



Dear SkillsUSA Advisor:

Our 2018-19 SkillsUSA theme “SkillsUSA: Champions at Work, Career-Ready Starts Here” speaks absolute truth. This is our focus as an organization, and for middle school, it means an open door to meaningful career exploration. As you and I know, it’s never too early to introduce students to what I believe is the golden ticket to career readiness and personal fulfillment — SkillsUSA! Our mission is at the heart of career success, and it’s why SkillsUSA membership is an essential link between students and the workplace.

All you have to do is look at the SkillsUSA Framework to know we’re on target with our programming. With the framework’s inception in 2014, we clearly defined learning expectations for SkillsUSA programs at all levels across the country. We’re more than just another organization that students join to put on their résumés; we’ve become a proactive agent of relevant and accountable skills proficiency. How are we preparing students to fill the skills gap? Let me point to two recent programs that quantify SkillsUSA outcomes.

The first is our Chapter Excellence Program (CEP). Sponsored by Lowe’s, the program is entering its fifth year. CEP gives chapters an opportunity to be recognized for tangible connections between their program of work and the SkillsUSA Framework. This has enabled chapters to objectively measure student learning relating to the personal, workplace and technical skills outlined in the framework. It has also given chapters a means to justify what many have already been doing in a simple, organized and thoughtful manner. If you are one of the thousands of SkillsUSA chapters taking part in CEP, you know what I’m talking about. If you’re not, I invite you to look into it on our SkillsUSA webpage at: www.skillsusa.org/programs/chapter-excellence-program.

The second is the *SkillsUSA Career Essentials* suite. Introduced in 2017, these products prepare students to stand out in their career fields. For example, with *SkillsUSA Career Essentials: Experiences*, we offer a project-based learning program designed to help strengthen your students’ understanding of the necessity of framework skills. Through online and offline project components, students grow closer to becoming career-ready. What’s more, we have an assessment option to measure their progress as they work toward mastery of specific framework skills. All materials have been developed by subject matter experts using national technical standards, giving you and your students another opportunity for relevant classroom learning and SkillsUSA program excellence. It’s a true win-win. You can learn more at: www.skillsusa.org/programs/career-essentials.

As your students look ahead to high school, know that SkillsUSA membership is key to creating a vision for their future. Let’s build a culture where students make connections between classroom learning and a career they will enjoy. As Steve Jobs said, “Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And, the only way to do great work is to love what you do.”

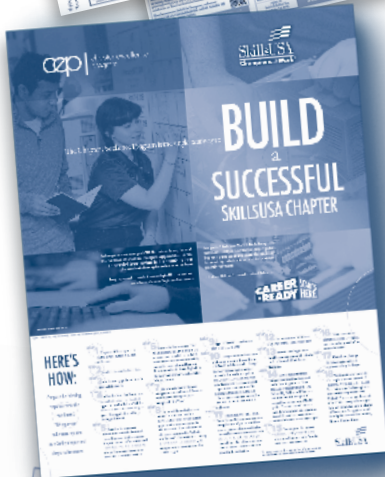
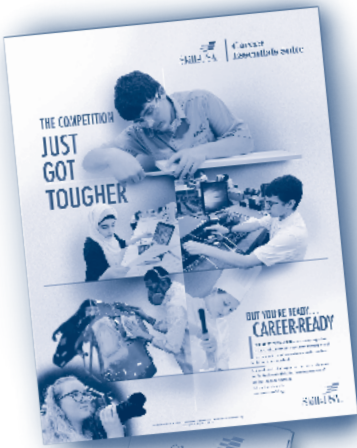
With gratitude,

A handwritten signature in black ink that reads "Timothy W. Lawrence".

Tim Lawrence
Executive Director

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EXCELLENCE TAKES CENTER STAGE

You're probably familiar with the Nobel Prize, Super Bowl rings and Olympic medals. Each award recognizes excellence and mastery in its respective field. These champions are at the top of their game, often emulated by others and celebrated by their peers. SkillsUSA's Chapter Excellence Program (CEP) provides a path for chapters to ensure they are at the top of their game and recognized for it. CEP is so fundamental to the success of a chapter that every step in the membership kit has been developed to assist you in infusing these standards and best practices into your chapter. Many of these, your



chapter is already engaging in; others will strengthen your chapter by taking it to a whole new level while providing recognition for exemplary work. Get ready. The stage is set. We'll see you there.



chapter excellence program

WHAT IS THE CHAPTER EXCELLENCE PROGRAM (CEP)?

The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter.

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

Within the personal, workplace and technical skills areas, there are specific Essential Elements tied to each. The Essential Elements are high-demand employability skills as defined by industry, and the benchmark for measuring student success during an activity. If students learn the Essential Element of responsibility during a personal component activity, the framework requires that a chapter be specific regarding the *how* and *why* students learned responsibility. This conscientious approach gives added

ONLINE RESOURCES

DOWNLOAD RESOURCES AT:

<http://bit.ly/2mwUrMB>

- CEP Mini Lesson Plans
- CEP Guide

meaning to the valuable experience gained by students in the planning, organization and implementation of activities. Most importantly, this approach actualizes SkillsUSA's mission to "empower members to become world-class workers, leaders and responsible American citizens" on the chapter level.

Every chapter is encouraged to participate in CEP and there are three award levels to recognize program involvement. The first two levels are acknowledged by a chapter's state association, and the third level is recognized nationally. 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, the greater the chance for CEP honors.**

WHY GET INVOLVED IN THE CEP?

Implementing the CEP can result in benefits for members, teachers/chapter advisors and for the chapter, campus and community.

For members:

- Creates opportunities to apply framework skills
- Fosters personal and workplace skill development
- Equips with valuable leadership skills and experiences
- Improves chapter organization and efficiency
- Develops teamwork and collaboration skills
- Instills a sense of purpose and belonging
- Promotes friendly competition in pursuit of excellence
- Recognizes achievement
- Provides experiences in completing an application

For teachers/chapter advisors:

- Provides experiences to develop framework skills
- Empowers member's leadership skill development
- Reduces workload when members plan and lead chapter activities
- Educates school administration and community members about SkillsUSA and chapter accomplishments
- Increases member engagement
- Increases positive exposure of SkillsUSA chapter
- Strengthens the presence and support of SkillsUSA on campus and in community
- Summarizes and documents chapter progress for the year
- Brings state and national recognition to your program

For Chapter/Campus/Community:

- Benefits the community by addressing community needs through framework skills
- Provides trained workforce allowing for sustainability of the community with framework skills
- Highlights framework skill development for college and career readiness
- Serves as baseline for chapter improvement in future years
- Connects members to employers
- Garner support of campus administration/faculty for SkillsUSA chapter
- Gains support of community for SkillsUSA chapter
- Illustrates relevance in accomplishing campus goals
- Brings state and national recognition to your campus and community



APPLY THE SKILLSUSA FRAMEWORK TO ACHIEVE CEP STANDARDS

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 deciding whether or not to pursue chapter excellence. After that, the journey for you and your students will be about unlocking their personal 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 multiple-step process, which is fundamental for any student-led SkillsUSA activity.

- a. Determine an activity.
- b. Select two to three essential elements from one component of the framework that you will be intentional about teaching in relation to the activity.
- c. Establish committees.
- d. Outline goals that include instilling the selected Essential Elements in students.
- e. Create a timeline.
- f. Conduct the activity.
- g. Evaluate and record results of the activity in terms of developing framework skills in students.

COMPLETE THE CEP APPLICATION AND EARN RECOGNITION AS A 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, complete the application online.



Tips for success:

- Start the application early
- Make it unique to your chapter
- Print a copy of the application first to complete rough draft(s)
- Keep in mind there are space and character limitations as indicated on the application
- Convey information in a clear and concise manner

WHAT MUST OUR CHAPTER DO TO EARN LEVEL 1 QUALITY CHAPTER AWARD?

To earn Level 1 Quality Chapter Award, a chapter must:

- Pay membership dues
- Have all section advisors pay professional dues to SkillsUSA
- Elect chapter officers
- Conduct well planned, regularly scheduled chapter meetings
- Complete a projected chapter budget (list of planned income and expenses for the year)
- Complete a program of work (list of planned chapter activities for the year)
- Conduct at least one activity within each of the three framework components
 - ◆ Personal Skills
 - ◆ Workplace Skills
 - ◆ Technical Skills
- Complete the Level 1 Quality Chapter application

WHAT MUST OUR CHAPTER DO TO EARN LEVEL 2 CHAPTER OF DISTINCTION?

To earn Level 2 Chapter of Distinction, a chapter must:

- Conduct chapter officer training
- Conduct a chapter recruitment activity (e.g., membership drive, middle school presentation)
- Engage members in committees to conduct chapter activities
- Prepare to participate in State Leadership and Skills Conference
- Complete at least seven of the 14 Chapter of Distinction indicators
 - ◆ 75 percent of eligible students are SkillsUSA members
 - ◆ Hold executive committee meetings with local chapter officers
 - ◆ Conduct an activity to engage business and industry partners
 - ◆ Students attend Fall Leadership Conference
 - ◆ Chapter members attend one activity above the chapter level excluding Fall Leadership Conference
 - ◆ Present a report of chapter activities and accomplishments to the school board
 - ◆ Hold SkillsUSA local technical area Championships
 - ◆ Hold SkillsUSA local leadership/occupational area Championships
 - ◆ Celebrate SkillsUSA Week through chapter activities

- ◆ Publish one or more articles in local media
- ◆ Provide a social media or web presence for your local chapter
- ◆ Have a candidate for state office
- ◆ Conduct chapter awards program or banquet on the local level, in which all members may attend
- ◆ Participate in the *Career Essentials: Experiences*
- Conduct at least one activity within each of the Components of the SkillsUSA Framework (these must be different activities than listed as part of the Quality application). Select two to three essential elements from one Component of the framework that you will be intentional about teaching in relation to the activity. Establish committees to organize the activity. Outline SMART goals that include instilling the selected Essential Elements in students. Create a timeline to ensure successful completion. Conduct the activity. Evaluate and record results of the activity in terms of developing framework skills in students.
- The CEP rubric offers specific information to help support a fair distribution of points.
 - ◆ Bronze Chapter of Distinction: 100–164 points
 - ◆ Silver Chapter of Distinction: 165–239 points
 - ◆ Gold Chapter of Distinction: 240–300 points

WHAT MUST OUR CHAPTER DO TO EARN LEVEL 3 MODELS OF EXCELLENCE?

National Models of Excellence

The National Models of Excellence award is the highest honor a chapter can receive.

To earn Level 3 Models of Excellence, a chapter must:

- Complete Level 1, Quality Award
- Complete Level 2, Chapter of Distinction
- Receive a Gold Chapter of Distinction award
- Be submitted by the state director for consideration as a national Models of Excellence. The number of submissions per state 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 would be eligible
- For those chapters that are forwarded by the state director to the national office, a panel of judges will evaluate the Level 2 Chapter of Distinction activities based on the criteria of goals, plan of action, results, evaluation and framework
- Level 3 Models of Excellence will be announced by April 15 so schools can prepare to attend the national conference. Eight schools will be awarded in each component of the framework (Personal,

Workplace and Technical) for a total of 24 Level 3 Models of Excellence

- Chapters will have members participate in business and industry partner interviews
- At the conclusion of the Level 3 Models of Excellence presentations and interviews during the national conference, a single chapter in each component will be announced as the Model of Excellence

WHAT DO CEP AWARD RECIPIENTS RECEIVE?

Quality Chapter Award (Level 1)

- Each chapter fulfilling the Quality Chapter Award (Level 1) will receive a certificate
- Recognized at the state level

Chapter of Distinction Award (Level 2)

- Each chapter will receive the Quality Chapter Award plus an opportunity to compete for gold, silver and bronze status
- Silver and bronze winners will receive a certificate
- Gold winners will receive:
 - ◆ A display banner
 - ◆ Advisor lapel pin
- Invitation to attend the Chapter of Distinction mega prize reception at NLSC
- Recognized at the state level

Models of Excellence Award (Level 3)

- Each chapter will receive the Quality Chapter Award certificate, Gold Chapter of Distinction recognition items plus:
 - ◆ Large award banner*
 - ◆ Award plaque*
- Invited to the Models of Excellence awards banquet during NLSC
- Recognized during the NLSC Awards Ceremony
- Recognition in promotional materials and best practices guide highlighting Models of Excellence award winners
- \$2,000 chapter grant*

* Based on secured sponsorship



1

SECURE SUPPORT FROM YOUR SCHOOL ADMINISTRATOR

Successful SkillsUSA chapters work with administrators from the onset. Receiving permission and support from administration to start a SkillsUSA chapter is essential. To guide you along the formation of your chapter:

- Review the SkillsUSA Administrator Flier. This flier is designed to highlight the value and importance of SkillsUSA to your administrator.
- The Talking Points for Administrator Meeting flier provides a step-by-step discussion guide for this important meeting. This is your guide to introducing the flier to your administrator and highlighting the benefits of a SkillsUSA chapter.
- Using a laptop or portable device, consider showing your administrator the personal message prepared by executive director Tim Lawrence. This short, three-minute video packs a punch by connecting the integral nature of SkillsUSA to the educational system and future career readiness. The message will resonate with administrators.
- Set up a meeting with your administrator. A minimum of 30 minutes should be scheduled to allow enough time to review the materials and answer questions.
- Once you receive permission from your school administration, you are ready to move on to the next step.

2

CONNECT ON THE STATE SKILLSUSA LEVEL

Once you have gathered the support of your administrator, it is extremely important to connect on the state SkillsUSA level. Connecting directly with your state SkillsUSA director will ensure you are included in all future mailings and they will provide assistance in the successful formation of your chapter.

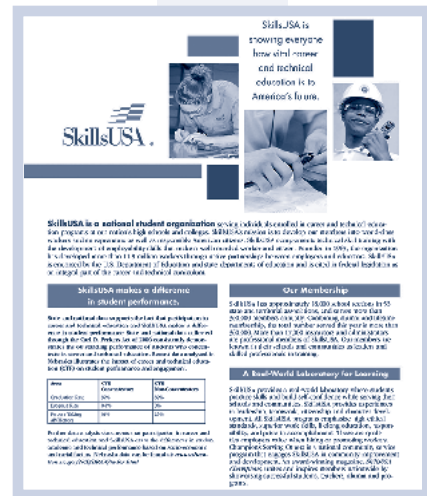
- If you are a new chapter, it is imperative that you submit a local constitution and chapter charter to your state SkillsUSA director. Both of these documents can be found online and completed electronically. Once the state SkillsUSA director has accepted your local constitution and chapter charter, your school will be included among the registered users on the SkillsUSA registration site.
- Complete the SkillsUSA Application for a Chapter Charter. The charter requires an administrator's signature. You may want to have students share their excitement about the new chapter by delivering the charter to the administrator for his or her signature.
- Along with the charter, the chapter must submit a constitution. Use the Suggested Local Constitution as a guideline, and ensure that you update it with school-specific information. Your chapter can always amend the constitution in the future if there is ever a need.
- Your chapter is official once your state SkillsUSA director has accepted your charter and constitution. You are ready to move forward to take advantage of local, state and national opportunities that await you and your students.

ONLINE RESOURCES

DOWNLOAD RESOURCES AT

<http://bit.ly/2mwUrMB>

- Teacher Message from Tim Lawrence, SkillsUSA executive director (video)
- Guide for Administrator Meeting
- Outline and Talking Points for Administrator Meeting
- SkillsUSA Administrator Flier



ONLINE RESOURCES

DOWNLOAD RESOURCES AT

<http://bit.ly/2mwUrMB>

- Directory of state SkillsUSA directors
- Application for Chapter Charter
- Suggested Local Constitution

The form is titled 'SkillsUSA APPLICATION FOR CHAPTER CHARTER'. It includes fields for 'To: _____ (School) Chapter is to apply for: District _____' and 'By: _____ (Administrator) Association of SkillsUSA Inc.'. Below these are sections for 'Chapter Address', 'School Address', and 'City, State, ZIP'. There is also a 'Date Submitted' field. At the bottom, there is a section for 'INSTRUCTIONS' and a 'FOR STATE USE ONLY' section with fields for 'EXPIRATION DATE', 'APPROVED', 'Signature of State Director', 'Date', and 'CODE NUMBER'.

3

ENSURE SKILLSUSA IS INTEGRAL TO YOUR CTE PROGRAM

SkillsUSA is an integral part of career and technical education (CTE). Teachers infuse the organization's activities into their instructional programs, enabling students to gain real-world applications to their studies. When SkillsUSA is integrated into the CTE program, all students develop the personal, workplace and technical skills that comprise the SkillsUSA Framework. For example, the newly released *SkillsUSA Career Essentials: Foundations* and *SkillsUSA Career Essentials: Experiences* are available through SkillsUSA to embed into curriculum, offering your students experiences to better prepare them for career success. To learn more about the new Career Essentials suite of products, check out Page 20 of this guide. Your classroom will come to life as students see the connection between what they are learning today and their futures. Just as your lab provides contextual moments, your classroom can provide relevancy in developing leadership, communication and teamwork skills that develop the whole student.

- Ensure all stakeholders from administrators to parents, students and other teachers understand the integral nature of SkillsUSA to your CTE program.
- Ensure parents and families understand that SkillsUSA is integral to your program by placing information directly into the syllabus. Use the Parent Letter and SkillsUSA Brochure template as guides.
- Introduce your students, parents, administrators and advisory committee members to the SkillsUSA Framework. The framework supports the mission of the organization “to empower members to become world-class workers, leaders and responsible American citizens.” In a few short statements, you can explain the value of the SkillsUSA Framework to others:

WHAT IT DOES

- ◆ Provides a common language for students to articulate what they gain from SkillsUSA participation to employers, school administrators, parents and other students
- ◆ Assesses student skill development along a learning continuum of awareness, demonstration and mastery
- ◆ Creates a vision for SkillsUSA programs at the local, state and national levels to ensure quality student-led experiences that build skills in all members

WHY IT WORKS

- ◆ Empowers every student to achieve career success
- ◆ Delivers a skill set demanded by business and industry but lacking in many employees today
- ◆ Ensures that every student member receives a consistent and specific skill set
- Use the SkillsUSA Framework Flier and Graphic in your program materials to draw attention to the development of personal, workplace and technical skills grounded in academics.
- Show the framework video to students, parents, administrators, teachers and members of your business community so they understand how SkillsUSA ensures career readiness.

ONLINE RESOURCES

DOWNLOAD RESOURCES AT

<http://bit.ly/2mwUrMB>

- Parent Letter
- SkillsUSA Brochure Template
- SkillsUSA Framework Flier
- SkillsUSA Framework Graphic
- SkillsUSA Framework Video
- Career-Ready Starts Here



- Use the Career-Ready Starts Here lesson plan to embed SkillsUSA into your chapter activities. A SkillsUSA chapter exists as a teaching tool where intentional learning can take place in a safe environment. Students are able to make mistakes and learn from them with your guided practice, which moves them along a continuum of awareness to demonstration and eventual mastery level learning.
- As part of the lesson plan, students will benefit from visiting the Career Transitions site, where they can:
 - ◆ Assess their career interests by taking an online assessment
 - ◆ Browse career paths and check out videos of real people working in the field
 - ◆ Learn to write a résumé and cover letter

SKILLSUSA MEMBERSHIP KIT LESSON PLAN



For the complete version of this Lesson Plan, including four more activities, please visit: <http://bit.ly/MemberKit19>

Middle School

The 2018-2019 membership kit lessons introduce students to topics of chapter management. The lesson is designed to be fully customizable for your chapter. Six activities are provided, one for each Chapter Excellence Program Quality Chapter requirement. Facilitate one, two, three, four, five or all six of the activities spread out over a couple of class periods if needed. For example, if all students already pay dues, skip Activity 1. Use the activities in areas your chapter needs to improve to be a Quality Chapter. At the completion of the lesson, students will have ownership of the chapter and be prepared to complete the CEP Quality Chapter application. This lesson and activities will help fulfill the year's theme of SkillsUSA: Champions at Work, Career-Ready Starts Here.

- **Anticipatory Set:** Understand the value of SkillsUSA and being career-ready
- **Activity 1:** Pay membership dues (students and advisors)
- **Activity 2:** Elect chapter officers
- **Activity 3:** Conduct well planned, regularly scheduled chapter meetings
- **Activity 4:** Complete a project chapter budget
- **Activity 5:** Complete a program of work
- **Activity 6:** Conduct at least one activity within each of the three framework components
- **Review:** Evaluate the chapter management structure
- **Extended Learning Opportunities**

Introduction (if applicable): 1 minute

Let students know who you are and why you are there. Be sure to introduce all presenters. Fill in the blanks with your name and chapter. Adjust the introduction to fit the audience and situation.

"Hello. I am _____ and I am a member of the _____ SkillsUSA chapter. SkillsUSA helps students become world-class workers, leaders and responsible American citizens. Your chapter is a training ground for learning personal, workplace and technical skills. Career-ready starts here. The chapter exists to provide rich experiences that prepare students for career success. To make this a reality, students must be the ones organizing and leading with the help of an instructor or advisor. Today, we will explore the components of chapter management and complete steps for your own chapter to be recognized at the national level as a Quality Chapter."

Anticipatory Set: 6 minutes

The first activity emphasizes the value of SkillsUSA, the SkillsUSA Framework and being career-ready. Give these instructions:

1. "To begin today, we will role-play and make decisions."
2. "I will describe two choices and individuals you will make a decision."
3. "Vote for your choice by raising your hand when asked to do so."
4. "Here is the first one: You are the CEO of a business. Would you rather hire an applicant that has hands-on experience in the field or an applicant who has good grades?" (*pause*)

SUPPLIES NEEDED:

- CEP Quality Chapter checklist
- **Activity 1:** paper (two pieces for every three students), writing utensils (one per group of three students) and small stickers (one per student)
- **Activity 2:** none
- **Activity 3:** small slips of paper (at least five per student), paper (one piece for every three students) and writing utensils (one per student)
- **Activity 4:** dry beans (20 per pair) and budget worksheet (one per pair)
- **Activity 5:** Two decks of playing cards (one organized by suits and in order from ace to king and all facing the same direction and the other deck mixed up with some cards facing forwards and backwards), large sheets of butcher paper (seven) and markers (seven)
- **Activity 6:** writing surface, CEP framework handout from CEP mini lesson plan (one per student), large pieces of butcher paper (three) and markers (at least three)
- **Review:** none

5. "Raise your hand if you would hire the applicant with hands-on experience." *(pause)*
6. "Raise your hand if you would hire the applicant with good grades." *(pause)*
7. "Here's the next choice: 'You are the chairman of a scholarship committee. Would you reward a student serving as president of a student organization or a student who has studied abroad?'" *(pause)*
8. "Raise your hand if you would select the president." *(pause)*
9. "Raise your hand if you would select the student that had studied abroad." *(pause)*
10. "Final choice: You are a school administrator. Would you fund a program that is receiving national awards or a program with high enrollment?" *(pause)*
11. "Raise your hand if you would fund the award-winning program." *(pause)*
12. "Raise your hand if you would fund the high enrollment program." *(pause)*

"These are tough decisions. There are pros and cons each way and not one right or wrong answer. These are the types of decisions being made by CEOs, administrators and others every day. As a student, we must gain skills needed to be career-ready. We must ensure our chapter provides the experiences we need to be successful today and in the future. Career-ready starts here. We want to be trained and ready so CEOs, scholarship committees and administrators choose us and our organization. The activities we do now will affect our future success and the longevity of our chapter and program for others."

Display the Level 1 Quality Chapter Checklist from the SkillsUSA Chapter Excellence Program or distribute individual copies to each student.

"SkillsUSA has outlined basic chapter management standards. These are the requirements to be recognized as a Quality Chapter.

- ♦ Pay membership dues
- ♦ Have all section advisors pay professional dues to SkillsUSA
- ♦ Elect chapter officers
- ♦ Conduct well-planned, regularly-scheduled chapter meetings
- ♦ Complete a projected chapter budget
- ♦ Complete a program of work
- ♦ Conduct at least one activity within each of the three framework components

Which ones do our chapter complete each year? (or, which have we already completed?)"

Have students share thoughts and opinions about the checklist. Check off the items that are completed. The "unchecked" items are those that should be the focus of this lesson moving forward. Complete as many of the activities as needed. This may require extra class sessions to work through all parts.

Activity 1 — Pay membership and advisor dues: 15 minutes

The first requirement of a Quality Chapter is for members and advisors to pay dues. SkillsUSA is an essential part of career and technical education. All students will benefit from membership. Have students brainstorm ways to encourage all students to join the chapter.

Facilitate a group discussion about membership by asking questions including:

- ♦ "What are benefits of SkillsUSA membership?"
- ♦ "Why might a student choose not to join our chapter?"

Divide students into small groups of three. Give these instructions:

1. "All students will benefit from SkillsUSA membership because career-ready starts here. The question is: 'What can our chapter do to encourage all students to join?'"
2. "Take three minutes to brainstorm ideas."

Monitor group work. After three minutes, bring students back together. Give each group two pieces of paper. Continue with instructions:

3. "Select two ideas to share with the class."
4. "Write each of these on a paper."
5. "You have two minutes."

After two minutes, have each group share with the class. Post papers around the room. Then provide each student one sticker and give these instructions:

6. “We have heard great ideas to encourage membership. Individually, choose your favorite suggestion and place your sticker on that paper.”
7. “You have 30 seconds to vote.”

Tally the votes. Keep all suggestions for the officer team to discuss and implement as desired. Facilitate a group discussion by asking questions including:

- ♦ “How does being career-ready start with SkillsUSA?”
- ♦ “How have you benefited from SkillsUSA membership?”
- ♦ “Should all students be members of SkillsUSA?”

For further information: www.skillsusa.org/membership-resources/membership-kit-2/high-school/5-register-students-members-skillsusa/

Activity 2 — Elect chapter officers: 15 minutes

Chapter officers are essential to the success of a local chapter. Officers conduct executive council meetings to plan for full chapter meetings. Officers serve and guide the membership and ensure all members are actively participating.

Help students understand the need and role of leaders within the chapter. Give these instructions:

1. “No one may speak during this activity, starting now.”
2. “Everyone will line up based on his or her phone number. If you have a cellphone, use that number. If you do not, use your home landline number.”
3. “You have three minutes to line up in order.”

Monitor student progress. Be sure no one speaks during the activity. Remind students of the time limit. You may need to adjust the time based on class size. After students are lined up, check the order and then facilitate a group discussion by asking questions including:

- ♦ “How did you overcome the challenge of being unable to speak?”
- ♦ “Did any leaders emerge during the activity?”
- ♦ “What would have been helpful to you before or during the activity?”
- ♦ “Are all leaders elected or assigned?”
- ♦ “What happens when a team or organization lack leadership?”
- ♦ “What are the qualities of an effective leader?”

To begin the step-by-step process to elect officers, the chapter must decide which offices should be part of the leadership team. While six are suggested, the chapter may consider the number that is adequate based on the size and scope of the chapter. This may be more or less than six chapter officers. The officer structure may also be outlined in the chapter constitution and bylaws.

“Our chapter may decide how many chapter officers should be elected to lead our organization. Six are suggested on the national level: president, vice president, secretary, treasurer, reporter and parliamentarian. Let’s determine our chapter’s needs.”

Determine local needs with a group discussion including these questions:

- ♦ “What is the role of chapter officers?”
- ♦ “How many members are in the chapter?”
- ♦ “Will each school program have an officer team, or will there be a team for the entire school?”
- ♦ “Will the team be representative of all programs?”
- ♦ “How should our chapter officers be elected?”
- ♦ “What will the campaigning process look like?”

Further discuss and brainstorm the officer election process. Consider forming an election committee to determine and oversee the process.

For more information: www.skillsusa.org/courses/13_OfficersandElections/player.html and www.skillsusa.org/membership-resources/membership-kit-2/college-ps/6-organize-chapter-management-structure/

4

CONDUCT MEMBERSHIP RECRUITMENT ACTIVITIES

The key to a successful chapter is the ability to recruit and retain members. Recruitment is an ongoing process and should involve as many current members as possible. If you are starting a new chapter, then all it takes is a few interested students to help get the momentum going. When members and advisors focus on the goal of ensuring that every eligible student has the opportunity to be involved in SkillsUSA, it makes recruitment easy.

- The heavy lifting has already been done for you. Check out the top 10 recruitment ideas that are tried and true from experienced SkillsUSA advisors, found in the Membership Recruitment Ideas document.
- Have students take the lead by personalizing the Meeting Promotional Fliers with information specific to your chapter and then hanging the fliers around the school. Encourage students to talk with other students and teachers about the benefits of SkillsUSA as they travel around the campus.



- Using the posters from the Membership Kit, create a bulletin board in a prominent location in the school. Get a few of your members involved. They will have an incredible time working together and create something that will have an impact on membership recruitment. Incorporate the SkillsUSA theme for the 2018-2019 year into your recruitment activities: ***SkillsUSA: Champions at Work, Career-Ready Starts Here.***

- Using SkillsUSA's Brand Center will guarantee that you create a strong visual identity within the school. The interactive website makes it easy for members to download existing SkillsUSA logos (national, state and slogan art) as well as the SkillsUSA Framework art. One particular function allows local members to create their own personalized SkillsUSA logo with the name of the chapter. Members will be asked to register when first visiting the site, which enables them to save specific sections as favorites. This will be a unique login and password and is not tied to our registration system. Learn more at: www.skillsusabrandcenter.org
- Capture students' attention with the Kickoff Video and Student Message by Executive Director Tim Lawrence. Post these on social media or your campus website. Seek creative ways to get the word out about SkillsUSA.
- Hold a membership recruitment drive. Create incentives for students to join, including door prizes, drawings and special snacks. It is amazing what motivates students, so consider putting together a committee to organize and run the membership recruitment drive. Their ingenuity and excitement for SkillsUSA will quickly spread.
- Use the SkillsUSA PowerPoint during class to introduce students to the organization or during an open house when parents are present. If possible, have parents and students seated and present the PowerPoint to them. An extra bonus is to have SkillsUSA members present selected slides or give short testimonials on why they benefit from being involved in SkillsUSA. For additional ideas, check out the Ideas for Using the SkillsUSA PowerPoint.
- Ultimately, membership recruitment is an opportunity to showcase your CTE program to the school and community. Don't miss the opportunity!

ONLINE RESOURCES

DOWNLOAD RESOURCES AT
<http://bit.ly/2mwUrMB>

- Membership Recruitment Ideas
- Meeting Promotional Flier
- Kickoff Video
- Student Message from Tim Lawrence, SkillsUSA executive director (video)
- SkillsUSA PowerPoint
- Ideas for Using the SkillsUSA PowerPoint



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◆ Conducting a Chapter Recruitment Activity Satisfies an Essential Activity of the Chapter Excellence Program Level 2 Chapter of Distinction.



5

REGISTER YOURSELF AND STUDENTS AS MEMBERS OF SKILLSUSA

Now that you have officially established your SkillsUSA chapter, you can begin to register yourself and your students at: www.skillsusa-register.org

- Why is it important to register yourself as a professional member of SkillsUSA? Becoming a professional member of SkillsUSA is one of the best ways you can demonstrate to your students the importance of the organization and the opportunities that membership will provide. As a professional member, you will receive online access to the following:

- ◆ *2019 SkillsUSA Championships Technical Standards*
- ◆ *Jump into STEM!* curriculum
- ◆ *Career Essentials: Foundations*

SkillsUSA professional members, as a member benefit, receive the aforementioned items when they have submitted a current and accurate email address along with their membership details. The *2019 SkillsUSA Championships Technical Standards* is available online to professional members as part of their paid membership. Once membership has been submitted, an email will be sent to the address on file which will include a pin number to access the items electronically.

- As a special membership incentive, register at least 15 student members in your training program plus one or more professionals by Nov. 15, and you will receive a free educational resource item, *The Four Pillars* (value \$4.95).
- Instructors who register with 100-percent membership with a minimum of 15 students plus one or more professional members will also receive a SkillsUSA Program of Work calendar (value: \$5.95).
- SkillsUSA national dues for student members are \$8 plus state dues, which vary. For instructors, national dues are \$20 plus state dues, which vary. Student members must meet both the state and national deadline to be eligible for national competition, serve as voting delegates or national officer candidates. The national membership deadline is March 1, but many state deadlines fall earlier. The complete listing of state dues and deadlines are contained on the following pages.
- To enjoy full membership services, submit names by Nov. 15 and receive all membership services for the 2018–2019 school year, including free teacher items when applicable.
- As an advisor, you may encounter students who do not have the economic means to pay dues or cover costs of participating in SkillsUSA. As educators, we understand the value of the SkillsUSA experience and look for ways to help students cover the costs. Here are some ideas that have worked for other advisors:
 - ◆ Secure a business or industry sponsor to provide the financial resource to cover the costs of dues or expenses for SkillsUSA activities.
 - ◆ Have students work extra time at fundraisers to earn needed money.
 - ◆ Create opportunities for students to help in the classroom/laboratory to offset the money needed.
 - ◆ Check with your school to see if a fund exists to help students who have low socioeconomic status.
 - ◆ Have students provide services for individuals in the community or others teachers in the school (such as cleaning, filing or assembling and disassembling bulletin boards). Payment could be made to the chapter and used for dues and expenses.

ONLINE RESOURCES

DOWNLOAD RESOURCES AT

<http://bit.ly/2mwUrMB>

- Registration Dues and Deadlines
- Membership Form
- Membership Registration Site
- Materials:
 - Brochure** – Quick Start Guide to SkillsUSA Membership Site
 - Membership Cards**



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- ◆ Submitting professional membership
 - ◆ Submitting student membership
- Satisfies Quality Chapter Award Indicators of the Chapter Excellence Program Level 1.

MEMBERSHIP HOTLINE

CALL TOLL FREE: 844-875-4557

Have questions? Need answers?

The SkillsUSA Membership Hotline can take care of all of your chapter questions. From how to start a new chapter to ways to strengthen your chapter, the hotline operators are standing by. If you have questions or need assistance with online membership registration, the hot-line operators can take care of that, too.

- The Quick Start Guide to the SkillsUSA Membership Site will quickly move you step by step through the registration process. Gather all the needed information from your students by first using the Membership Form to collect pertinent membership details.
- The Membership Kit contains 24 membership cards for students. For more cards, call 844-875-4557 or email operators@skillsusa.org.
- Call the SkillsUSA Membership Hotline if you need help in starting a new chapter, engaging chapter members, or discovering strategies to strengthen an existing chapter. If you have questions or need assistance with online membership registration, the hotline operators can take care of that, too. Call toll free: 844-875-4557.



NATIONAL MIDDLE-SCHOOL DUES AND DEADLINES

Students: \$8 plus state dues

Professionals: \$20 plus state dues

Please note: Not all states are currently accepting middle-school membership.

Participating states request local SkillsUSA chapters to join online at: www.skillsusa-register.org

Online registration allows you to view and update your membership at any time during the school year.

ALABAMA

Keith Andrews
256-298-0192
Email:
kandrews@alsde.edu
Std. \$7.00
Prof. \$10.00
State deadline:
Feb. 1, 2019

ALASKA

Ray Jensen
907-355-4558
Email:
rnj@mtaonline.net
Std. \$12.00
Prof. \$15.00
State deadline:
March 1, 2019

ARIZONA

Robin Cronbaugh
602-542-5565
Email:
robin.cronbaugh@azed.gov
Std. \$12.00
Prof. \$7.00
State deadline:
March 1, 2019

ARKANSAS

Bruce Lazarus
501-682-1271
Email:
bruce.lazarus@arkansas.gov
Std. \$5.00
Prof. \$5.00
State deadline:
Feb. 8, 2019
Dues must be paid by state deadline.
Students' home addresses required.

CALIFORNIA

Clay Mitchell
916-445-5568
Email:
clay.mitchell@skillsusaca.org
Std. \$12.00
Prof. \$15.00
State deadline:
Feb. 28, 2019

COLORADO

Julie Wright
720-418-9311
Email:
julie.wright@cccs.edu
Std. \$10.00
Prof. \$10.00
State deadline:
Feb. 1, 2019

FLORIDA

Jessica Graber
850-284-8534
Email:
jgraber@skillsusafl.org
Std. \$8.00
Prof. \$8.00
State deadline:
Feb. 1, 2019
Dues must be paid by state deadline.

GEORGIA

Ashley Brown
866-503-3169
Email:
abrown@skillsusageorgia.org
Std. \$7.00
Prof. \$7.00
State deadline:
Feb. 16, 2019
Dues must be paid by state deadline.

HAWAII

Troy Sueoka
808-305-9611
Email:
tsueoka@hawaiidoe.k12.hi.us
Std. \$6.00
Prof. \$6.00
State deadline:
Dec. 21, 2018
Dues must be paid by state deadline.

ILLINOIS

Eric Hill
309-267-9012
Email:
ehill@skillsusaillinois.org
Std. \$8.00
Prof. \$12.00
State deadline:
Feb. 15, 2019

KANSAS

Becky Warren
620-820-9367
Email:
bwarren@ksde.org
Std. \$7.00
Prof. \$7.00
State deadline:
Feb. 15, 2019
Dues must be paid by state deadline.
Students' home addresses required.

KENTUCKY

Brandon Gossett
502-564-4286
Email:
gossett@education.ky.gov
Std. \$5.00
Prof. \$10.00
State deadline:
Feb. 8, 2019

LOUISIANA

Larry Rabalais
225-492-2249
Email:
skillsusala@yahoo.com
Std. \$8.00
Prof. \$8.00
State deadline:
March 1, 2019
Dues must be paid by state deadline.
Students' home addresses required.

MAINE

Hal Casey
207-974-4865
Email:
hcasey@skillsusamaine.org
Std. \$5.00
Prof. \$5.00
State deadline:
Feb. 1, 2019

MISSOURI

Joey Baker
573-751-4460
Email:
joey.baker@dese.mo.gov
Std. \$5.00
Prof. \$5.00
State deadline:
Feb. 1, 2019
Dues must be paid by state deadline.
Students' home addresses required.

MONTANA

Cassie Huntley
406-502-1702
Email:
chuntley@skillsusamontana.org
Std. \$5.50
Prof. \$6.00
State deadline:
March 1, 2019
Dues must be paid by state deadline.
Students' home addresses required.

NEBRASKA

Greg Stahr
402-471-0898
Email:
greg.stahr@nebraska.gov
Std. \$8.00
Prof. \$8.00
State deadline:
Feb. 15, 2019
Dues must be paid by state deadline.

NEW MEXICO

Christine Phipps
575-562-4729
Email:
christine.phipps@enmu.edu
Std. \$7.50
Prof. \$13.00
State deadline:
Feb. 1, 2019
Students' home addresses required.

NORTH CAROLINA

Peyton Holland
919-675-1241
Email:
skillsusanc@gmail.com
Std. \$6.00
Prof. \$6.00
State deadline:
March 1, 2019

OHIO

Jackie Walker
614-466-8782
Email:
skillsusaohiojw@gmail.com
Std. \$9.50
Prof. \$12.00
State deadline:
Feb. 1, 2019
Dues must be paid by state deadline.

OREGON

Teresa Mankin
541-633-4287
Email:
teresa@skillsusaoregon.org
Std. \$6.00
Prof. \$6.00
State deadline:
March 1, 2019

PUERTO RICO

Yolanda Vázquez
787-319-1747
Email:
yvazquez6140@gmail.com
Std. \$5.00
Prof. \$5.00
State deadline:
Nov. 15, 2018
Dues must be paid by state deadline.

RHODE ISLAND

Joshua Klemp
401-825-2316
Email:
jklemp@skillsusari.org
Std. \$8.00
Prof. \$14.00
State deadline:
Feb. 1, 2019
Dues must be paid by state deadline.

SOUTH CAROLINA

Rick Kalk
864-516-3752
Email:
skillsusasc@gmail.com
Std. \$7.00
Prof. \$10.00
State deadline:
Feb. 20, 2019
Dues must be paid by state deadline.

SOUTH DAKOTA

Mike Mills
605-229-9145
Email:
skillsusasd@gmail.com
Std. \$7.00
Prof. \$11.00
State deadline:
March 1, 2019
Dues must be paid by state deadline.
Students' home addresses required.

TENNESSEE

Tracy Whitehead
615-839-3871
Email:
tracy.whitehead@tn.gov
Std. \$6.00
Prof. \$8.00
State deadline:
March 1, 2019
Dues must be paid by state deadline.

TEXAS

Janet Conner
800-444-2297
Email:
janet@skillsusatx.org
Std. \$8.00
Prof. \$20.00
State deadline:
Feb. 1, 2019

VERMONT

Jane Donahue Davis
802-864-8426,
Ext. 12004
Email:
jdonahue@bsdvt.org
Std. \$8.00
Prof. \$10.00
State deadline:
Feb. 4, 2019
Students' home addresses required.

VIRGIN ISLANDS

Anton Doos
340-690-9521
Email:
awdusvi@gmail.com
Std. \$12.00
Prof. \$25.00
State deadline:
Dec. 21, 2018

WASHINGTON

Terri Lufkin
360-904-8578
Email:
tlufkin@comcast.net
Std. \$8.00
Prof. \$8.00
State deadline:
Feb. 9, 2019

WEST VIRGINIA

Tim Tohler
304-380-6242
Email:
ttoler@k12.wv.us
Std. \$6.00
Prof. \$7.00
State deadline:
Jan. 31, 2019
Students' home addresses required.

WISCONSIN

Brent Kindred
608-266-2683
Email:
brent.kindred@dpi.wi.gov
Std. \$5.00
Prof. \$3.00
State deadline:
March 1, 2019

6

ORGANIZE CHAPTER MANAGEMENT STRUCTURE

One of the key hallmarks of a successful chapter is how well it is managed. Teachers should consider the SkillsUSA chapter as the training ground for students to learn personal, workplace and technical skills. A chapter only exists to provide rich experiences that prepare students for career success. To make that a reality, students must be the ones organizing and leading the chapter at the advisement of their teacher, known as the advisor.

Organizing your chapter management structure is one of the most important steps that you can take to ensuring a successful chapter. By following the keys points below, you will set yourself and your students up for success:

■ **Conduct well-planned, regularly scheduled chapter meetings.**

Consider all options when scheduling chapter meetings. It is essential to hold meetings on a regular basis and to inform students when meetings are scheduled. The meeting times and locations can take a variety of forms to meet the needs of your student body. Because of the integral nature of SkillsUSA to career and technical education (CTE) programs, many chapters will hold their meetings during the school day within each class period to give everyone an opportunity to be involved. With the structure of the school day shifting, though, many advisors have become creative in when and how they hold chapter meetings:

- ♦ Mirror the chapter meeting by holding it once in the morning and again in the afternoon so students can be involved in one of the meetings.
- ♦ Assemble the chapter members for a large group meeting in the cafeteria, commons area or gym, and then schedule committee meetings for smaller team work on projects.
- ♦ Conduct chapter meetings either before school or after school on a regular basis.
- ♦ Conduct evening meetings.
- ♦ Gather the group for a virtual meeting using a webinar or similar setting.

Meetings are where the work of the chapter is accomplished and decisions are made by the members. The Sample Meeting Agenda will help you to understand the flow of the meeting, and the Membership Interest Survey serves as a great tool to determine the interest areas of members.

ONLINE RESOURCES

DOWNLOAD RESOURCES AT

<http://bit.ly/2mwUrMB>

- Sample Meeting Agenda
- Membership Interest Survey
- Officers and Elections Guidelines
- Program of Work Descriptions
- Committee List
- Committee Report Form
- Sample Chapter Budget
- Sample Chapter Program of Work
- Sample SkillsUSA Chapter Calendar



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- ♦ *Electing Chapter Officers*
- ♦ *Conducting Chapter Meetings*
- ♦ *Completing a Projected Budget*
- ♦ *Completing a Program of Work calendar*

All satisfy the Chapter Excellence Program
Level 1 Quality Chapter Award Indicators

- ♦ *Conducting Officer Training*
- ♦ *Implementing a Committee Structure*

Satisfy the Chapter Excellence Program
Level 2 Chapter of Distinction Indicators





- **Elect chapter officers and provide training.** Chapter officers are essential to the success of a local chapter. They will conduct executive council meetings to plan for full chapter meetings. Officers serve and guide the membership and ensure that all members are actively participating.

The steps to establish a quality chapter officer team are simple.

- a. Follow a step-by-step process to elect the officers.
- b. Ensure that all candidates understand the officer roles.
- c. Provide training for newly elected officers.

To begin the step-by-step process to elect officers, you must first determine which offices should be part of the chapter. There are six suggested offices (president, vice president, secretary, treasurer, reporter and parliamentarian); however, local chapters should consider the number that is adequate given the size and scope locally. In some cases, that number may be more or less than six. Items to consider include:

- ◆ How many members will be represented?
- ◆ Will each school program have an officer team, or will there be one officer team for the entire school?
- ◆ Will the team be representative of all programs?
- ◆ What structure do members desire to have?
- ◆ Is it in line with the chapter constitution and bylaws?

Ensure the candidates fully understand the duties of the office for which they desire to campaign. A number of resources are available to help students understand the different roles and responsibilities of each office (*SkillsUSA Leadership Handbook* and *Leveraging Your Leadership*

with Effective Chapter Meetings can be purchased at www.skillsusa.org/store/ and *Officers and Elections Training Module* is free online at https://www.skillsusa.org/courses/13_OfficersandElections/player.html).

Within the election process, all candidates campaign for their desired office. Campaigning provides a great opportunity for personal and workplace skill development. Procedures must be fair for all candidates. Establish rules and guidelines that all candidates follow. This may include completing an application, writing an essay on why they would make good officers, teacher recommendations, an interview and including speeches as part of the campaign. Additional guidelines may include requirements to maintain a specific GPA, proper behavior and a spending limit for campaign materials.

All chapter members are eligible to vote in the elections. Consider establishing an election committee so they can determine, prior to voting, the most appropriate balloting procedure. Options can include one vote per member or determining a percentage that candidates will be awarded from their essay, interview, speech and ballot count.

After election results are determined, install officers. Use the long or short version of the installation ceremony listed in the *SkillsUSA Leadership Handbook*. Officer installation is an excellent time to involve members and their families in your chapter as well as school administrators and community leaders.

Training ensures officers understand and are capable of performing their duties effectively. Some ideas for training topics include: roles and responsibilities, working as a team, meeting basics, creating an agenda, use of committees and how to make meetings fun

for attendees. Consider purchasing *Leveraging Your Leadership with Effective Chapter Meetings*, and in six lessons, your officers will be able to plan an agenda, organize and run a meeting and operate committees.

- **Develop a Chapter Program of Work Calendar for the year.** Each chapter is encouraged to complete at least one activity from each of the seven areas of the National Program of Work. This ensures each member participates and gets the most out of SkillsUSA membership. A balanced program of work is essential for a chapter to function effectively. For example, if a chapter devotes too much time to social activities and not enough to fundraising, the chapter might run short on funds. A successful program of work assists a SkillsUSA chapter in succeeding through:

- ♦ Selecting activities that are meaningful to the students
- ♦ Establishing a chapter calendar to be used as a plan of action for the year
- ♦ Evaluating chapter progress to ensure continued success and improvement

The following seven major goals outlined in the National Program of Work serve as a guide for identifying and selecting a balanced calendar of activities for your chapter. The seven areas and example events in each include:

- a. Professional Development — attend a local government meeting, invite local professionals to speak to the chapter.
- b. Community Service — conduct a coat drive, collect can goods for a shelter.
- c. Employment — host a career fair, hold a résumé writing workshop.

- d. Ways and Means — host a fundraiser that uses student technical skills.
- e. SkillsUSA Championships — participate in a local, regional, state and/or national championships.
- f. Public Relations — submit articles and photographs to local media, present to the local board of education or rotary club.
- g. Social Activities — sponsor a picnic or pizza party, host a teacher appreciation luncheon.

After you have selected the right activities for your chapter, you can begin compiling a chapter calendar to serve as a plan of action for your SkillsUSA chapter. As students begin planning, encourage them to make certain the calendar includes at least one activity from each of the seven keys for the SkillsUSA Program of Work.

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 Chapter Excellence Program (CEP) recognizes these efforts by offering every chapter an opportunity to attain measurable competencies in pursuit of framework objectives. The process centers on being intentional about the skills gained through active participation in chapter activities. The CEP is instrumental to developing framework skills in members, and it begins to work at the forefront of program of work planning. Here's how:

1. Committee of students or officers select a chapter activity.

SAMPLE CALENDAR — To download this file, please visit: <http://bit.ly/2BHKovM>

September	October	November	December
<ul style="list-style-type: none"> Organize the chapter Hold a SkillsUSA kickoff event Elect chapter officers Collect SkillsUSA dues Have first chapter meeting Begin CEP application 	<ul style="list-style-type: none"> Conduct a fundraiser Attend a state fall leadership event Install/train chapter officers Form committees, establish a budget and develop a program of work Hold meeting with a guest speaker on professional development 	<ul style="list-style-type: none"> Submit membership additions to SkillsUSA by Nov. 15 Learn/practice the SkillsUSA Opening and Closing Ceremonies Hold a chapter meeting Conduct a chapter activity 	<ul style="list-style-type: none"> Hold a chapter meeting Conduct a community service project Conduct a holiday party or other social activity Register and begin to prepare for upcoming competitive events
January	February	March	April
<ul style="list-style-type: none"> Conduct a local-level SkillsUSA Championships in your classroom Hold a chapter meeting Hold an open house or another activity 	<ul style="list-style-type: none"> Celebrate SkillsUSA Week Submit any remaining SkillsUSA membership by the state deadline Hold a chapter meeting Register for district or regional SkillsUSA competitions Run for district/state office 	<ul style="list-style-type: none"> Coordinate public relations efforts to promote chapter activities Hold a program open house and invite parents and industry partners 	<ul style="list-style-type: none"> Complete CEP application Conduct a fundraiser Hold a chapter meeting Attend state skills conference Hold a goodwill tour to visit local companies and seek support
May	June	July	August
<ul style="list-style-type: none"> Hold a chapter meeting Distribute SkillsUSA Champions magazine and discuss in class Plan an end-of-year banquet Evaluate activities that were conducted during the school year 	<ul style="list-style-type: none"> Attend the SkillsUSA national conference if eligible 	<ul style="list-style-type: none"> Send photos of results of national conference to local media Attend summer training/camps Plan for next school year 	<ul style="list-style-type: none"> Plan for fall activities Plan recruitment activities

2. They determine which SkillsUSA Framework essential elements best apply to the activity and provide an opportunity for intentional learning to take place. Select two or three essential elements from one area of the framework: personal, workplace or technical.
3. As a committee, write three SMART (specific, measurable, attainable, realistic, time-bound) goals for the activity that include how members are going to gain the Essential Elements of the framework.
4. Create a plan of action (who, what, when and where) for completing the activity.
5. At the end of the activity, revisit the goals. Prepare a statement that includes results, evaluation and how students achieved the developing framework skills through participating in the activity. Consider what was accomplished? How did this activity help members gain skills based on the Essential Elements selected?

- **Complete a projected budget that includes a list of planned income and expenses for the year.** Within the planning process, it is important for students to consider if an activity falls within the budget and can be supported by the chapter. Creating and following a budget ensures the success of a chapter but also builds key skills among the members such as responsibility, decision making, planning, organizing and management. Developing an understanding of sound financial practices is a skill that will carry over into a lifetime of success for students and ensures career readiness.



SAMPLE BUDGET

ACTIVITY	INCOME	EXPENSES
Membership 90 @ \$35	\$3,150	
State and National Dues 90 @ \$15		\$1,350
Chapter T-shirts		900
Program T-shirts & Polos profit*	100	
Yankee Candle Fundraiser	1,200	
Rally	945	850
Hawks	800	800
FLC		350
STORM		80
Region Competitions		250
State Competitions		350
Scholarships		600
Treasury		300
Uniforms		365
TOTAL	\$6,195	\$6,195

* Note: Chapters should not profit from the sale of items with the SkillsUSA logo.

7

TAKE ADVANTAGE OF SKILLSUSA PROGRAMS AND RESOURCES

SkillsUSA programs can be implemented on the local, state and national level. Student members can achieve individual recognition by participating, while several programs actually honor the entire section or chapter for its accomplishments. Programs are designed to support the development of SkillsUSA Framework skills and can be seamlessly woven into existing classroom curriculum, making them truly integral to instruction.

The following pages provide the details you need to participate in the programs listed below:

- Chapter Excellence Program (details included at the front of this book)
- *SkillsUSA Career Essentials: Foundations*
- *SkillsUSA Career Essentials: Experiences*
- *SkillsUSA Career Essentials: Assessments*
- *Jump into STEM!*
- Student2Student Mentoring
- SkillsUSA Week
- National Conference Pin and T-shirt Design Challenge
- National Week of Service
- *SkillsUSA Champions* Photo Contest
- President's Volunteer Service Award
- CareerSafe

SKILLSUSA CAREER ESSENTIALS

In today's world, it's not enough for students to have technical skills. If they want to advance their career potential and compete in today's job market, they need to stand out, be distinct and be a step ahead. That's a tall order. As an instructor, how can you ensure your students are career-ready?

Here's how: through the *SkillsUSA Career Essentials*. This suite ensures your students have the necessary skills, attitudes and values to distinguish them from other applicants in the skilled labor marketplace.

For full details on the SkillsUSA Career Essentials suite of products including purchasing information, please visit: www.skillsusa.org/programs/career-essentials/

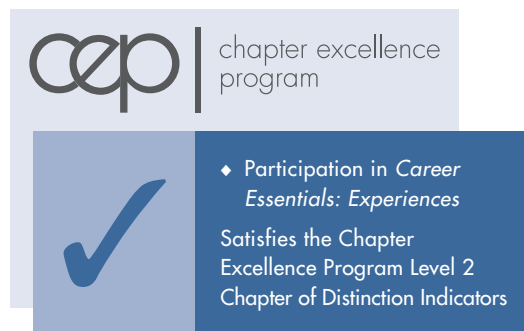
SKILLSUSA CAREER ESSENTIALS SUITE

SkillsUSA Career Essentials: Foundations

SkillsUSA Career Essentials: Foundations can help ensure that you prepare your students for entry into the world of work. It builds awareness of the SkillsUSA Framework, which includes personal, workplace and technical skills grounded in academics — all essential to a successful career and technical education program. This turnkey curriculum includes 29 teacher-facilitated lesson plans based on Common Core State Standards. It infuses 21st-century skills into student engagement activities and is considered the first building block in the Career Essentials continuum. *Career Essentials: Foundations* is a free member benefit as part of SkillsUSA professional membership dues.

Every career requires the ability to work together in teams, understand leadership, communicate clearly, demonstrate integrity and more. However, these skills aren't easy to teach — until now. *SkillsUSA Career Essentials: Experiences* is the next generation of employability skill-building curriculum developed for today's students. *Career Essentials: Experiences* is everything you need to engage your students in becoming career-ready. While *SkillsUSA Career Essentials: Foundations* develops an awareness level of learning, *SkillsUSA Career Essentials: Experiences* takes your students to the next level of demonstration within the SkillsUSA learning continuum. It prepares students for the transition to the workforce or higher education through project-based experiences. The online curriculum empowers teachers with high-quality skill development resources and advances the impact of the SkillsUSA Framework.

SkillsUSA Career Essentials: Experiences contains two sets of experiences: fundamental and advanced. All Experiences are rooted in project-based learning principles. Through projects, the Essential Elements of the SkillsUSA Framework are contextualized to allow students to have a connection to the content. There are nine fundamental experiences and five advanced experiences, completed with a capstone experience that includes a work-based learning or workplace experience program.



Each set can be completed in one academic semester. You may also adjust structure, time frames and requirements for less or more time available. Each Experience spans two to three weeks and includes a 30-minute, instructor-led entry experience. This is followed by student-led, individual and group project activities and e-learning modules to provide just-in-time, bite-sized learning. Instructors have the flexibility to adapt each experience to local context.

All of the experiences are delivered digitally through an e-learning site that provides:

- 24/7 access to students and instructors on computers, tablets or smartphones
- Turnkey tools and resources for instructors
- A built-in grading and badging system

With *SkillsUSA Career Essentials: Assessments*, we can now provide a path to other professional certifications and pave the way ahead for our future workforce.

SkillsUSA® | Career Essentials suite



The SkillsUSA Career Essentials suite provides assessments for career and technical education that are supported by industry, education and policy leaders. *SkillsUSA Career Essentials: Assessments* parallels SkillsUSA's successful philosophy of hands-on, authentic methods. The system helps instructors prove the benefit of their programs and helps students develop proof of their readiness for rewarding careers.

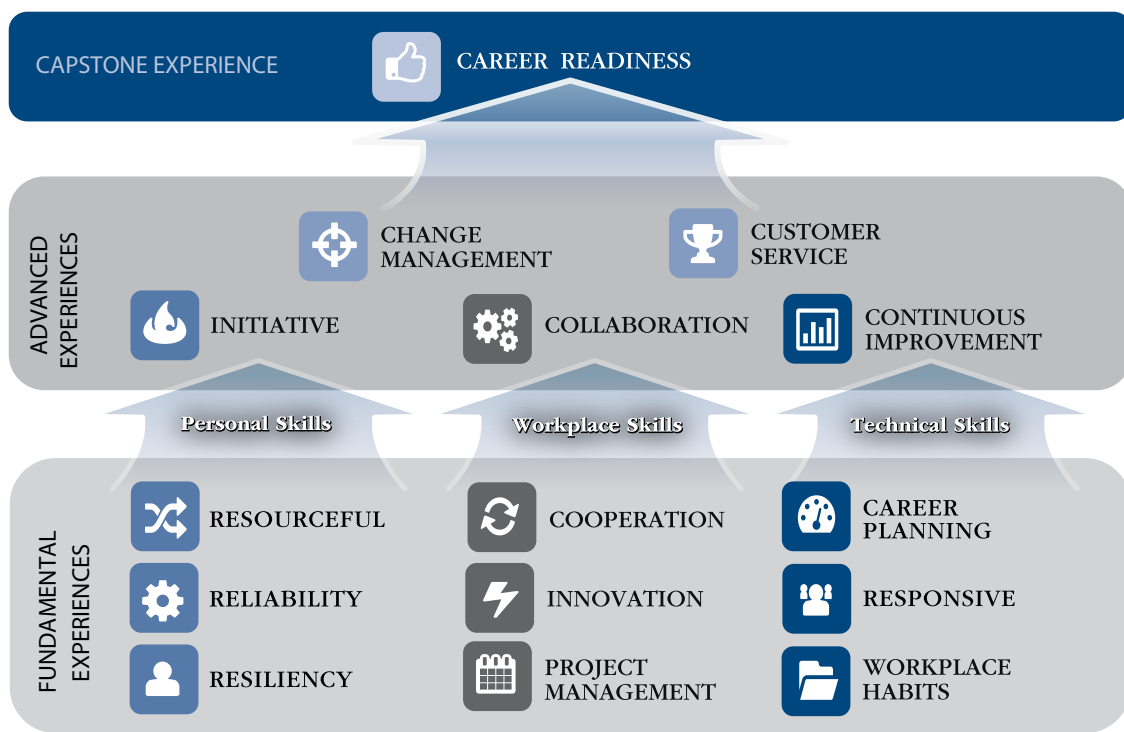
Available in more than 40 technical and employability areas, including co-branded ones with ASE/AYES and PrintED/ GAERF, the assessments offer a reliable evaluation of technical knowledge and skills. Assessments are supported by a comprehensive system that makes administration simple. They are designed for end-of-unit, end of- course or end-of-program use, depending on the design of your curriculum.

Advances in media technology make it possible to deliver rich-in-media assessments that are much more than electronic versions of a paper-pencil test. To ensure clarity, items are multiple-choice and drag-and-drop with photographs, videos, animations and illustrations. Each assessment consists of approximately 50 questions and takes an estimated 60 minutes to complete. Questions are delivered in random order.



Career Essentials: *Experiences*

Curriculum Map



JUMP INTO STEM!

SkillsUSA members across the nation are engaging in STEM-related activities with elementary- and middle-school students using the *Jump into STEM!* curriculum. *Jump into STEM!* provides an opportunity for SkillsUSA members to engage elementary and middle-school students and create an open door to recruitment for high-school career and technical education programs. Recruit students into your program with engaging, hands-on learning provided by current SkillsUSA members.

STEM (science, technology, engineering, mathematics) is a buzzword in education. There is high demand and significant earning potential for STEM-related jobs. Study after study shows this situation will only worsen unless more people are trained in these careers. One reason for the shortage is that many people are intimidated by STEM-related jobs. What many don't realize is, within the STEM spectrum is a diversity of careers, one of which may be an ideal match for their interests and talents.

While many schools participate in STEM initiatives, most lack programming with a direct link to specific careers. *Jump into STEM!* fills that need by providing an option for schools to incorporate career-focused learning either during or after school. Elementary-age and middle-school participants take part in dynamic and interactive experiences facilitated by SkillsUSA members. These members will experience personal growth relative to the SkillsUSA Framework while



sharing information on subjects they are passionate about, including SkillsUSA. An additional benefit of the program is the chance to educate elementary- and middle-school administrators, counselors, teachers and parents about STEM careers, career and technical education (CTE) and SkillsUSA.

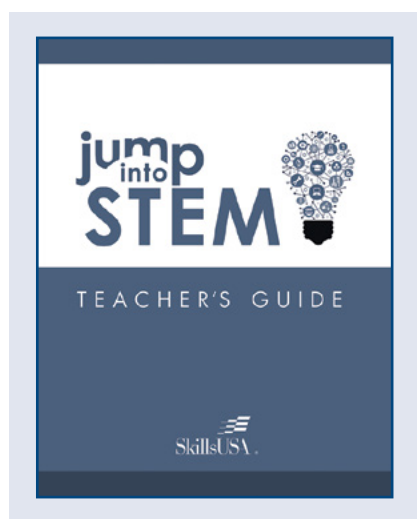
CURRICULUM OVERVIEW

State Farm, as a special project of the SkillsUSA Foundation, has generously sponsored the training and resources for *Jump into STEM!* State Farm believes all students deserve access to a quality education that will allow them to reach their greatest potential, help them become good community citizens and prepare them for the workforce. Thanks to State Farm, the *Jump into STEM!* curriculum provides 44 interactive and memorable sessions. Each session is written to introduce elementary- and middle-school students to different STEM careers and career clusters, and to the value of SkillsUSA. During the sessions, chapter members introduce themselves, present activities that engage student learning, and share specific career cluster and occupational information. The highlight of each session is a hands-on learning activity. All sessions conclude with review questions. Members also have an opportunity to speak about their SkillsUSA experience and present information about the local chapter.

APPLICATION OF THE SKILLSUSA FRAMEWORK

The benefits of *Jump into STEM!* for elementary- and middle-school students are numerous, as are the rewards for SkillsUSA members. Preparing for and facilitating these sessions integrates several essential elements of the SkillsUSA Framework. Chapter members will have an opportunity to practice professionalism, leadership and excellent communication when interacting with teachers and students. Planning, organizing and managing skills will be put to the test as members prepare to work with younger students. Presenters will practice adaptability and flexibility when facilitating activities. Members must respond to changes in time frame, location, student numbers and more. Finally, some sessions involve the use of computers and tablets. Members will improve skills of computer and technology literacy while assisting students with activities. And, these are just a few.

As part of your SkillsUSA professional membership dues, *Jump into STEM!* is a free member benefit. Ensure that you provide your current email address when submitting your membership so that you can receive *Jump into STEM!*



STUDENT2STUDENT MENTORING

Student2Student Mentoring allows SkillsUSA students to receive chapter recognition for participating in America's Promise Alliance, a national program.

BENEFITS TO YOUR CLASSROOM

Younger students benefit by having a chance to visit one or more technical programs, see the school they may attend and learn about various careers. Mentors develop self-confidence as they demonstrate what they are learning in their training programs. The school is showcased to the community, and specific training programs can even recruit future students.

RECOGNITION FOR CHAPTERS

SkillsUSA sponsors a national recognition program based on the Student2Student mentoring program. The program recognizes excellence by selecting the chapter that best exemplifies the purposes and goals of the Student2Student Mentoring program.

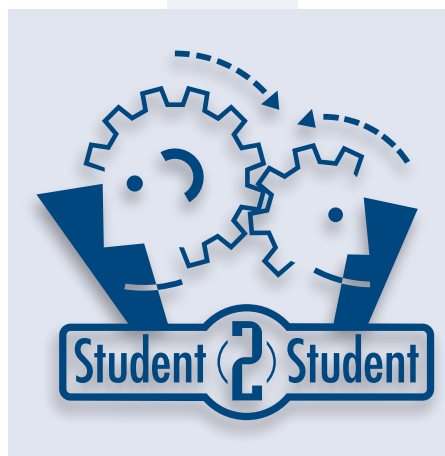
ELIGIBILITY

This event is open to all SkillsUSA chapters at middle schools, high schools or colleges that are participating in a mentoring project with local elementary or middle-school students. All entries must be submitted online to the national headquarters by April 1.

For details: www.skillsusa.org/programs/mentoring-student2student/

AWARDS

The Grand Prize chapter will be invited to attend the national conference and present its winning mentoring program as a part of SkillsUSA University. The Grand Prize chapter also receives a plaque, a \$500 check for the chapter to use toward expanding next year's mentoring project, and a \$500 stipend for the chapter advisor and at least one student to attend the national conference.



chapter excellence
program



◆ Celebrating SkillsUSA Week
Satisfies the Chapter Excellence
Program Level 2 Chapter of
Distinction Indicators

SKILLSUSA WEEK | FEB. 3-9, 2019

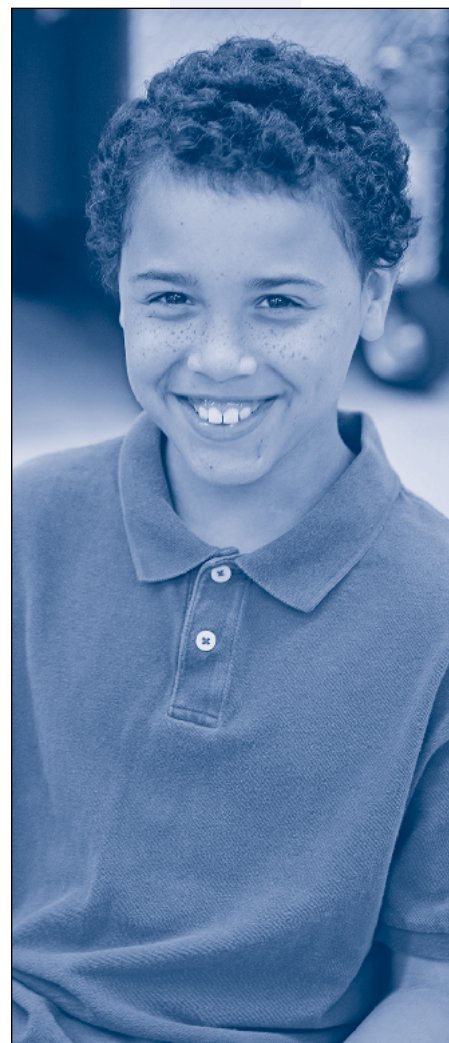
SkillsUSA Week gives state associations, advisors and student members the opportunity to promote SkillsUSA programs and activities at the local and state levels. In addition, it makes an excellent time to showcase your career and technical education program.

During SkillsUSA Week, members can also help raise awareness of SkillsUSA. This can be accomplished through field trips to local businesses, an open house for parents or industry partners, a visit to local community organizations to make a brief presentation about SkillsUSA, or providing news releases and public-service announcements to local media outlets for possible distribution.

Involvement in activities such as these brings positive recognition to SkillsUSA, and to local schools and their students. Also, it underscores the importance of SkillsUSA's purposes and mission, which is to help prepare America's high-performance workers in public career and technical programs.

For a complete listing of SkillsUSA Week activities and resources, visit:

www.skillsusa.org/events-training/skillsusa-week/



NATIONAL CONFERENCE PIN AND T-SHIRT DESIGN CHALLENGE

SkillsUSA is sponsoring a national conference pin and T-shirt design challenge* open to all dues-paying student members. The winning designs will become the official pin or T-shirt for the 2019 SkillsUSA National Leadership and Skills Conference and will be produced in a limited quantity. One winner each for the pin and T-shirt will be selected.

AWARDS

The national pin and T-shirt winners each receive:

- Recognition at the national conference
- Commemorative plaque

CONTEST RULES

Entries must comply with the contest rules available at: <http://www.skillsusa.org/competitions/pin-design-challenge/>.

SUBMITTING YOUR DESIGN

Entries must be *received* at national headquarters by Feb. 1. Emailed entries are not accepted. Ship entries to: SkillsUSA Pin and T-Shirt Design Challenge, 14001 SkillsUSA Way, Leesburg, VA 20176.

QUESTIONS?

For questions, call Heidi Walsh at 703-737-0615 or email hwalth@skillsusa.org. Please include your full name, school and a daytime telephone number.

** The design challenge is not a SkillsUSA Championships competition and is separate from state pin or T-shirt design competitions. Medals are not awarded.*

NATIONAL WEEK OF SERVICE

As part of their annual program of work, SkillsUSA asks all chapters to conduct and promote a community-service project during the National Week of Service, May 5-11, 2019. You may also conduct your project at any time during the year, then promote it again during the week of service. This helps commemorate the founding of SkillsUSA (May 8, 1965).

SkillsUSA has created a Community Service Guide and customizable media releases, public service announcements and thank-you letters to help generate publicity for your service event. To view or download these resources, go to: www.skillsusa.org/events-training/national-week-of-service/

Available for purchase is the CD-ROM to help your students organize a community service project. Go to www.skillsusa.org/shop and look for the *Champions Serving Others* CD.

Connect with SkillsUSA via social media by posting photos of your activities. Advisors should email a brief description of their chapter's events to Gayle Silvey at gsilvey@skillsusa.org. In return, we'll send the chapter advisor or officer a SkillsUSA educational resource valued at \$15 to say thanks.

'SKILLSUSA CHAMPIONS' PHOTO CONTEST

SkillsUSA Champions, SkillsUSA's official magazine, features members' photography in its "Image" section. In addition to having their work published for a portfolio, members whose photos are selected receive \$150 for their SkillsUSA chapter.

Photos should capture other SkillsUSA members in action or show individuals' concentration or perseverance. Digital photography is acceptable as long as the resolution is suitable for print publishing (300 dpi/ppi). Prints should be at least 5 inches by 7 inches, preferably horizontal.

For details and a submission form, email thall@skillsusa.org or write to: SkillsUSA Champions, 14001 SkillsUSA Way, Leesburg, VA 20176-5494.



chapter excellence
program



- ◆ Social media/web presence
 - ◆ Articles published in local media
 - ◆ School administration presentations
- Satisfy Chapter Excellence Level 2
Chapter of Distinction Indicators



PRESIDENT'S VOLUNTEER SERVICE AWARD

The President's Volunteer Service Award recognizes individuals, families and groups who have achieved a certain standard — measured by the number of hours served over a 12-month period or cumulative hours earned over the course of a lifetime.

SkillsUSA is a certifying organization for these awards. Recipients can receive an official lapel pin, personalized certificate of achievement, and a congratulatory letter from the president of the United States.

To apply for the award, candidates must document their volunteer activities and the number of hours served. This record of service may be a diary, calendar or timesheet with proof of service documented and verified by an agency representative.

Candidates must submit a letter of nomination from one of the following: the direct supervisor/agency representative working with the candidate, a school administrator, school SkillsUSA advisor or state SkillsUSA director. Proof of SkillsUSA membership must also be submitted.

Candidates must meet the number of hours designated by the President's Volunteer Service Award to reach the bronze, silver or gold levels of service.

See the website below for the April deadline. No exceptions if the deadline is missed. **For a complete list of rules and requirements, go to:** <http://bit.ly/1LemQdI>

If you have questions about the program, call Stephanie Bland at 703-737-0622 or email sbland@skillsusa.org.

For more information, visit:
www.presidentialserviceawards.gov

CAREERSAFE

SkillsUSA and CareerSafe have joined forces to provide students with online youth-safety training authorized by the Occupational Safety and Health Administration (OSHA). Through this affordable, informative and innovative training, students learn to recognize potential safety and health hazards pertaining to all 16 national career clusters that can prepare students for college or a career pathway.

The course is designed in a flexible format that allows students to work at their own pace to truly conceptualize each module. It offers the convenience of a completely interactive, multi-modal, Youth-to-Youth learning experience that is easily implemented in the classroom.

CareerSafe offers a variety of low-cost workplace safety programs including OSHA 10-hour training designed for specific pathways. Students who complete the OSHA 10-hour courses receive an industry-recognized credential card from OSHA. The program covers core topics relevant to basic safety in any workplace, and the card adds a valuable credential that students can take into the job market.

The CareerSafe OSHA 10-hour course costs \$25 per student. For every student who completes the course, a donation will be made to the SkillsUSA Foundation to support other SkillsUSA programs.

Learn more about CareerSafe or buy program vouchers for the course at: www.careersafeonline.com



EDUCATIONAL RESOURCES TO INTEGRATE THE FRAMEWORK

SKILLSUSA FRAMEWORK INTEGRATION STRATEGY CARDS

Newest in the line of products that support the SkillsUSA Framework, this item will help you begin the school year with purpose. The SkillsUSA Framework Integration Strategy Cards equip teachers with the tools to incorporate the framework into every aspect of school, chapter and classroom life beginning with their first day. These 8.5"x11" cards detail integration strategies to include from the very start so that students are acclimated to the environment and ready to take an active role in developing the Essential Elements of the SkillsUSA Framework. Additional cards deliver tangible ways to integrate the framework into your classroom and laboratory setting, chapter meetings, field trips and more. **\$14.95**



FROM QUOTES TO RESULTS 2: SKILLSUSA FRAMEWORK POSTER SERIES

If you've loved the **Quotes to Results Poster Series**, then you will love the new SkillsUSA Framework version even more. The poster set includes 34 quotes that are related to the 17 essential elements of the framework. Each essential element is highlighted with two quotes complemented by ideas for activities and discussions that help students take meaning from their learning. The accompanying teacher's guide makes using this resource seamless to the classroom environment. These 11"x17" posters are the ideal way to visually integrate the framework into your classroom. **\$24.95**



RESULTS TO HONOR 2: SKILLSUSA FRAMEWORK CARDS

Searching for ways to promote and acknowledge SkillsUSA Framework development in your students? The **Results to Honor 2: SkillsUSA Framework Cards** are a turn-key teaching tool to reinforce the personal, workplace and technical skills that students need to develop to reach career readiness. The set consists of 17 different cards, based on the essential elements of the SkillsUSA Framework. The 2"x3.5" cards complement and reinforce **From Quotes to Results 2: SkillsUSA Framework Poster Series**. A one-pager on ideas for implementation is included with each set of 136 cards. **\$10**



SKILLSUSA FRAMEWORK FUNDAMENTALS: TEACHING STRATEGIES FOR THE ESSENTIAL ELEMENTS

Take the guesswork out of the essential elements. This product delivers exactly what the name implies — it's the ideal way to introduce the essential elements to your classroom. Now all students can articulate the definition, outcomes and behaviors of each essential element as well as prompt questions to take their learning to a deeper level. Ideal for classroom use. The set consists of 17 cards. Each 6"x10.25" card covers the definition, outcomes behaviors, and guided questions of each essential element. A teacher's guide is included with each set of cards. **\$24.95**



SKILLSUSA FRAMEWORK THUMBALL AND TEACHER'S GUIDE

Looking for a fun and engaging way to get your students physically involved in discovering the SkillsUSA Framework? Look no further, the SkillsUSA Framework thumball has arrived. Using the ball will help students better process and reflect on the essential elements. The thumball is 4" in diameter with 32 content panels. A teacher's guide accompanies this item and offers 25 creative ways to assist students in making the framework their own. **\$24.95**



FIND THESE EXCITING PRODUCTS ONLINE AT:

www.skillsusa.org/shop/

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MAKE PLANS TO ATTEND CONFERENCE OR TRAINING

Whether on a local, regional, state or national level, when students attend a SkillsUSA conference or training event, they are stepping out of the bounds of comfort and expanding their horizons. SkillsUSA offers rich and meaningful opportunities for students to connect attending such activities with the development of the framework skills of personal, workplace and technical skills grounded in academics. By participating in the activities outlined below, SkillsUSA chapters become conduits for meaningful student growth.

WASHINGTON LEADERSHIP TRAINING INSTITUTE | SEPT. 22–26, 2018

SkillsUSA offers advanced training for students and advisors that focuses on professionalism, communication and leadership skills. This training is held in Washington, D.C., and allows members the opportunity to share their SkillsUSA and career and technical experiences with elected officials.

WLTI activities will include:

- Congressional visits
- Tours of Washington, D.C.
- Laying of a wreath at the Tomb of the Unknowns
- Opportunity to earn National Statesman award
- Tour of National Leadership Center

Advisor Sessions

Like students, advisors will have opportunities to learn how to be change agents for career and technical education. Sessions for advisors will inspire advisors to lead the change process in their schools and districts, develop strategies to gain support for education issues, and motivate stakeholders.

Who Should Attend WLTI?

Members of SkillsUSA who are committed to the developing their professional, communication and leadership skills.



Interested students need to apply with their state association directors. Interested students and advisors need to connect with their state association directors for additional details.

Visit: www.skillsusa.org/events-training/washington-leadership-training-institute/

LEVERAGE | JUNE 22-24, 2019

Prepare your state officers for a year devoted to leading your association and increasing member engagement.

Leverage is an intensive, two-and-a-half-day leadership experience open to SkillsUSA's state officers and focuses on developing the following framework skills: leadership, professionalism and professional development. It provides state officers with high-energy leadership training that focuses on individual leadership skill development, building teams and communicating effectively. Count on Leverage to have a lasting impact on your state officer team.

Through workshops, self-assessments and working as teams, students will be led through a model of “me, we, do” in relation to implementing the four pillars of leadership in their personal lives and by service to their state association. State officers will develop the skills needed to facilitate student learning: how to set context, give directions and debrief the experience.

State officer teams are important to the success of the organization. What the officers do and how they do it can have a significant impact — not only on the image and essence of SkillsUSA, but also on career and technical education.

ACTIVATE | JUNE 22-24, 2019

Activate is a two-and-a-half-day leadership conference that will help SkillsUSA members find their “start button” through hands-on, high-energy and motivational programming. Activate is open to all SkillsUSA student leaders and focuses on developing the following framework skills: leadership, communication and team work.

During the course of the conference, chapter leaders will discover how to ignite the leader in them and maximize their potential. Participants will spend time working together in a project management atmosphere. Collectively, they will learn to work as a team to set and accomplish goals. They will take a look at what it means to present a positive image — and the effects that image can have not only on themselves, but also on their school, SkillsUSA, and career and technical education.

ENGAGE | JUNE 22-24, 2019

Engage is a professional development training conference designed to help teachers better understand and use leadership development materials and interactive resources available through SkillsUSA. Engage is focused on developing the following framework skills: professional development and job-specific skills. Teachers will help their chapters



grow through the latest information and tools in classroom management, student motivation, employability, leadership development and teaching strategies. The two-and-one-half-day program is taught by experts within youth leadership development as well as by guest presenters.

Advisors will discover how to use SkillsUSA as an educational teaching strategy and an integral component of any career and technical education program. Teachers will gain the latest techniques involved in giving clear directions, questions, processing and accessing student achievement. Answers will be revealed on how to successfully engage students in chapter meetings, committees, recruitment, fundraising, public relations and the entire program of work.

Participants will unpack resources and share best practices on how to implement these tools for the greatest impact in their SkillsUSA chapters. Teachers participating in Engage will receive educational resources as a part of the training.

TAG TUESDAY | JUNE 25, 2019

TAG Tuesday leads conference delegates on a quest to “Train, Act, Grow” (TAG) from their leadership experiences. It helps students engage more, give more and be better delegates for their state associations.

- Training for middle-school and high-school delegates builds on servant leadership, member recruitment and creating an atmosphere of teamwork.
- College/postsecondary delegates will focus on skills to kick-start their careers: successful networking, marketing themselves, interviewing

skills and creating personal and professional success. Training concludes with live interviews with business leaders who offer feedback on résumés and interviewing techniques.

cep

chapter excellence
program

✓

◆ Candidate for state officer

Satisfies one of the Chapter Excellence Program Level 2 Chapter of Distinction Indicators

LOCAL, STATE AND NATIONAL OFFICE

Being an officer is one of the highest honors and most rewarding experiences a SkillsUSA student can achieve. Do you know a student dedicated to SkillsUSA? Does that student possess excellent communications skills such as public speaking (or is at least willing to learn)? Does he or she display professionalism, work well as part of a team and act appropriately in many different situations? If you answered yes to these questions about any of your students, then consider having him or her run for a local, state or national office. Before urging a student to run for an office, be sure he or she is doing it for the right reasons. Yes, it can lead to a great title and some travel and can look good on a résumé, but holding an office means the student agrees to take on certain responsibilities and to represent the organization.

For additional resources on leading a chapter, visit:
www.skillsusa.org/membership-resources/students/

COMPETE AT THE LOCAL, STATE, NATIONAL AND INTERNATIONAL LEVEL

The SkillsUSA Championships begin at the local level with contests in classrooms nationwide. Winners advance through district, regional and state competition, and only the best make it to the national event. State and local competitions and conferences are managed at the state level, not by the national organization. Students benefit no matter how they place in their contests. The philosophy of the championships is to reward students for excellence, to involve industry in directly evaluating student performance and to keep training relevant to employers' needs. Students test their skills, frequently make job contacts, and have a chance for recognition. State and national winners receive gold, silver and bronze medallions, scholarships, tools and other awards.

The SkillsUSA Championships event takes place in Louisville, Ky., in June 2019 and requires more than 1 million square feet of floor space, with more than 6,500 competitors in 102 different events. Business and industry contributes more than \$36 million in equipment, supplies and personnel to support the SkillsUSA Championships, which is considered the largest single-day commitment of corporate volunteerism in America. The SkillsUSA Championships brings together industry and labor representatives, educators and the public to watch students compete in leadership and hands-on skill events for a full day. Every other year, a select few are chosen to compete on an international level in the WorldSkills Competition.

The *2019 SkillsUSA Championships Technical Standards* is the official competition guide for the SkillsUSA Championships. It contains rules for all national events, including an overview, lists of technical skills and knowledge required, clothing requirements, eligibility and equipment lists. It also lists the embedded academic skills in math, English and science. Rules for state and local events may vary from the national guidelines, but most



chapter excellence
program



- ◆ Hold local SkillsUSA Championships
- ◆ Participate in State Conference

Satisfy the Chapter Excellence Program Level 2 Essential Activities and Indicators

competitive events are modeled after the national technical standards. As a free member benefit, SkillsUSA professional members receive the *2019 SkillsUSA Championships Technical Standards* when they have submitted a current and accurate email address along with their membership details. The *2019 SkillsUSA Championships Technical Standards* is available online only to professional members as part of their paid membership.

SKILLSUSA CHAMPIONSHIPS

The official regulations for the following events are published in the *SkillsUSA Championships Technical Standards*. New contests are added each year. For a list of current contests and descriptions, visit: <https://tinyurl.com/bk2up2d>.

The SkillsUSA competition theme is used throughout the year as the topic to be addressed by contestants in the Chapter Display, Prepared Speech and Promotional Bulletin Board competitions at local, state and national levels. The theme for the 2018-2019 year is: ***SkillsUSA: Champions at Work, Career-Ready Starts Here.***



LEADERSHIP DEVELOPMENT

Action Skills
American Spirit
Chapter Business Procedure
Chapter Display
Community Action Project
Community Service
Employment Application Process
Extemporaneous Speaking
Job Interview
Job Skill Demonstration A
Job Skill Demonstration Open
Occupational Health and Safety
Opening and Closing Ceremonies
Outstanding Chapter
Pin Design (State Conference)
Prepared Speech
Promotional Bulletin Board
Quiz Bowl
T-shirt Design

OCCUPATIONALLY RELATED

Career Pathways Showcase
Customer Service
Engineering Technology/Design
Entrepreneurship
First Aid/CPR
Health Knowledge Bowl
Health Occupations Professional Portfolio
Medical Math
Medical Terminology
Principles of Engineering/Technology
Related Technical Math

SKILLED AND TECHNICAL SCIENCES

3-D Visualization and Animation
Additive Manufacturing

Advertising Design
Architectural Drafting
Audio/Radio Production
Automated Manufacturing Technology
Automotive Refinishing Technology
Automotive Service Technology
Aviation Maintenance Technology
Basic Health Care Skills
Broadcast News Production
Building Maintenance
Cabinetmaking
Carpentry
CNC Milling Specialist
CNC Technician
CNC Turning Specialist
Collision Repair Technology
Commercial Baking
Computer Programming
Cosmetology
Crime Scene Investigation
Criminal Justice
Culinary Arts
Dental Assisting
Diesel Equipment Technology
Digital Cinema Technology
Early Childhood Education
Electrical Construction Wiring
Electronics Technology
Esthetics
Firefighting
Graphic Communications
Graphics Imaging — Sublimation
Heating, Ventilation, Air Conditioning and Refrigeration
Industrial Motor Control
Information Technology Services
Interactive Application and Video Game Development

Internetworking
Major Appliance Repair Technology
Marine Service Technology
Masonry
Mechatronics
Medical Assisting
Mobile Electronics Installation
Mobile Robotics Technology
Motorcycle Service Technology
Nail Care
Nurse Assisting
Photography
Plumbing
Power Equipment Technology
Practical Nursing
Residential Systems Installation and Maintenance
Restaurant Service
Robotics and Automation Technology
Robotics: Urban Search and Rescue
Screen Printing Technology
Sheet Metal
Team Engineering Challenge (middle school)
TeamWorks
Technical Computer Applications
Technical Drafting
Telecommunications Cabling
Television (Video) Production
Web Design
Welding
Welding Fabrication
Welding Sculpture

DEMONSTRATION CONTESTS

Barbering
Collision Damage Appraisal
Humanoid Robotics

MIDDLE SCHOOL CATEGORIES

Job Skill Demonstration A

Contestants demonstrate and explain an entry-level skill used in the occupational area for which they are training. Competitors in Job Skill Demo A must demonstrate a career objective in an occupational area that is included in one of the contest areas of the SkillsUSA Championships.

Job Skill Demonstration Open

Contestants demonstrate and explain an entry-level skill used in the occupational area for which they are training or outside of their training program. Any technical skill may be demonstrated.

Opening and Closing Ceremonies

A teamwork and oral presentation contest that evaluates teams' understanding of the symbolic representation of the colors and assembled parts of the SkillsUSA emblem. Each team includes seven registered members in the roles of president, vice president, parliamentarian, reporter, treasurer, secretary and historian.

Outstanding Chapter

The Outstanding Chapter contest consists of activities members have been involved with during the school year including chapter meetings, leadership training, publicity, community service projects, professional development, program of work, awards, local and state competition and other selected chapter activities. Each activity is documented according to guidelines and submitted in a scrapbook for judging. One student representative is interviewed during the competition.

Pin Design (State Conference)

Students present their state-winning pin along with their artwork and participate in an oral presentation regarding all aspects of their creation of the design. Contestants will explain how the pin represents their state, its unique qualities and why another SkillsUSA student or adult member would want to wear the pin.

Robotics: Urban Search and Rescue

A two-member team builds a robot and arm mechanism prior to the competition and then, during the competition, remotely operates the robot. The robot should be capable of locating, grabbing and moving simulated ordnances on the challenge course. This remotely operated vehicle (ROV) must traverse the course, locate the ordnances, secure them and properly dispose of them. Each team will perform one round of competition consisting of a time limited mission to locate and dispose of two ordnances.

Team Engineering Challenge

This contest is designed to evaluate and to recognize outstanding students for excellence and professionalism in the areas of creative and critical-thinking skills and the decision-making process to solve a problem. The contest is intended to foster creativity, innovation, teamwork and problem-solving skills.

9

CONNECT WITH YOUR LOCAL HIGH SCHOOL

Middle-school students are eager to look to the future and consider the possibilities. Help guide your students toward career and technical education by connecting them with the local high school while they are still middle-school students. Membership recruitment is vital not only to your program but also to the programs that exist at your feeder schools. Recruitment is a continual process that allows you to reach more students with more opportunities and will benefit all parties involved. It's also an integral part of being able to provide comprehensive exposure to career and technical education.

At a time when schools are cutting budgets, your technical program and SkillsUSA chapter must stay front and center as much as possible. Successful marketing can be the difference that not only saves your program but also helps it thrive and grow.

When you decided where to go to college, what helped you decide? Was it cost, location, academics, family tradition or a combination of factors? Whatever it was, that school appealed to you. SkillsUSA and technical programs are no different. Students, parents, administrators and industry professionals all have choices regarding where to invest their time and resources. As a teacher and advisor, you want to ensure that these key shareholders consider SkillsUSA, as well as career and technical education. To that end, it's important to expose them to the program in a way that fosters an understanding of its value and helps students reach their potential.

Build a relationship with the career and technical education teachers at your feeder schools, then consider partnering to create an activity such as one of these below:

- Participate in curriculum nights or events that showcase the high-school programs to incoming students. Attend the curriculum night as a chapter so all members learn about program opportunities. When students return to school the next day, continue the conversation by having students discuss which programs they were interested in and why.



- Create a mentor program where high-school students support incoming middle-school students. Allow both chapters to host events in which the mentors and learners have an opportunity to get to know one another. Determine activities or programs from which both groups of students can benefit by participating.
- Co-host a breakfast or luncheon so administrators and counselors understand the connection between the two schools. This is an excellent time for students to present what they have gained from their middle-school experience and for high-school students to demonstrate the skills they have gained.

Bottom line: Create demand for your class. Make it known that your class is unique and exceptional. Show how students have so much more to look forward to from SkillsUSA and career and technical education as they further their studies in high school. It's a win-win for everyone, especially your students.



Completing an important project, conference or a capstone for the year provides the perfect occasion to celebrate and reflect on the experience. Celebrations are a necessary part of the process. Setting aside time to share and enjoy the moment makes the hard work and time involved even more rewarding. It gives students a strong sense of individual and team accomplishment, provides a venue to show off results and builds enthusiasm for future chapter events and projects. It also provides an opportunity for reflection, allowing students to take a closer look at their specific roles and how skills gained can help build their résumé. Here are some ideas to help maximize celebrations and reflection.

CREATIVE CELEBRATION IDEAS

- Host an ice cream social.
- Host a banquet and invite parents, administrators and community partners.
- Host a cookout and game night.
- Present a certificate to each student and/or a team or chapter photo.
- Individually or via committees, recognize students for what they specifically accomplished (such as teamwork demonstrated, leadership assumed or organizational skills implemented) in front of the entire SkillsUSA chapter.
- Host an appreciation circle. Individually, each participant takes the chair at the “head” of the circle and all of the other participants recognize that person specifically for his or her contributions to the officer team, committee or chapter. Every member of the group takes a turn at the “head” of the circle.
- Host a fun activity at a local facility (bowling alley, miniature golf, swimming pool).
- Post photos and names of students on a bulletin board in the classroom or around campus.
- Put an announcement in the school bulletin, newsletter, webpage or social media.



chapter excellence
program



- ◆ Hold local SkillsUSA Championships
 - ◆ Participate in State Conference
- Satisfy the Chapter Excellence Program Level 2 Essential Activities and Indicators



- Hang posters in the classroom with photographs and names of students involved.
- Recognize participants at a school assembly or faculty meeting.
- Create a presentation including the project and successes to present to the school board or school administrators. Be sure to have students provide personal testimonies about what they gained through the experience. Conduct a drawing with a cool prize at the wrap-up of the celebration event.

REFLECTION IDEAS

- Have students write a résumé that reflects the personal, workplace and technical skills they have gained from being actively involved in the project or the chapter.
- Create “Wordles” to help students identify what they have learned by participating the project, serving as an officer or being a member of the chapter.
- As a group, create a “Top 10” list of accomplishments and hang in the classroom or hallway.
- Involving an officer team or committee, have students create a “what I learned” list of thoughts and ideas that will be opened by the next year’s officer team or committee.
- Have students write a self-addressed letter that shares what they learned about themselves through their chapter work and how they will use it in the future. Mail the letter to them in six months.