association director signature of approval: ________________________________

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Chapter/section must submit Level 1 and Level 2 for evaluation to compete for national and state awards above the Quality Chapter level. Level 2 requires the chapter/section to describe a major activity the chapter/section conducted under the component that had the strongest impact in development of personal, workplace and technical skills.

Major activities described in Level 2 **must be different** than those listed in Level 1. Chapters/sections may use activities or parts of activities only one time in Level 2. There must be a different and distinct activity that relates to essential elements under each of the Framework components. If an activity or part of that activity is listed twice the application will receive a 10-point deduction in the duplicated Framework component areas. **There will be a 25-point deduction if the essential elements are not marked on Level 2.**

### CHAPTER EXCELLENCE PROGRAM

#### LEVEL 1 — QUALITY CHAPTER AWARD

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**Component 1 — Personal Skills**
The purpose of this component is to encourage students to develop essential values, personality traits and personal characteristics for success in life.

List one major activity: 

Select the *personal skills* the activity developed in students (required field):
- Integrity
- Work Ethic
- Professionalism
- Responsibility
- Adaptability/Flexibility
- Self-Motivated

---

**Component 2 — Workplace Skills**
The purpose of this component is to encourage students to develop essential attitudes and abilities for success in the workplace.

List one major activity: 

Select the *workplace skills* the activity developed in students (required field):
- Communication
- Decision Making
- Teamwork
- Multicultural Sensitivity and Awareness
- Planning, Organizing and Management
- Leadership

---

**Component 3 — Technical Skills**
The purpose of this component is to encourage students to develop essential knowledge and competencies for success on the job.

List one major activity: 

Select the *technical skills* the activity developed in students (required field):
- Computer and Technology Literacy
- Job Specific Skills
- Safety and Health
- Service Orientation
- Professional Development
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### Chapter of Distinction Indicators
(Must answer YES to at least seven of the following 13 indicators)

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</table>
Activity One (Personal Skills)

Name of Activity: ____________________________________________________

A. Which framework elements apply to the activity? (Check all that apply)

Personal Skills

- Integrity
- Work Ethic
- Professionalism
- Responsibility
- Adaptability/Flexibility
- Self-Motivated

B. What were the goals of the activity? (Need three SMART goals)

(1,000 characters maximum including spaces. Use Helvetica, size 11 or 12 point.)

C. Plan of Action (who, what, when, where)

(1,500 characters maximum including spaces, Use Helvetica, size 11 or 12 point.)

D. Results/Evaluation/Framework (What was accomplished? How did this activity help members gain these skills based on the essential elements selected above?)

(1,500 characters maximum including spaces. Use Helvetica, size 11 or 12 point.)
Activity One (Personal Skills)

Name of Activity: ____________________________________________________

Insert a photo (4"x6" maximum size) over this area.

The font type and size for photo caption must be Helvetica 14 point. Photo caption length is 550 characters maximum including spaces.
Activity Two (Workplace Skills)

Name of Activity: ____________________________________________________

A. Which framework elements apply to the activity? (check all that apply)

**Workplace skills**

- Communication
- Decision Making
- Teamwork
- Multicultural Sensitivity and Awareness
- Planning, Organizing
- Leadership

B. What were the goals of the activity? (Need three SMART goals)

(1,000 characters maximum including spaces. Use Helvetica, size 11 or 12 point.)

C. Plan of Action (who, what, when, where)

(1,500 characters maximum including spaces, Use Helvetica, size 11 or 12 point.)

D. Results/Evaluation/Framework (What was accomplished? How did this activity help members gain these skills based on the essential elements selected above?)

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Activity Two (Workplace Skills)

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Activity Three (Technical Skills)

Name of Activity: ________________________________________________________________

A. Which framework elements apply to the activity? (check all that apply)

Technical skills grounded in academics

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

B. What were the goals of the activity? (Need three SMART goals)

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C. Plan of Action (who, what, when, where)

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Name of Activity: ____________________________________________________

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Photo caption length is 550 characters maximum including spaces.
Application represents the work of (select one):  ☐ Chapter or ☐ Section

Name of School:  Rockdale Career Academy
Chapter E-mail address (required):  rockdaleca@workplace.edu
Primary Contact Advisor’s Name:  Mr. Bob Hauser
School Address:  555 Winslow Drive
School City:  Rockdale  State:  CA  Zip:  94578
School Telephone number (including area code):  718-999-5200
Cell Phone number (required):  718-232-7400
Number of unduplicated student enrollment in courses eligible for SkillsUSA membership:  50
Total SkillsUSA membership as indicated above by chapter or section:  40  (auto-fill from registration site)

Note: To qualify for Level 1, the Quality Chapter Award, a chapter or section must conduct at least one activity related to each of the three SkillsUSA framework components.

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Chapter president name: (Print)  Paolo Benitez
Chapter president electronic signature (Replace empty box with blackened box here.):  ☐

Chapter secretary name: (print)  Monique Johnson
Chapter secretary electronic signature (Replace empty box with blackened box here.):  ☐

Chapter advisor name: (print)  Jennifer Brunello
Chapter advisor electronic signature (Replace empty box with blackened box here.):  ☐

Superintendent or principal name: (print)  Steven Smith
Superintendent or principal electronic signature (Replace empty box with blackened box here.):  ☐

State association director signature of approval:  

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### CHAPTER EXCELLENCE PROGRAM
**LEVEL 1 — QUALITY CHAPTER AWARD**

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Circle or highlight “Yes” or “No” for each of the indicators.
Component 1 — Personal Skills
The purpose of this component is to encourage students to develop essential values, personality traits and personal characteristics for success in life.

List one major activity: Fall Leadership Conference

Select the personal skills the activity developed in students (required field):

- Integrity
- Work Ethic
- Professionalism
- Responsibility
- Adaptability/Flexibility
- Self-Motivated

Refer to the framework indicators to ensure the correct skills are checked.

Component 2 — Workplace Skills
The purpose of this component is to encourage students to develop essential attitudes and abilities for success in the workplace.

List one major activity: Career Day

Select the workplace skills the activity developed in students (required field):

- Communication
- Decision Making
- Teamwork
- Multicultural Sensitivity and Awareness
- Planning, Organizing and Management
- Leadership

Component 3 — Technical Skills
The purpose of this component is to encourage students to develop essential knowledge and competencies for success on the job.

List one major activity: Auto Service Sunday

Select the technical skills the activity developed in students (required field):

- Computer and Technology Literacy
- Job-Specific skills
- Safety and Health
- Service Orientation
- Professional Development
# Chapter Excellence Program
## Level 2 — Chapter of Distinction

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### Chapter of Distinction Indicators

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Circle or highlight “Yes” or “No” for each of the indicators. If you cannot answer “Yes” to these first four, you cannot move on to the next step.

This will depend on the member numbers auto-filled from the first page.
Activity One (Personal Skills)

Name of Activity: **Turkey Trot “So Others Can Eat”**

A. Which framework elements apply to the activity? (Check all that apply)

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<tbody>
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</tr>
<tr>
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<tr>
<td>◐ Adaptability/Flexibility</td>
</tr>
<tr>
<td>✓ Self-Motivated</td>
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B. What were the goals of the activity? (Need Three SMART goals)

The purpose of this activity was to collect food items for donation to families in need through the community food bank. On the Thursday before Thanksgiving, chapter members were divided into teams to collect food from different parts of town as well as at a collection point at a basketball game. Members were given two hours to collect as much canned food and nonperishable food items as they could. The team collecting the most items received a prize.

**Goal 1:** At least 30 percent of chapter members will participate in the activity.

**Goal 2:** Collect at least 1,000 canned and non-perishable food items for donation the Monday before Thanksgiving.

**Goal 3:** Collect canned and nonperishable food items from 50 percent of nearly 1,500 households in our community as well as from 25 percent of attendees at the game.

C. Plan of Action (who, what, when, where)

The chapter officer team and personal skills committee will develop all activities associated with this plan of action. They will work in cooperation with the public relations committee and all other parties necessary for its successful completion. Members will have an opportunity to demonstrate self-motivation, responsibility and work ethic.

1. 8/30/14 — Plan and discuss details at our chapter leadership retreat. (all goals)
2. 9/20/14 — Present plan of action for this activity at our first chapter meeting of the school year. (all goals)
3. 10/25/14 — Create and distribute fliers throughout our school to promote Turkey Trot “So Others Can Eat.” (Goal 1)
4. 10/30/14 — Develop a sign-up list to determine interest level of this activity. (Goal 1)
5. 11/3/14 — Promote activity to members and community by posting it on our chapter’s social media sites (all goals)
6. 11/10/14 — Distribute fliers informing citizens of our upcoming activity. (Goal 3)
7. 11/10/14 — Place advertisements in local newspapers to inform people in our community of this activity. (Goal 3)
8. 11/15/14 — Make announcement at home basketball game to advertise upcoming activity. (Goal 3)
9. 11/18/14 — Divide the individuals who signed up into teams so they can plan their routes or create signs for the game. (Goal 1)
10. 11/22/14 — Conduct Turkey Trot “So Others Can Eat” beginning at 5:15 p.m. (All Goals)
11. 11/25/14 — Distribute canned and non-perishable food items to the local food bank for distribution. (Goal 3)

D. Results/Evaluation/Framework (What was accomplished? How did this activity help members gain these skills based on the essential elements selected above?)

Goal 1 Results: (EXCEEDED) 38 members of the chapter participated in this activity for at least a portion of the night. A few members had to leave before the activity concluded. All totaled, 95 percent of our members participated.

Goal 2 Results: (MET) The Turkey Trot “So Others Can Eat” activity was a success. We met our goal of collecting 1,000 canned and nonperishable food items.

Goal 3 Results: (NOT MET) Our chapter members knocked on approximately 600 doors, but we missed some of the more populated areas in our community, which could have netted a higher return of food items. Only 15 percent of our basketball game attendees contributed a food item.

Evaluation: This activity helped feed many in our community. It was also an excellent activity to help members bond. We will continue to promote this activity in the community and encourage more members to become involved. We will re-evaluate the date of the activity and consider moving it to Halloween to add a costume contest. We will also consider collecting food items at a football game prior to Halloween to kick off the event.
Activity One

Name of Activity: Turkey Trot “So Others Can Eat”

On Nov. 22, our chapter conducted a Turkey Trot “So Others Can Eat” activity to collect canned and nonperishable food items to be donated to our local food bank for distribution to families in need. Thirty-eight members participated in this activity. We collected 1,000 items that were presented to the Food Bank on Nov. 22. The “Gobblers” team won by collecting the most food with 153 canned and nonperishable items.

The font type must be Helvetica 14 point. Caption length must not exceed 550 characters, including spaces.
Activity Two (Workplace Skills)

Name of Activity: Workplace Skills Equals Employability Success Night

A. Which framework elements apply to the activity? (Check all that apply)

Workplace Skills

☐ Communication  ☐ Multicultural Sensitivity and Awareness  ☑ Planning, Organizing and Management  ☑ Leadership

☐ Decision Making

☐ Teamwork

B. What were the goals of the activity? (Need three SMART goals)

Goal 1: To improve employability skills by having members participate in the following eight event areas: Extemporaneous Speaking, Graphics Communications, Job Interview, Major Appliance, Mechatronics, Mobile Electronics and Installation, Health Occupations and Welding Art/Sculpture.

Goal 2: To find 15 alumni, local business and industry partners to assist with judging, critique and advice.

Goal 3: To have at least 60 percent of the chapter participating to help develop their public speaking and job interview skills.

C. Plan of Action (who, what, when, where)

The workplace skills committee will develop all activities with the assistance of advisors. This includes cooperation with all other parties necessary to develop planning, organizing and management and communication skills.

1. 1/2/14 — Inform members at chapter meeting of Workplace Skills Employability Success Night (Goal 1)
2. 1/5/14 — Contact qualified individuals to determine interest in participating (Goal 2)
3. 1/5/14 — Create sign-up list to determine number of members participating (Goal 3)
4. 1/25/14 — Remind members of event (Goal 1 and 3)
5. 2/5/14 — Host practice session to give participants practice and motivation to participate (Goal #1 and #3)
6. 2/5/14 — Contact volunteers to confirm participation and area judging (Goal 2)
7. 2/15/14 — Conduct Workplace Skills Equals Employability Success Night (All Goals)
D. Results/Evaluation/Framework (What was accomplished? How did this activity help members gain these skills based on the essential elements selected above?)

Goal 1 Results: (MET) 25 members participated in the Workplace Skills Employability Success Night. We filled nearly all eight events with the maximum number of members who can participate at state.

Goal 2 Results: (EXCEEDED) Committee members and advisors were able to find 25 community members and alumni who were willing to judge. Provided feedback in communication, listening and responding to questions.

Goal 3 Results: (UNMET) 22 members represents only 55 percent of our membership due to increased enrollment and membership.

Evaluation: This activity helped many students grow in their workplace skills including stage presence, verbal and nonverbal communication, interviewing techniques and stress management. Since we had success, we plan to continue promoting this event in the future. We also plan to have more workshops on the above skills for members just getting started. With this development, we should definitely achieve the third goal.
Activity Two

Name of Activity: **Workplace Skills Employability Success Night**

This event assisted 22 members in their development as leaders in our chapter. Members had to face their fear of public speaking and interviewing. Feedback from community members indicated there was a significant impact on the development of communication and interviewing skills. Judges said the chapter should be proud of members taking bold risks to showcase their talents in stressful situations.
Activity Three (Technical Skills)

Name of Activity: **Extended Educational Workshops**

A. Which framework elements apply to the activity? (Check all that apply)

**Technical Skills grounded in academics**

- [ ] Computer and Technology Literacy
- [x] Job-Specific Skills
- [x] Safety and Health
- [ ] Service Orientation
- [x] Professional Development

B. What were the goals of the activity? (Need 3 SMART goals)

The purpose of this activity is to use the academic and SkillsUSA strengths of our members to create a team environment where members can either work on academics or prepare for competitions by using peer-to-peer instruction and cooperative learning. In addition, we hope to expand chapter involvement in leadership skills areas through these workshops.

Goal 1: Host one workshop per week that enables members to advance their technical and academic knowledge. Design the workshops to help SkillsUSA members reinforce the concepts learned in the classroom.

Goal 2: 50 percent of members will attend at least one workshop by the end of the year. Workshops will be facilitated by at least three experienced members of the chapter.

Goal 3: Members will apply the knowledge learned in the workshops to strengthen employability skills in preparing for the workforce and everyday life. We will improve the chapter’s overall GPA by .5 percent in the spring semester through communication and teamwork to prove learning can be fun.

C. Plan of Action (who, what, when, where)

To make these workshops effective and relevant, we will plan them for the best timeframe for members. We will have to juggle schedules, and events and this will be a challenge. However, the technical skills committee sees great value in cooperative learning that can occur outside the official school day.

9/5/14 — Technical skills committee meets with advisor to determine schedule for workable evenings. (Goal 1)

9/15/14 — Present proposed dates to school administration for approval and awareness. (Goal 1)
9/20/14 — Committee members will plan the schedule for the upcoming week with the help of
the personal skills and workplace skills committee to determine the focus areas of the week. (Goal
1)
9/25/14 — Student facilitators develop guides and PowerPoint presentations for members to use
when studying. (Goal 1 and 2)
9/25/14 — Use chapter social media outlets to send reminders about the workshops. Do this in
addition to school announcements and the classroom calendar. (Goal 2)
9/25/14 — Have older members commit to assisting with two workshops throughout the year.
(Goal 2)
All Year — Create a chapter point sheet to monitor attendance. (Goal 3)

D. Results/Evaluation/Framework (What was accomplished? How did this activity help
members gain these skills based on the essential elements selected above?)

Goal 1 Results: (Exceeded) Hosted an average of two workshops per month for members.
Member attendance was excellent with an average of 30 members or 75 percent of the chapter
participating.

Goal 2 Results: (EXCEEDED) 85 percent of the SkillsUSA members attended at least one workshop
facilitated by at least four experienced members. However, most nights, there were five to six
experienced members in attendance to assist.

Goal 3 Results: (NOT MET) Through these educational workshops, we increased the chapter’s
overall GPA by .15 percent. Many of our members already have outstanding GPAs, so to increase
the chapters’ overall GPA by .5 percent was unrealistic. The learning and fellowship that occurred
at he workshops helped younger members learn more about the opportunities in SkillsUSA.

Evaluation: This activity proved to be a great way to get members involved. It showcased a variety
of opportunities in SkillsUSA and created a friendly team environment to make learning fun. It
increased the knowledge of experienced members by having them teach and train the others.
In the future, we need to use the strengths of alumni members when available. We also need to
consider opportunity for recognition for attendance goals as well as GPA.
Activity Three

Name of Activity: **Extended Educational Workshops**

The academic diversity of our SkillsUSA members was fully implemented during the Extended Educational Workshops. Originally designed to support technical skills competitions, these workshops evolved into helping members academically. The workshops were held an average of twice a month throughout the school year, offering a great way to discover something new about the chapter while gaining help to succeed in the classroom. The mentorship offered by experienced SkillsUSA members was especially valuable.
# Chapter of Distinction Rubric

## Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Total Points Possible</th>
<th>High Points 7-6 points</th>
<th>Mid Points 5-3 points</th>
<th>Low Points 2-0 points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>7</td>
<td>Goal is well written and uses all five components of a SMART goal (Specific, Measurable, Attainable, Realistic and Time-bound).</td>
<td>Goal is vague and does not use all the components of a SMART goal (Specific, Measurable, Attainable, Realistic and Time-bound).</td>
<td>Goal is poorly written and does not use the components of a SMART goal (Specific, Measurable, Attainable, Realistic and Time-bound).</td>
<td></td>
</tr>
<tr>
<td>Goal 2</td>
<td>7</td>
<td>Goal is well written and uses all five components of a SMART goal (Specific, Measurable, Attainable, Realistic and Time-bound).</td>
<td>Goal is vague and does not use all the components of a SMART goal. (Specific, Measurable, Attainable, Realistic and Time-bound).</td>
<td>Goal is poorly written and does not use the components of a SMART goal. (Specific, Measurable, Attainable, Realistic and Time-bound)</td>
<td></td>
</tr>
<tr>
<td>Goal 3</td>
<td>7</td>
<td>Goal is well written and uses all five components of a SMART goal (Specific, Measurable, Attainable, Realistic and Time-bound).</td>
<td>Goal is vague and does not use all the components of a SMART goal (Specific, Measurable, Attainable, Realistic and Time-bound).</td>
<td>Goal is poorly written and does not use the components of a SMART goal (Specific, Measurable, Attainable, Realistic and Time-bound).</td>
<td></td>
</tr>
</tbody>
</table>

## Plan of Action

<table>
<thead>
<tr>
<th>Total Points Possible</th>
<th>High Points 10-8 points</th>
<th>Mid Points 7-4 points</th>
<th>Low Points 3-0 points</th>
<th>Total Points</th>
</tr>
</thead>
</table>
| Plan of action | 3 Weighted Area | Plan of action clearly identifies:  
• who will perform the duties to meet the goals  
• what needs to be accomplished to meet the goals  
• when items need to be completed to meet the goals  
• where the activity took place | Plan of action is vaguely written and only addresses part of:  
• who will perform the duties to meet the goals  
• what needs to be accomplished to meet the goals  
• when items need to be completed to meet the goals  
• where the activity took place | Plan of action does not identify:  
• who will perform the duties to meet the goals  
• what needs to be accomplished to meet the goals  
• when items need to be completed to meet the goals  
• where the activity took place |  |

\[ \text{_____ total points} \times 3 = \text{______} \]
## Results/Evaluation/Framework

<table>
<thead>
<tr>
<th></th>
<th>Total Points Possible</th>
<th>High Points 3 points</th>
<th>Mid Points 2 points</th>
<th>Low Points 1 - 0 points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome evaluated and reported (goal met or unmet)</td>
<td></td>
<td>Response clearly states whether all goals were met or unmet. If all aspects of SMART goals were met, clearly stated by how much and if exceeded. If goals were unmet, circumstances or reasoning as to why is explained along with what could be done differently to meet the goals</td>
<td>Response vaguely states whether all goals were met or unmet. If only portions of aspects of SMART goals were met, it states by how much. If goals were unmet, circumstances or reasoning as to why is explained and what would be done differently next time is identified</td>
<td>Response does not or poorly states whether all aspects of SMART goals were met or unmet. It does not identify how much the goal was met by or does not include the circumstances as to why the goal was unmet</td>
<td></td>
</tr>
<tr>
<td>Goal 1</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Goal 2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Goal 3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What happened?</td>
<td>4 Weighted Area</td>
<td>Response clearly states the purpose of the activity and describes what happened</td>
<td>Response vaguely states the purpose of the activity and vaguely describes what happened</td>
<td>Response does not or poorly states the purpose of the activity and poorly describes what happened</td>
<td></td>
</tr>
<tr>
<td>Related to framework component and essential elements</td>
<td>6 Weighted Area</td>
<td>Activity and benefits relate directly to the chosen framework essential element. Response clearly states and describes how students demonstrated or mastered the essential element(s) of the framework component</td>
<td>Response vaguely states and describes how students demonstrated or mastered the essential element(s) of the framework component</td>
<td>Response poorly states how students demonstrated or mastered the essential element(s) of the framework component</td>
<td></td>
</tr>
<tr>
<td>Photo/caption</td>
<td>2 Weighted Area</td>
<td>A quality photo illustrating the chapter’s activity with a caption that clearly describes the activity</td>
<td>A photo partially illustrating the chapter’s activity with a caption that vaguely describes the activity</td>
<td>A poor quality photo with a caption that does not describe the activity</td>
<td></td>
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</tbody>
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### Spelling/Grammar

<table>
<thead>
<tr>
<th></th>
<th>Total Points Possible</th>
<th>High Points 4 points</th>
<th>Mid Points 3 - 2 points</th>
<th>Low Points 1 - 0 points</th>
<th>Total Points</th>
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<tbody>
<tr>
<td></td>
<td>4</td>
<td>No errors or slight errors in grammar or spelling that distract the reader from the content</td>
<td>Major errors in spelling and grammar that distract the reader from the content</td>
<td>Excessive errors in spelling and grammar that distract the reader from the content</td>
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### Total Points
# Chapter of Distinction Scoresheet

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>Activities</th>
<th>Personal</th>
<th>Workplace</th>
<th>Technical</th>
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<tbody>
<tr>
<td><strong>Goals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 1 (7)</td>
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<td></td>
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<tr>
<td>Goal 2 (7)</td>
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</tr>
<tr>
<td>Goal 3 (7)</td>
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<tr>
<td><strong>Subtotal</strong> (possible 21 points)</td>
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<tr>
<td><strong>Plan of Action</strong></td>
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<tr>
<td>Plan of action (30)</td>
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<tr>
<td><strong>Subtotal</strong> (possible 30 points)</td>
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<tr>
<td><strong>Results/Evaluation/Framework</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Outcome evaluated and reported (goal met or unmet)</td>
<td></td>
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<tr>
<td>Goal 1 (3)</td>
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<td>Goal 2 (3)</td>
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<tr>
<td>Goal 3 (3)</td>
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</tr>
<tr>
<td>What happened? (12)</td>
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<tr>
<td>Related to framework component and essential elements (18)</td>
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<tr>
<td>Photo/caption (6)</td>
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<td>Spelling and Grammar (4)</td>
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<tr>
<td>Essential Elements not selected (-25)</td>
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<tr>
<td>Replication of activity (-10)</td>
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<tr>
<td><strong>Component Total</strong> (possible 100)</td>
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</tbody>
</table>

**Overall Total**

(add all three component totals for sum of overall total)
In keeping with a tradition of respect for the individuality of our members and our role in workforce development, SkillsUSA strives to ensure inclusive participation in all of our programs, partnerships and employment opportunities.

www.skillsusa.org