



chapter excellence
program



The Chapter Excellence Program is the single best way to

BUILD a SUCCESSFUL SKILLSUSA CHAPTER

CEP 20

TEACHER'S GUIDE

WHAT IS THE CHAPTER EXCELLENCE PROGRAM (CEP)?

As a teacher, you take great pride in seeing your students succeed. There is nothing like the rush that comes when chapter members reach a new milestone, especially when it results in recognition at the national level.

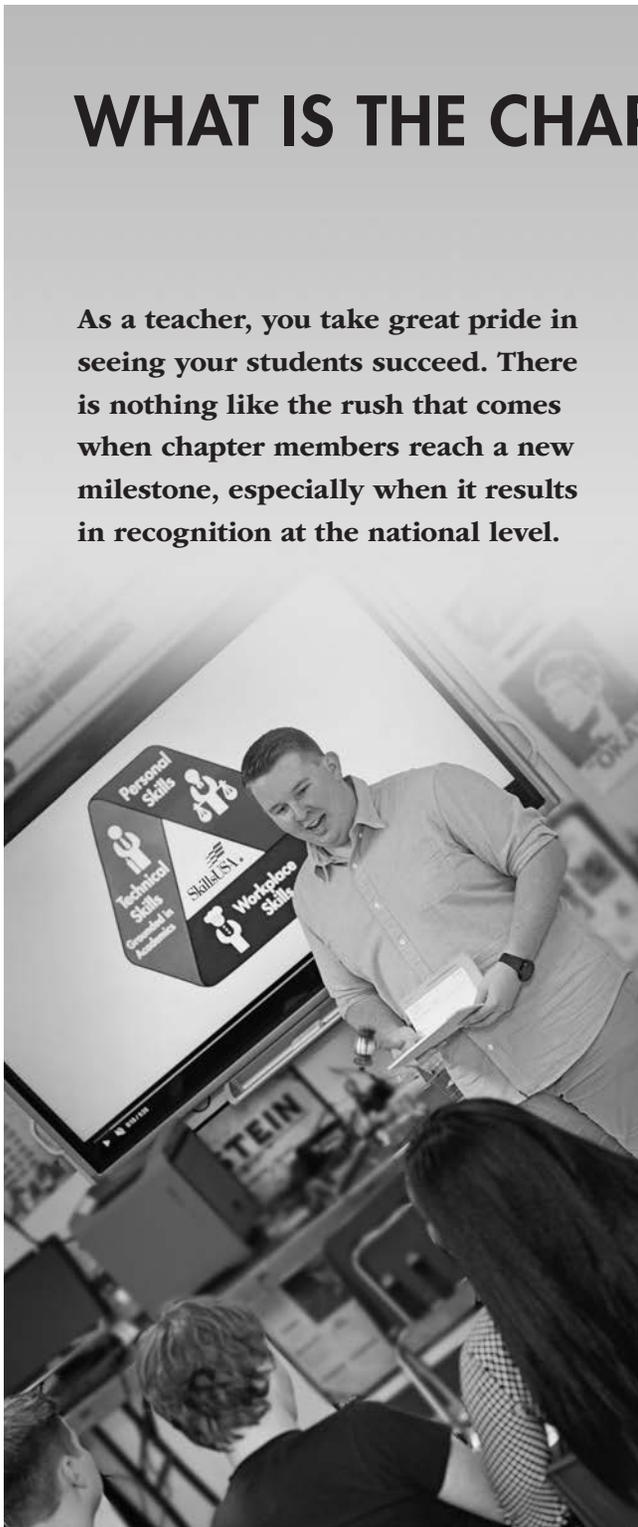
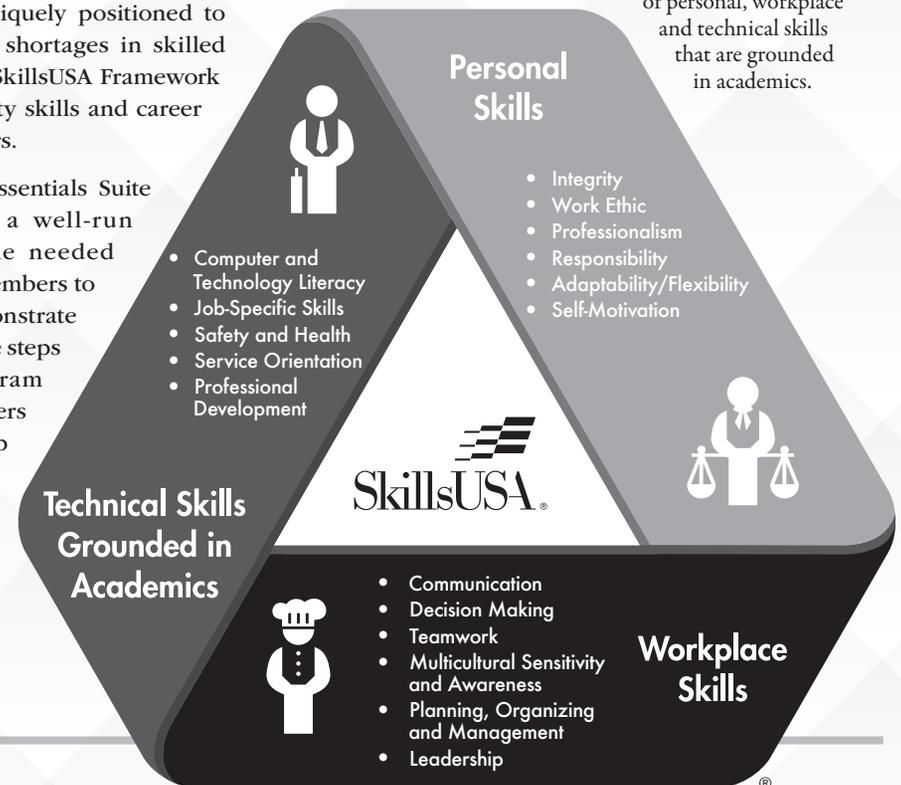
HOW TO GET THE GOLD!

Employers across our great nation are struggling to find qualified workers who demonstrate needed employability skills. This is adding to the current skills gap and labor shortages. While SkillsUSA is uniquely positioned to address the skills gap and labor shortages in skilled trades, the implementation of the SkillsUSA Framework addresses the issue of employability skills and career readiness for all SkillsUSA members.

The combination of the Career Essentials Suite based on the Framework and a well-run SkillsUSA Chapter provides the needed instruction and experiences for members to become aware, develop and demonstrate the Framework skills. Following the steps of the Chapter Excellence Program (CEP) will ensure that your members will have the opportunity to develop and demonstrate Framework skills that prepare them for future employment. The CEP also provides an avenue for recognition of members achievement in the Framework Essential Elements.

SkillsUSA Framework

SkillsUSA impacts the lives of America's future workforce through the development of personal, workplace and technical skills that are grounded in academics.





chapter excellence program

CHAPTER EXCELLENCE PROGRAM 2.0

The Chapter Excellence Program (CEP) establishes a quality baseline that all chapters will be encouraged to attain with extra incentive for exemplary chapter performance. SkillsUSA has now rolled out CEP 2.0. How is it different? In a word, it's *intentional*. At every phase, CEP 2.0 is designed with the *intentional* implementation of the SkillsUSA Framework Essential Elements into chapter activities. This ensures all student members develop the needed employability skills and are career-ready. Employers across our great nation are struggling to find qualified workers who demonstrate these skills. Following the phases of CEP, your members will *intentionally* develop and demonstrate SkillsUSA Framework skills that prepare them for future employment. Go for the *gold* and gain the recognition your chapter deserves through CEP participation!

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 (PoW) 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. When you use 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 Components, 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 activity, the Framework requires that a chapter be specific regarding the how and why students learned responsibility. This conscientious approach gives added meaning to the valuable experience gained by students in the planning, organization and implementation of activities. Most importantly, this approach actualizes

SkillsUSA's mission to "empower 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.

How Does My Chapter or Section Get Involved?

Every chapter or section with paid student and professional membership is eligible to participate in CEP. To fully benefit, chapters in your state are encouraged to participate in CEP on an annual basis. For your active chapters, this is an opportunity to be recognized. For those who are not active, this is incentive to become active.

The CEP application is housed on the membership registration site. It is an online application that is easy to complete and save within the registration system.

How Does CEP Work?

The program consists of three award levels, with the first two levels recognized by the state and the final two levels eligible for national recognition.

- *First Level* — Honors chapters for achieving essential standards of excellence as a "Quality Chapter."
- *Second Level* — Recognizes chapters that go beyond baseline requirements with bronze, silver and gold "Chapters of Distinction" awards.
- *Third Level* — Chapters in each state receiving the gold award will be eligible for selection as a Models of Excellence chapter. These chapters define excellence. Best practices will be gleaned from the award winners and shared with the field to serve as models for other chapters to emulate in strengthening their local programs.

CEP is focused on the learning and skills developed by students as a result of chapter involvement versus honoring chapters simply by the number of activities they employ throughout the year. The award application is written and presented in a manner that supports evidence of these findings.

How Are Chapters or Sections Recognized for Their Participation?

The advantages of CEP are many! If you're ready to take your chapter or section to the next level, this program is for you. For active chapters, CEP process fosters recognition for current participation and activities while promoting greater involvement. For chapters needing encouragement, CEP provides a simple outline of requirements to make participation realistic and accessible. To participate, all a chapter needs to do is complete the requirements and fill out an application. There is no charge for participating in CEP. Each level of CEP is very specific as to what is required. Awards are presented on the local, state and national levels, with the Models of Excellence earning national recognition. Here is a summary of how chapters are recognized through CEP, starting with Quality Chapter and working up to Models 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.
- Gold, 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

SkillsUSA Framework Intentionality in the Program of Work

While the Chapter Excellence Program is a phenomenal recognition program, the real benefit is that chapters are intentional about incorporating the SkillsUSA Framework into activities. A powerful school to work connection is created when the Essential Elements are embedded within Program of Work activities. When chapters intentionally teach and demonstrate an Essential Element while conducting chapter activities, a lasting impact on the development and attainment of student success is made. When students can articulate workplace readiness growth, the Program of Work becomes a game changer!

The phases below will assist you and your chapter in implementing the process.

- Phase 1** The Challenge
- Phase 2** Teaching the SkillsUSA Framework
- Phase 3** Teaching and Assessing the Needs of the Members
- Phase 4** Identifying the Targeted Essential Elements
- Phase 5** Review Last Year's Program of Work
- Phase 6** Develop a Program of Work for the Current Year
- Phase 7** Write SMART Goals for Essential Element Growth and PoW Activities
- Phase 8** Develop and Implement Plan of Action for Each PoW Activity with the Target Essential Elements
- Phase 9** Evaluate Essential Element Growth and PoW Activities Goals
- Phase 10** Celebrate Success

PHASE 1 – The Challenge

“A leader influences the hearts, minds and actions of others” — SkillsUSA definition of leadership.

Our country is facing a crisis — if you listen to the nightly news, that may not come as a surprise. In fact, you may be asking, “Which one?” While this crisis may not make the nightly news on a regular basis, it has the potential to cripple our economy for years to come. The crisis? It's the current skills gap and labor shortage.

Our country needs trained and qualified individuals to fill the demands of business and industry. The United States is facing a skilled-trades talent drought. Consider the following facts:

According to ManpowerGroup:

- 46% of all employers in the United States report difficulty in recruiting.
- Over 50% of skilled trade workers in the USA are over 50 years old.
- Five of the top 10 industries with the greatest difficulty in hiring are:
 - ◆ Skilled Trades.
 - ◆ Health Care.
 - ◆ Manufacturing.
 - ◆ Technicians.
 - ◆ Truck Drivers/Diesel Mechanics.

Our challenge and opportunity as career and technical education (CTE) teachers is the development of our students in academic, technical and career readiness (employability) skills. Historically, CTE teachers have focused most on the development of technical knowledge and skills. While this continues to be our primary purpose, it doesn't address the total development needs of our students.

Recent changes in federal education policy through the No Child Left Behind and Every Student Succeeds Acts have placed emphasis on the application of academic skills through CTE. Purposeful attention to reinforcing the applied academics in our technical instruction addresses the requirements of these Federal education laws.

Employers today are calling for more emphasis on career readiness skills in addition to applied academic and technical skills. According to TechnoSmarts and The Balance Career, the top career readiness skills employers are looking for in 2019 are:

- Communication.
- Leadership.
- Teamwork.
- Adaptability.
- Self-Motivation.
- Responsibility.
- Integrity.
- Decision Making.

Check the SkillsUSA Framework; all these skills are defined in the Essential Elements of the Framework. Teaching the Framework and using it as a tool with the activities of your SkillsUSA chapter gives members opportunities to develop and demonstrate the Framework Essential Elements.

Today's challenge for CTE teachers and SkillsUSA advisors is to offer all students a complete menu of:

- Technical knowledge and skill.
- Reinforcement of academic knowledge and skills through technical instruction.
- Opportunities for development and demonstration of Framework skills.

PHASE 2 – Teaching the SkillsUSA Framework

There has never been a better time to provide opportunities to all students through SkillsUSA to develop and demonstrate the SkillsUSA Framework skills. A SkillsUSA chapter provides the structure for members to develop Framework skills through active involvement. But a successful SkillsUSA chapter cannot exist without the leadership of chapter officers that focuses on the engagement of members.

As advisor, you must teach the Framework to your chapter officers, so they can share it with the members of their chapter and reinforce the Framework in chapter activities. Take time during a chapter officer retreat or a chapter officer meeting to introduce the Framework.

Here are some ideas for you to use:

Use the lesson plan

The lesson plan is designed for the chapter officers to provide Framework instruction to the chapter members, but it is also appropriate for you to use with the chapter officers. Having the chapter officers experience the lesson plan will give them a chance to experience the workshop before having to teach the members.

Instructional activities to use with chapter officers

Conduct the following instructional activities with chapter officers to teach them the Framework. This can be done in either a retreat setting or a chapter officer meeting or series of meetings.

Sample activities to introduce the purpose of the Framework

Depending on the number of officers, allow them to work as a single team or divide into smaller teams of 5-6 officers. Provide the following instructions:

Each team will receive a stack of newspapers. When I say 'Build,' one officer will come forward and receive the newspapers. Your team will then have four minutes to construct the tallest freestanding tower possible using only the newspapers provided. How can I clarify? Build.

Discuss the activity:

- What did you learn from this activity?
- What would have helped your team build a taller tower?
- How stable was your tower?
- What would have made it more stable to allow you to build higher?

- The most important part of the tower was the Framework your team used to build the tower. The same is true for each of our SkillsUSA members. SkillsUSA has developed a framework of skills that each of our members must develop and demonstrate to be successful. Let's explore this Framework.
- The SkillsUSA Framework actualize the mission of the organization “to empower members to become world-class workers, leaders and responsible American citizens.”
- Provides a common language for students to articulate what they gain from SkillsUSA participation to employers, school administrators, parents and other students.
- 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.
- Ensures that every student member receives a consistent and specific skill set.

Learning the Essential Elements

SkillsUSA has developed several resources to help SkillsUSA members explore and understand the Essential Elements of the Framework which can be purchased at skillsusastore.net/educational-resources.html.

SkillsUSA Framework Fundamentals: Teaching Strategies for the Essential Elements

- Suggested activities from *Teacher's Guide*: \$10,000 Pyramid, Essential Element Pictionary, Essential Element Charades or That's Me.

SkillsUSA Framework Thumball

- Suggested activities from *Teachers Guide*: What are Essential Elements?, The Why Game, Thumball toss and Thumball Brain Dump.

Ignite

- Assign an Essential Element to each student. Have them review Ignite and select an activity that helps to explain the Essential Element. The student should then conduct the activity to help the members learn more about the Essential Element.

When the chapter officers have a good understanding of the Essential Elements, have them complete the Essential Element Assessment.

The questions may also be converted to an electronic scoring system so officers can use their smartphones to respond.

Online Essential Element Self-Assessment

Essential Elements Self-Assessment

Discuss the assessment with the following questions:

- *Which Essential Elements don't you understand?*
- *Which Essential Elements did you find it difficult to score?*
- *Are there any Essential Elements that surprise you that they are part of the Framework?*
- *Which of the Essential Elements do we need to work on as a chapter officer team?*

PHASE 3 – Teaching and Assessing the Needs of the Members

After the chapter officers understand the Framework and Essential Elements, it is important that they share that information with the chapter members. Fastest way to access is to visit the [Chapter Excellence Program page](#) on the skillsusa.org website. Have the officers use the *SkillsUSA Framework Lesson Plan* to educate the members on the Framework and prepare them for the Framework assessment for chapter members. The assessment questions may also be converted to an electronic polling or voting system so officer can use their smartphones to respond. Following the lesson plan will also help the members identify the Essential Elements to target for the coming year and some potential activities to help member develop and demonstrate the targeted Essential Elements. Use the SkillsUSA Results to Honor cards to recognize members who demonstrate Essential Elements. The cards could be given out to students to reward their demonstration of targeted Essential Elements during chapter activities.

Options to having the chapter officers teach the SkillsUSA Framework lesson plan:

- Each teacher/instructor may teach the lesson to the classes.
- A former officer may teach the lesson to the classes.
- The advisor may teach to the entire chapter if it is outside of the classroom.

PHASE 4 – Identifying the Targeted Essential Elements

After the chapter officers have taught the members about the Framework and determined the targeted Essential Elements, it's important to put the plans in place to emphasize the targeted Essential Elements. These targeted Essential Elements should be the ones members most want to develop and demonstrate this year (only one each from Personal, Workplace and Technical). As activities are planned, always consider how the activity will provide the opportunities for members to develop and demonstrate the targeted Essential Elements. These Essential Elements must become integral to the activities of the Program of Work. While the activities of the PoW provide the experiences for members to grow in the targeted Essential Elements, we consider the PoW to be the delivery mechanism for Framework skill development.

PHASE 5 – Review Last Year’s Program of Work

The National Program of Work (PoW) sets the pace for SkillsUSA activity and has six categories. Your executive committee (CTE instructors, chapter officers and committee chairs) should determine the Essential Elements your students want to develop this year, based on the student survey results and then weave them into the PoW. This is the foundation upon which you help students create, implement and evaluate a plan of action. While the student survey results is the preferred method for determining Essential Elements, there are additional different avenues to select the Essential Elements. Business and industry input, instructor survey, committee or officers may make the decision, as well as local or national surveys from business and industry.

- A review of last year’s Program of Work is a good place to start in the creation of this year’s PoW. If your chapter did not have a Program of Work, move to Phase 6.

It is suggested that the executive committee evaluate each activity included in last year’s PoW on the following criteria:

- Does your campus or community expect your chapter members to conduct this program/activity? Community organizations, for example, may depend on your members to provide labor for an established community activity such as Habitat for Humanity. If so, keep this activity.
- Did the chapter members really enjoy the activity (based on the results of a survey)? If so, you may choose to continue offering this activity.
- Was the activity a success in developing the targeted Framework skills in the participants (see below for an activity rubric) and were the targeted Framework skills for the activity identified in this year’s assessment? Your chapter officer team may choose to continue this activity or select a new activity from which the students can develop the targeted Framework skills.
- Have the officer team create a list of activities they want approved by the chapter for this year’s PoW and make sure to include the Essential Elements which will be integrated and developed throughout the activity.
- Determine which of the newly targeted Essential Elements are “missing” from the list. This information will be the basis for selecting new programs and activities.

The next phase in the process of creating a purposeful and focused PoW is to facilitate the process of selecting new activities that encourage participant growth in the “missing” elements.

Activity Rubric	The activity is expected by our schools	The activity is expected by our community	The members enjoyed the activity	If the answer is yes to one or more of these columns, then the activity remains	New Essential Element Assignment
Previous PoW Activity					
<i>(name of activity)</i>	YES / NO	YES / NO	YES / NO		
<i>(name of activity)</i>	YES / NO	YES / NO	YES / NO		

PHASE 6 – Develop a Program of Work for the Current Year

If your chapter did not have a PoW last year, your officer team will be starting from scratch. Facilitate a brainstorming session with the officer team to identify possible chapter activities from which participants can develop each targeted Essential Element from the student survey results. This process could occur at a chapter meeting where all members participate in the brainstorming session. The officer team shares the list of the the proposed PoW activities and Essential Element target with the members at a chapter meeting to gain approval and foster member ownership. Your role in this process includes guiding students in the following areas:

- Helping the officer team develop a presentation
- Presenting the proposed activities and the targeted Essential Elements
- Creating a description of each activity
- Choosing a PoW category in which the activity fits. Here is a list of the PoW categories for your reference:
 - ◆ Advocacy and Marketing
 - ◆ Community Engagement
 - ◆ Financial Management
 - ◆ Leadership Development
 - ◆ Partner and Alumni Engagement
 - ◆ Workplace Experiences
- Budgeting for the year
- Conducting a question and answer session
- Teaching the officers how to facilitate a brainstorming session
- What kind of session will the officer be facilitating?
- Helping the officers determine a process by which members can sign up for PoW committees. It may be as simple as posting sign-up sheets around the meeting room.
- Compiling the results of the brainstorming sessions, the PoW activities are determined
- Voting if necessary to narrow the list to a reasonable number
- Assigning each activity to a PoW area based on the objective of the activity
- Assisting the officers to implement the committee forming process they created
- Using the Chapter Program Management Tool to organize your activities

New Activity	New Essential Element Assignment
<i>(name of activity)</i>	

PHASE 7 – Write SMART Goals for Essential Element Growth and PoW Activities

It is time for committee work.

- The officers may need to help the committees get up and running by:
 - ◆ Calling the first meeting.
 - ◆ Helping the members select a chair and a secretary to record minutes.
 - ◆ Instructing committee members on how to write SMART goals.
 - ◆ Instructing committee chairs on how to prepare a meeting agenda and chair a meeting.
 - ◆ Instructing the committee secretaries on how to prepare meeting minutes.
- It may be appropriate for two committees to partner on an activity.
- Some committees such as the Community Service Committee may opt to assess the community needs before they select a project.
- Other committees, such as the Social Committee, may want to survey the members.
- Each committee should meet shortly after the training is completed.
- At the first meeting, the committee chairs are to facilitate a SMART goal writing session. (Fastest way is to visit resources on the [Chapter Excellence Program page](#) of the [skillsusa.org](#) website.)
- SMART goals should be written for each activity of which the committee is responsible.
- Two types of SMART goals must be written for each PoW program activity, one focused on the Essential Element outcome (one of this type is required) and the other on the success of the activity (three of this type are required).
- Here is an example of each type of goal:

Essential Element Outcome Goal:

One hundred percent of the students who participate in the Christmas Tree sales fundraiser will demonstrate three customer service skills as outlined in the activity handbook and assessed by a peer review by the end of the sales period, Dec. 23, 2019.

Activity Outcome Goal:

One hundred community members will attend the Veterans Appreciation breakfast on Nov. 11, 2019.

Here is some general information regarding SMART goals:

- Well written goals have the following characteristics:
 - S – Specific*
What do I want to accomplish?
 - M – Measurable*
How will I know when it is accomplished?
 - A – Achievable*
How can I accomplish this goal?
 - R – Relevant*
Does this goal align with other objectives?
 - T – Time-bound*
What timeframe(s) will I use for this goal?
- SMART goals should include the Essential Element to be assessed, the specific instructional strategies used to teach the Essential Element, a timeline, details on how the Essential Element will be demonstrated within the activity, and the measurement criteria used in the end assessment.

PHASE 8 – Develop and Implement Plan of Action for Each PoW Activity with the Target Essential Element

Employers have identified the ability to develop, implement and evaluate a plan of action as a highly desired skill in potential employees. Generally, an individual who can develop a plan of action has the ability to break down an activity into manageable pieces including:

- Tasks to be completed.
- A timeline for each task.
- Who is responsible for each task.
- Resources available to complete the tasks.
- Budget (expenses and income).

Once the committees have established activity goals, the next phase is to develop a plan of action for each activity of which they are responsible.

Committees must meet well in advance of their activity target date to develop the Plan of Action. It is suggested that each committee meets early in the fall even if its activity is to occur in the spring.

The plan of action timeline will determine when the committees complete the various tasks associated with the activity.

Committees are also charged with discussing and identifying contingency plans for unexpected situations.

When planning the activities of the Program of Work, it is critical to integrate the targeted Essential Elements. This provides opportunities for participating members to develop and demonstrate the targeted Essential Elements. Here are some ideas of intentionally integrating the Essential Elements:

- Keep the targeted Essential Elements posted in the classroom, and refer to them often during class and meetings.
- The committee members or chapter officers who are leading the activity should identify areas where members will have the opportunity to develop and demonstrate the targeted Essential Elements.
- Before beginning, have members develop personal plans for how they will contribute to the activity and demonstrate the targeted Essential Elements while participating. Use activities in SkillsUSA's *Ignite* or its Thumball Guide to help refresh the members' knowledge of the targeted Essential Elements.
- Establish peer mentors who will watch members and record how and when members demonstrate the targeted Essential Elements. Peer mentors could also record instances of where members failed to demonstrate the targeted Essential Elements for future conversations.
- During the activity, have members record their personal experiences involving the targeted Essential Elements.
- After the completion of the activity, have all members reflect on how they demonstrated the targeted Essential Element.
- During the evaluation of the activity, discuss how members demonstrated the targeted Essential Elements. Determine additional work that is needed to further grow this Essential Element.

Implementation of the plan of action is the next! It will be fun and fulfilling for you as the advisor to watch your chapter leaders demonstrate the Essential Element skills as they implement the Program of Work.

PHASE 9 – Evaluate Essential Element Growth and PoW Activities Goals

A key component of learning is feedback. Specific and timely feedback helps students improve and enhance their own learning.

Reflection occurs throughout each activity as well as at the end of activity. Based on periodic evaluation, adjustments are made and contingency plans may have to be implemented. Evaluation needs to occur at many levels:

- Individual level – the achievement of the Essential Element by the officers, committee chairs, committee members and participants
- Committee level – the performance of the committee as a team
- Activity level – the achievement of the activity goals

Every activity conducted should be evaluated. A great evaluation will examine the following:

- If the SMART goals of the activity were achieved. An analysis should be completed on each goal to determine what worked and what needs improvement.
- The total impact of the activity. Consider the following as some of the areas for evaluation:
 - ◆ The opportunities for members develop and demonstrate the targeted Essential Elements
 - ◆ The opportunity for building relationships between chapter members
 - ◆ The public relations impact of the activity for the chapter and the campus
 - ◆ The impact on the budget and return on investment for the activity
 - ◆ What worked or needs to be improved before conducting the activity again
 - ◆ If the members enjoyed the activity
 - ◆ The potential to replicate the activity in future years or to change to a different activity

Here are a few assessment strategies:

- Peer reviews
- Peer recognition
- Self-assessment instruments
- Class presentations
- Class assignments
- Advisory (industry members) committee interviews
- Journal reflections
- 360-degree evaluations
- Portfolios
- Scenario assessments
- Assessment from those served by activities; community members or partners
- Feedback survey/loop

Once the level of success has been determined, the chapter and/or committee can engage in a reflective discussion around the following guiding questions:

- Specifically, what contributed to the success of the project?
- What were the areas of success?
- What could have been improved?
- What Essential Elements could have been more effectively demonstrated?
- What can be learned from this experience to bring more success in the future?
- What did you learn about yourself and others through this experience?
- Would you recommend the chapter conducting this program or activity again? Why?
- How did you personally grow in the targeted Essential Element?
- What other ways could we have been more intentional about incorporating the Essential Element within the activity?

Reflections and evaluations should be recorded and maintained in the chapter records for future reference.

PHASE 10 – Celebrating Success

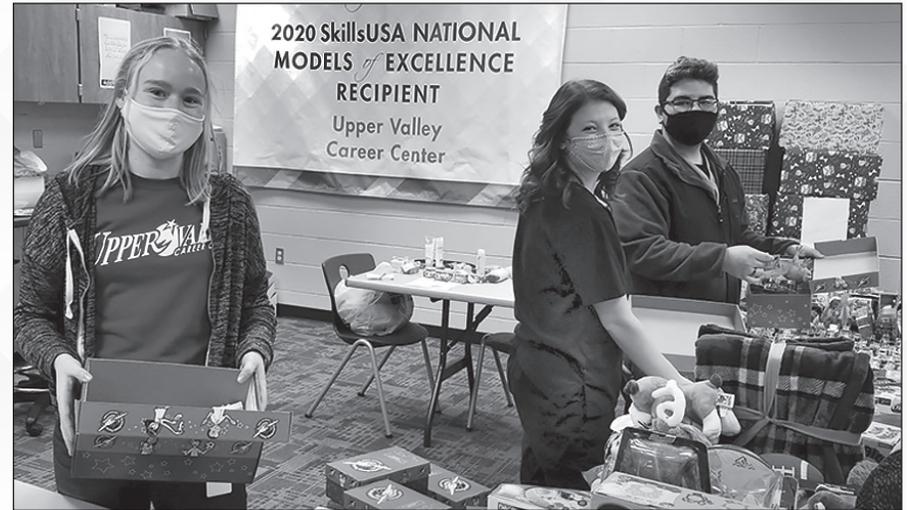
Completing an important project provides the perfect occasion to celebrate. You have probably discovered that celebration of successes is necessary for sustained performance.

Celebrations are opportunities for chapter members to gain efficacy, receive recognition, earn community support and build chapter enthusiasm and momentum for the future. Furthermore, students can now add their involvement in this project or activity on their résumé and/or cover letter.

Here are celebration ideas:

- Recognize participants at a chapter meeting
- Host an appreciation circle. Individually each participant takes the chair at the “head” of the circle and all the other participants acknowledge that person for their contributions to the project. Each member takes a turn in the chair. Encourage the participants to use Framework language when appropriate to describe each other.
- Host a fun activity at a local facility (bowling alley, miniature golf or swimming pool)
- Post photographs and names of participants on a bulletin board in your classroom or around campus
- Put an announcement in the school bulletin, newsletter or web page
- Hang posters in the classrooms with photographs and names of participants
- Recognize participants at a school assembly, faculty meeting or school board meeting
- Have a jar in each classroom where students can write notes of appreciation to each other
- Create and post a progress chart in the classrooms for each project
- Write “thank-you” notes to each participant
- Conduct a “raffle” with cool prizes for the participants

If your chapter completed the ten phases of the Chapter of Excellence process, congratulations! *The Chapter Excellence Program Teacher’s Guide* walks you through the requirements for Level One and Level Two and provides your leaders with examples of successful applications. From the Level Two qualifiers, finalists are recognized as Models of Excellence chapters and will be recognized at SkillUSA’s national conference. The details for the CEP program can be found at: skillsusa.org/programs/chapter-excellence-program



ESSENTIAL ELEMENT ASSESSMENT

Circle the appropriate rating for each statement below.

PERSONAL SKILLS

Integrity

	RARELY	SOMETIMES	USUALLY	ALWAYS	
I am honest	1	2	3	4	
I do what I say I will do	1	2	3	4	
I hold myself and others accountable	1	2	3	4	
I make choices consistent with my values	1	2	3	4	
I know and live by my morals and ethical principles	1	2	3	4	Total _____

Work Ethic

I engage in meaningful work that contributes to success	1	2	3	4	
I am productive throughout the workday	1	2	3	4	
I reflect upon and evaluate my work	1	2	3	4	
I am consistent in my work performance	1	2	3	4	
I don't quit until the job is done	1	2	3	4	Total _____

Professionalism

I am loyal to my peers, supervisor, and myself	1	2	3	4	
I adhere to dress codes and other policies	1	2	3	4	
I monitor my words and actions	1	2	3	4	
I model appropriate behavior and etiquette in all settings	1	2	3	4	
I contribute to a respectful and safe environment	1	2	3	4	Total _____

Responsibility

I honor my commitments	1	2	3	4	
I complete my work and assignments on time	1	2	3	4	
I work efficiently and effectively without supervision	1	2	3	4	
I persist in getting my work done	1	2	3	4	
I own my mistakes or incomplete work	1	2	3	4	Total _____

Adaptability/Flexibility

I work to overcome barriers and roadblocks	1	2	3	4	
I understand that multiple solutions can accomplish the same goal	1	2	3	4	
I maintain my self-control when angry or challenged	1	2	3	4	
I am curious to experiment and explore new ideas	1	2	3	4	
I keep an open mind when change is proposed	1	2	3	4	Total _____

Self-Motivation

I purposefully connect what I do today with my future	1	2	3	4	
I positively express myself and my ideas	1	2	3	4	
I seek to learn and develop new knowledge and skills	1	2	3	4	
I am disciplined and focused to achieve my goals	1	2	3	4	
I participate in new experiences to expand my skills and abilities	1	2	3	4	Total _____

WORKPLACE SKILLS

Communication

	RARELY	SOMETIMES	USUALLY	ALWAYS	
I write and speak effectively	1	2	3	4	
I use appropriate body language	1	2	3	4	
I check for understanding when discussing difficult topics	1	2	3	4	
I listen carefully	1	2	3	4	
I ask good questions when needed	1	2	3	4	<i>Total</i> _____

Decision Making

I analyze key facts, data, and situations	1	2	3	4	
I follow a problem-solving process	1	2	3	4	
I use a critical thinking process to make good decision	1	2	3	4	
I identify possible solutions and their impacts	1	2	3	4	
I make informed choices	1	2	3	4	<i>Total</i> _____

Teamwork

I work collaboratively with my peers, classmates and co-workers	1	2	3	4	
I recognize the contributions and strengths of others	1	2	3	4	
I follow through with my commitments to my team	1	2	3	4	
I honor my commitments and responsibilities to my team	1	2	3	4	
I foster positive, collaborative, working relationships with others	1	2	3	4	<i>Total</i> _____

Multicultural Sensitivity and Awareness

I learn about other cultures	1	2	3	4	
I value diversity	1	2	3	4	
I am tactful in my words and actions	1	2	3	4	
I treat everyone with respect	1	2	3	4	
I empower others to use their unique skills and abilities	1	2	3	4	<i>Total</i> _____

Planning, Organizing and Management

I break down projects and tasks with timelines	1	2	3	4	
I identify resources and standards for completing projects	1	2	3	4	
I anticipate and plan for possible obstacles and setbacks	1	2	3	4	
I follow work priorities and timelines	1	2	3	4	
I work to meet established standards of quality	1	2	3	4	<i>Total</i> _____

Leadership

I build trust with others	1	2	3	4	
I foster hope in others	1	2	3	4	
I express compassion for others	1	2	3	4	
I model stability in my words and actions	1	2	3	4	
I am a positive influence on my friends, peers and co-workers	1	2	3	4	<i>Total</i> _____

TECHNICAL SKILLS

Computer and Technology Literacy

	RARELY	SOMETIMES	USUALLY	ALWAYS	
I am willing to learn and use new technology	1	2	3	4	
I use work-based technology proficiently	1	2	3	4	
I use technology to solve problems	1	2	3	4	
I improve information flow through technology	1	2	3	4	
I use technology to improve and document accountability	1	2	3	4	Total _____

Job-Specific Skills

I know my job roles and responsibilities	1	2	3	4	
I follow personnel manual policies	1	2	3	4	
I perform responsibilities without direct supervision	1	2	3	4	
I seek ways to improve my job performance skills	1	2	3	4	
I am open to coaching and feedback	1	2	3	4	Total _____

Safety and Health

I follow safety procedures including appropriate safety attire	1	2	3	4	
I maintain a clean work environment	1	2	3	4	
I identify potential hazards, and notify appropriate parties	1	2	3	4	
I use tools and equipment according to safety standards	1	2	3	4	
I stay current with safety regulations and standards	1	2	3	4	Total _____

Service Orientation

I acknowledge and am present with customers	1	2	3	4	
I stay focused and customer-oriented while at work	1	2	3	4	
I demonstrate respect and courtesy to customers at all times	1	2	3	4	
I handle difficult situations with tact and self-restraint	1	2	3	4	
I know when to involve my supervisor in a customer situation	1	2	3	4	Total _____

Professional Development

I have a career plan and update as needed	1	2	3	4	
I assess my current skills and determine areas for my growth	1	2	3	4	
I use personal and professional mentors	1	2	3	4	
I seek professional and personal growth opportunities	1	2	3	4	
I seek new responsibilities to gain additional skills	1	2	3	4	Total _____

Essential Elements that are areas of strength (have the highest numeric score, highest score #1):

SCORE _____ 1. _____ SCORE _____ 2. _____ SCORE _____ 3. _____

Essential Elements that I need to focus on are (have the lowest numeric score, lowest score #1):

SCORE _____ 1. _____ SCORE _____ 2. _____ SCORE _____ 3. _____

CHAPTER PROGRAM MANAGEMENT TOOL

PLAN OF ACTION AND REFLECTION

This form is completed for each activity the committee plans.

Fundraising Committee

Activity	SkillsUSA Dinner and Silent Auction
Description of Activity	Host a SkillsUSA Dinner & Silent Auction to raise money to assist chapter members in attending State Leadership and Skills Conference. Members will assist in selling tickets to attend the dinner as well as secure silent auction items to be sold. In addition, we will work with the Public Relations committee to promote our SkillsUSA chapter to the community.
Framework Component	Personal
Essential Element	Responsibility
Secondary Essential Element	Integrity
Target Date of Completion	March 15, 2020
Estimated Income	\$1,500.00
Estimated Expense	\$500.00
Actual Income	\$1,300.00
Actual Expense	\$540.00
Intentional Essential Element Learning Goal (1 SMART)	1) <i>90% of chapter members can define responsibility and increase their ability to articulate it by March 20, 2020.</i>
Activity Goals (3 SMART)	1) <i>By March 15, 2020, net \$1,000.00 to assist members in traveling to SLSC events.</i> 2) <i>Sell 100 tickets to the SkillsUSA Dinner and Silent Auction by March 10, 2020.</i> 3) <i>Secure 20 items to be used in the Silent Auction by March 5, 2020.</i>

PLAN OF ACTION

WHO'S INVOLVED

RESOURCES

Task	Target Date	Lead	Participants	Number	Expenses	Income	Other	Status	
Take 5 question responsibility preassessment									
Teach "To Be or Not to Be Honest" to all classes (Career Essentials: Foundations)	Jan. 15, 2020	Instructor/Advisor	All Classes	75			Career Essentials: Foundations		
Fundraising Committee meets to determine plan of action steps and responsibility list	Jan. 15, 2020	Committee Chair	Committee Members	8					
Introduce Responsibility tracking sheet align with activity on Responsibility from Impact (pg. 30 Levitation Activity)	Jan. 17, 2020	Committee Members	Chapter Members	80			Impact		
Chapter members commit to carry out items on the responsibly list	ongoing	Committee Members	Chapter Members	80					
Gain approval of administration to host event	Jan. 18, 2020	Committee Chair	Administration						
Secure cafeteria for event	Jan. 20, 2020	Committee Members	Administration						
Decide on menu for event and plan meal purchase	Jan. 22, 2020	Committee Chair	Committee Members	8	\$450.00				
Create invitations for the event include how to purchase tickets	Jan. 28, 2020	Committee Members	Committee Members	3	\$25.00				
Send invitations via email and post on school website and social media	Jan. 29, 2020	Committee Members	Committee Members	3					
Form subcommittee in charge of ticket sales and deposit of money	Jan. 29, 2020	Committee Chair	Committee Members	4	\$50.00				
Form subcommittee in charge of securing donations for silent auction	Jan. 29, 2020	Committee Chair	Committee Members	4					
Facilitate Responsibility activity from the Ignite book during chapter meeting (pg 37. Consistency Always)	Feb. 1, 2020	Committee Members	Chapter Members	80			Ignite		
Pre silent auction paperwork	Feb. 5, 2020	Committee Members	Committee Members	2	\$5.00				
Determine dinner pre crew, host crew, silent auction crew and clean up crew	Feb. 10, 2020	Committee Chair and Members	Chapter Members	40					
Prepare signage for the event	Feb. 15, 2020	Committee Member	Committee Members	3	\$10.00				
Hold the event	18-Mar	Committee Members	Chapter Members and Guests	150		\$1,300.00			
Review the responsibility lists to determine the percentage that members upheld their responsibility to the activity	18-Mar	Committee Chair	Committee Members	8					
Take post responsibility 5 question assessment developed from Framework Fundamental Cards	18-Mar	Instructor/Advisor	Chapter Members	80					
Celebrate with donuts and recap the event with committee members	20-Mar	Instructor/Advisor	Committee Members	8					
					\$540.00	\$1,300.00	Profit/Loss = \$760.		

RESULTS/ EVALUATION / FRAMEWORK

What was accomplished?

How did this activity help members these skills based on the Essential Elements selected above?

All students were exposed to the Essential Element of integrity through the classroom activity. Chapters members and committee members were able to expand their knowledge of integrity and responsibly through the Ignite activity and by using the Responsibility Tracking sheet. Since the tracking sheet was publicly displayed, members were able to keep one another accountable as well.

Intentional Essential Element Learning Goal (1 SMART)

- 1) *90% of chapter members can define responsibility and increase their ability to articulate it by March 20, 2020.*
Met – 100% of chapter members could define responsibility and could articulate the importance of being responsible in the workplace March 20, 2020

Activity Goals (3 SMART)

- 1) *By March 15, 2020, net \$1,000.00 to assist members in traveling to SLSC events.*
Unmet – Even though we sold a lot of tickets, we realized after the invitations had been prepared that we did not set the ticket price high enough to meet the actual income goal of the event.
- 2) *Sell 100 tickets to the SkillsUSA Dinner and Silent Auction by March 10, 2020.*
Met – We found selling the tickets was easy as we tied it into the silent auction and everyone got one free raffle ticket for just buying a dinner ticket.
- 3) *Secure 20 items to be used in the Silent Auction by March 5, 2020.*
Met – The members secured 25 items but the value of each item was not very high.

Future Plans

Consider the actual costs of the dinner preparation prior to setting the ticket price to ensure adequate ticket price.
Consider including more raffles and awarding them throughout dinner to drive up onsite raffle ticket sales.
Strategize as to how to locate higher valued silent auction items. Fewer items with greater value might lead to bigger gains.



ONLINE RESOURCES

Web hyperlinks provided in this booklet are listed below.

PHASE 2 | SkillsUSA Store (*website*): www.skillsusastore.net/educational-resources.html

PHASE 2 | Online Essential Element Self-Assessment (*online interface*): www.skillsusaconnect.org/EEAssessment

PHASE 2 | Essential Elements Self-Assessment (*MSWord doc*): www.skillsusa.org/wp-content/uploads/2019/07/Essential-Element-Assessment.docx

PHASE 3 | Introducing the SkillsUSA Framework (*MSWord doc*): www.skillsusa.org/wp-content/uploads/2019/07/Introducing-the-SkillsUSA-Framework-Lesson.docx

PHASE 7 | Lesson Plan 2 SMART Goals (*PDF*): www.skillsusa.org/wp-content/uploads/2019/07/Lesson-2.-SMART-Goals.pdf

PHASE 10 | Chapter Excellence Program (*website*): www.skillsusa.org/programs/chapter-excellence-program



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In keeping with a tradition of respect for the individuality of our members and our role in workforce development, SkillsUSA strives to ensure inclusive participation in all of our programs, partnerships and employment opportunities.

Questions? Call the SkillsUSA Customer Care Team: 844-875-4557