

SkillsUSA California
2024 Fall Leadership Conference Guide
Hybrid





2024 Fall Leadership Conference

TABLE OF CONTENTS

State Director Welcome	3
Prepare For Hosting FLC	4
Tips for a Great Day!	5
Schedule and Links	6
Breakout Descriptions	7-8
Competitive Events	9-12
Resources	13-23
Printables	24-31





Welcome to the 2024-25 SkillsUSACalifornia Fall Leadership Conference (FLC). In 2023-24, we set a membership record for a SkillsUSA state association, registering 55,310 members in California! No state association had ever served 50,000 members in one year - we owe this to all chapters and their members for choosing to be part of SkillsUSA in California! We are committed to serving our members and CTE programs throughout the state with improved services and programs in 2024-25! We plan to do this by providing the best support possible as you prepare individuals for success in life and their selected careers. Your local CTE programs are essential not only for the success in the lives of the students that you serve but also for the health of our local, regional, and state economies, as well as our business and industry partners. Our goals include building on our past success by providing advisors and their chapter leaders with a few new 'tools' for moving forward. SkillsUSA California staff are here to support your students and programs in your efforts to develop our future leaders and workforce.

The 2024-2025 SkillsUSAnational competition theme—"Ignite Your Potential"—provides our Chapters with unlimited opportunities to grow and develop throughout the coming year. We will announce our State theme and logo during our FLC events. We hope that you will enjoy the FLC, and thank you for your continued involvement in making SkillsUSA California an integral component of your CTE program.

Clay Mitchell
SkillsUSA California State Director





Preparing For Hosting FLC on Your Campus or at Home

HOST AT YOUR CAMPUS

Prepare 1-3 Zoom Capable Meeting Rooms.

- General Meeting Room
- Advisor Breakout Room(s)
- Student Breakout Room

Audio and video will be necessary as a group or individually.

Consider providing light refreshments for attendees.

Print guide, and gather conference supplies below.

ATTEND FROM HOME

Prepare Zoom Capable Meeting Rooms.

Choose a quiet space free from distractions.

Audio and video will be necessary to participate.

Print guide, student workbook, and gather conference supplies below.

Prepare yourself a light snack.

SUPPLIES YOU WILL NEED

STUDENT ROOM: Print this conference guide for reference (1 per chapter), print **STUDENT WORKSHEETS FOUND AT THE BACK OF THIS GUIDE**, classroom or meeting space, computer, audio, video, Wifi, pencils, poster paper or white board and markers, index cards (1 per person)

ADVISOR ROOM: Print conference guide for reference classroom or meeting space, computer, audio, video, Wifi, blank 8.5 x 11 paper (3 sheets per person), White poster paper or whiteboard with markers.



Tips For A Great Day!

How to get the most out of Hybrid FLC 2024

Prepare FLC materials in advance and have the meeting space ready.

Take notes to share with your chapter.

Be engaged and ready to learn.

Follow Zoom etiquette and be respectful to all presenters and attendees.

Try This!

Keep mic muted unless your presenter asks for engagement.

Camera on means you are present and participating.

Use speaker mode setting to view presentation.

Use the chat to ask questions.

Use reactions tool like the thumbs up and clapping hand to show your presenter you are listening and engaged.



**DOWNLOAD
THIS PDF FILE**
Links may not work by viewing
this document in your
email or browser.



How to get where you are going! Session and Breakout Links

Your session host will meet you in your Zoom room at the beginning of each session. You can always return to the General Session room for guidance from our staff. Each session is being recorded so you can go back to review and listen to other sessions. Slides and videos will be posted on our state website following Fall Leadership Conferences. Click the **ORANGE** titles below to connect to your Zoom room.

**ZOOM LINKS
WILL BE EMAILED
FOLLOWING THE
CLOSE OF
REGISTRATION**

Session & Breakout Descriptions

General Session 1

Presented By SkillsUSA CA Staff

State Officers will lead opening ceremonies and introductions of SkillsUSA California staff & guest speakers. Attendees will enjoy a fun icebreaker and overview for the day.

Student Sessions

Presented By State Officer Team

Scavenger Hunt: Mastering Communication and Teamwork

Dive into an engaging scavenger hunt designed to highlight the importance of communication and teamwork in any successful endeavor. Participants will experience firsthand how clear communication and strong collaboration skills are essential in navigating challenges and achieving shared goals. Perfect for those looking to enhance their team-building abilities while having fun.

Forming Excellence: SkillsUSA Framework and CEP

Join us for an interactive session that introduces the SkillsUSA Framework and the Chapter Excellence Program (CEP) through a blend of knowledge-sharing and dynamic activities. “Forming Excellence” will guide participants in understanding the core competencies and personal skills needed for career readiness while engaging in fun exercises designed to strengthen leadership, workplace skills, and technical expertise.

Healthy Chapter 101: Building Effective Planning and Management Skills

In “Healthy Chapter 101,” you will explore various scenarios and situations to develop your planning, organizing, and management skills. This session will equip you with the tools and strategies needed to build a thriving and healthy chapter, ensuring sustained growth and success. Whether you’re a seasoned leader or just starting, this workshop offers valuable insights for every chapter member.

Group Advisor Session

Enhancing Your SkillsUSA Chapter: Professional Benefits, Chapter Development, and Effective Meetings.

Presented by Emily Cornwell, EdD and staff

Start your journey with an in-depth introduction to the professional benefits and resources available to you as a SkillsUSA Advisor. This session will guide you through the essentials of chapter development and conducting effective chapter meetings, all within the framework of your chapter’s constitution. You’ll also gain practical strategies for integrating career readiness curriculum into your classroom, with a focus on Framework Certification options that align with Perkins and CTEIG requirements. Additionally, learn how to leverage your SkillsUSA membership to access valuable resources, networking opportunities, and proven strategies to enhance your CTE program.

Session & Breakout Descriptions

New Advisor Session

Presented by Loretta Cabuyadao and Darlene Mitcheltree

During this meeting, our aim is to assist new advisors in comprehending SkillsUSA affiliation and their responsibilities as SkillsUSA advisors. We'll also delve into the various possibilities and resources at your disposal to enrich the experiences of your CTE students. We'll specifically explore the three most impactful resources that aid in grasping how to effectively incorporate SkillsUSA into the curriculum and foster the advancement of their chapters. Participants will actively take part in collaborative exercises designed to establish the groundwork for favorable chapter experiences and the progressive evolution of their CTE programs.

Returning Advisors Session

Presented by Clay Mitchell and Antonio Garcia

Designed for a seasoned advisor, this session hones in on the components crucial to a thriving SkillsUSA CA chapter. The emphasis is on involvement in both classroom and extracurricular endeavors. Explore in greater detail the prospects offered by the Chapter of Excellence Program, particularly Level 2, designed for student leaders. Additionally, we will delve into your role as an advisor and how you guide these experiences.

General Session 2

Presented by SkillsUSA CA Staff

During this session, we will receive insights from the California Department of Education regarding state and federal funding sources, an introduction to competitive event opportunities, and additional relevant information.

Closing Session

In the concluding session, we'll present important updates, listen to our student leaders, and wrap up the day with a final presentation delivered by our state officer team.



Regional Competitive Events

California Industry Sector(s)	Career Competition	# of Students Required	Level(s) Served	Proctor Required	Scope	Contest Description
ALL Industry Sectors	20 Second Elevator Story	1	MS/HS	No	State Only	Students have 20 seconds to respond to the question, "What is SkillsUSA?"
Arts, Media, and Entertainment/Engineering and Architecture	3-D Visualization and Animation	Team of 2	HS/CPS	No	National	Contestants must produce high quality images and an animated short subject using 3-D computerized images.
ALL Industry Sectors	Action Skills*	1	MS/HS/CPS	No	National	Students give a 5-7 minute demonstration on the skill area they are training in.
Engineering and Architecture/Manufacturing and Product Development	Additive Manufacturing	Team of 2	MS/HS/CPS	No	National	Contestants create a 3-D Design that demonstrates a thoughtful design for additive manufacturing and solves a problem under given constraints.
Arts, Media, and Entertainment/Marketing, Sales, and Service	Advertising Design	1	HS/CPS	No	National	Contest tests technical skills and creative aptitude as though contestants worked for an ad agency.
ALL Industry Sectors	American Spirit	Team of 3	MS/HS/CPS	No	National	Notebook contest documenting a chapters' community service; patriotism and citizenship; and promotion of CTE projects.
Engineering and Architecture	Architectural Design	1	MS/HS	No	State Only	Contestants will use their drafting skills to solve an architectural problem.
Engineering and Architecture/Building and Construction Trades	Architectural Drafting	1	HS/CPS	No	National	Contestants will use their drafting skills to solve an architectural problem.
Arts, Media, and Entertainment	Audio Production	Team of 2	HS/CPS	No	National	Students will produce a five-minute radio production such as a PSA, sound rich/NPR style news story or a sound and interview news story.
Manufacturing and Product Development	Automated Manufacturing Technology	Team of 3	HS/CPS	No	National	Contest evaluates teams for employment in integrated manufacturing technology fields of CAD, CAM, and CNC.
Transportation	Automobile Maintenance & Light Repair (Demo)	1	HS Only	No	National	Evaluates each contestant's preparation for employment and understanding in the field of automobile maintenance and light repair.
Transportation	Automotive Refinishing Technology	1	HS/CPS	No	National	Contestant must demonstrate their ability to perform skills based on the task list outlined by the ASE and the NATEF.
Transportation	Automotive Service Technology	1	HS/CPS	No	National	Contestants will demonstrate their ability to perform jobs and skills based on the task list outlined by the National Institute for ASE and the NATEF.
Hospitality, Tourism and Recreation	Baking & Pastry Arts	1	HS/CPS	No	National	Contestants are challenged to meet production and quality standards expected by industry.
Public Services	Barbering	1	HS/CPS	No	National	Students will demonstrate their skills in mens haircutting and styling.
Health Science and Medical Terminology	Basic Health Care Skills	1	HS Only	No	National	Contestants will demonstrate their knowledge and ability to perform entry-level procedures or skills based on specific core standards.
Building and Construction Trades/Energy, Environment, and Utilities	Building Maintenance*	1	HS/CPS	No	National	Students demonstrate competencies related to the building maintenance trade.
Manufacturing and Product Development/Building and Construction Trades	Cabinetmaking	1	HS/CPS	Yes	National	Contestants build a small cabinet from the materials and drawings supplied.
Building and Construction Trades	Carpentry	1	HS/CPS	Yes	National	Contestants frame walls using wood and/or steel studs, cut and install rafters, gable end overhangs, fascia board and soffit installation, install sheathing and/or exterior siding and trim.
ALL Industry Sectors	Chapter Business Procedure	Team of 6 (1 Team/Chapt.)	MS/HS/CPS	No	National	Team will demonstrate their knowledge and understanding of parliamentary procedure.
ALL Industry Sectors	Chapter Display	Team of 3 (1 Team/Chapt.)	MS/HS/CPS	No	National	Students present a three-dimensional display that articulates a theme established by SkillsUSA.
Manufacturing and Product Development/Engineering and Architecture	CNC 2 Axis Turning Programmer	1	HS/CPS	No	National	This contest will assess the ability to write CNC turning programs, interpret prints (including GDT), and measure/gage parts.
Manufacturing and Product Development/Engineering and Architecture	CNC 3 Axis Milling Programmer	1	HS/CPS	No	National	This contest will assess the ability to write CNC milling programs, interpret prints (including GDT), and measure/gage parts.
Manufacturing and Product Development/Engineering and Architecture	CNC 5 Axis Milling Programmer	1	HS/CPS	No	National	This contest will assess the ability to write CNC milling programs, interpret prints (including GDT), and measure/gage parts.
Manufacturing and Product Development/Engineering and Architecture	CNC Programmer	1	HS/CPS	No	National	This contest will assess the ability to write CNC turning and milling programs, interpret prints (including GDT), and measure/gage parts.
Engineering and Architecture/Manufacturing and Product Development/Transportation	CO2 Dragster	1	MS/HS	No	State Only	Contestants design, engineer, fabricate, and race a CO2 powered dragster.
Transportation	Collision Damage Appraisal (Demo)	1	HS/CPS	No	National	Contestants demonstrate their ability to perform jobs and skills based on, but not limited to: estimates/appraisals, frontal damage, unibody damage, light mechanical damage, rear damage.
Transportation	Collision Repair Technology	1	HS/CPS	No	National	The competition includes a series of workstations to assess skills in the following areas: metal straightening, attachment methods, plastic repair and structural analysis.
Transportation/Arts, Media, and Entertainment/Manufacturing and Product Development	Commercial Drone (Demo)	Team of 2	HS/CPS		National	This contest values team members' skills and preparation for employment in multiple career fields related to the safe and efficient use of drone technology
ALL Industry Sectors	Community Action Project*	Team of 2 (1 Team/Chapt.)	MS/HS/CPS	No	National	Students develop, execute, document and present a completed community service project that provides a benefit to the community or the school.
ALL Industry Sectors	Community Service	Team of 3 (1 Team/Chapt.)	MS/HS/CPS	No	National	Students present their best community service project for the year.
Information and Communications Technology	Computer Programming	1	HS/CPS	No	National	Contestants demonstrate knowledge of computer programming, describe how programs and programming languages work.
Public Services/Education, Child Development, and Family Services	Cosmetology	1	HS/CPS	No	National	Students will demonstrate their skills in haircutting, hair styling and long hair design.
ALL Industry Sectors/Arts, Media, and Entertainment	CPS - Arts and Communications Cluster	Team of 3	MS/HS/CPS	No	National (MS State only)	Students will use their course of study to develop a learning-based project that will benefit their class, school, community, or industry. Students will create a display and present their project.
ALL Industry Sectors/Business and Finance/Marketing, Sales and Service	CPS - Business, Management and Technology Cluster	Team of 3	MS/HS/CPS	No	National (MS State only)	Students will use their course of study to develop a learning-based project that will benefit their class, school, community, or industry. Students will create a display and present their project.
ALL Industry Sectors/Health Service and Medical Terminology	CPS - Health Services Cluster	Team of 3	MS/HS/CPS	No	National (MS State only)	Students will use their course of study to develop a learning-based project that will benefit their class, school, community, or industry. Students will create a display and present their project.

Regional Competitive Events

California Industry Sector(s)	Career Competition	# of Students Required	Level(s) Served	Proctor Required	Scope	Contest Description
ALL Industry Sectors/Public Services/Education, Child Development, and Family Services	CPS - Human Services Cluster	Team of 3	MS/HS/CPS	No	National (MS State only)	Students will use their course of study to develop a learning-based project that will benefit their class, school, community, or industry. Students will create a display and present their project.
ALL Industry Sectors/Engineering and Architecture/Manufacturing and Product Development	CPS - Industrial and Engineering Technology Cluster	Team of 3	MS/HS/CPS	No	National (MS State only)	Students will use their course of study to develop a learning-based project that will benefit their class, school, community, or industry. Students will create a display and present their project.
ALL Industry Sectors/Agriculture and Natural Resources/Hospitality, Tourism, and Recreation	CPS - Natural Resources/Agriculture/Food Cluster	Team of 3	MS/HS/CPS	No	National (MS State only)	Students will use their course of study to develop a learning-based project that will benefit their class, school, community, or industry. Students will create a display and present their project.
ALL Industry Sectors	Creed	1	MS-9th Grade	No	State Only	Students are to recite the SkillsUSA Creed and answer questions about the meaning.
Public Services	Crime Scene Investigation	Team of 3	HS/CPS	No	National	The contest assesses the ability to perform skills related to crime scene investigation procedures.
Public Services	Criminal Justice	1	HS/CPS	No	National	For students preparing to be police officers or to work in other areas of criminal justice.
Hospitality, Tourism and Recreation	Culinary Arts	1	HS/CPS	No	National	The competition will encompass both hot and cold food preparation and presentation.
Hospitality, Tourism and Recreation	Customer Service	1	HS/CPS	No	National	Evaluates students' proficiency in providing customer service. The contest involves live role-playing situations.
Information and Communications Technology	Cyber Security	Team of 2	HS/CPS	No	National	Contestants demonstrate their knowledge and skills in Cyber Security based on a series of tasks and challenges.
Health Science and Medical Terminology	Dental Assisting	1	HS/CPS	No	National	Contestants demonstrate procedures specified in the accreditation standards for Dental Assisting Education Programs of the Commission on Dental Accreditation.
Transportation	Diesel Equipment Technology	1	HS/CPS	No	National	Contestants may be tested on troubleshooting engines, electrical and electronics systems, power train systems including chassis, transmissions and carriers.
Arts, Media, and Entertainment	Digital Cinema Production	Team of 2	HS/CPS	No	National	Contest includes a notebook assignment, interview with judges, and submission of a short narrative video filmed prior to event.
Education, Child Development, and Family Services	Early Childhood Education	1	HS/CPS	No	National	Contestants demonstrate their knowledge of developmentally appropriate practice and their ability to prepare and implement learning activities for children three to five years old.
Building Trades and Construction/Energy, Environment, and Utilities	Electrical Construction Wiring	1	HS/CPS	Yes	National	Contest may include a written test of questions formulated from the latest edition of the National Electric Code (NEC), a practical conduit bending exercise and hands-on installation of a conduit system, cabling system and wiring devices.
Engineering and Architecture/Manufacturing and Product Development/Transportation	Electronics Technology	1	HS/CPS	Yes	National	Contestants will demonstrate their knowledge of analog and digital circuitry; ability to troubleshoot electronic circuits; ability to construct and test experimental circuits; and, ability to design and select circuit components.
Health Science and Medical Terminology/Public Safety	Emergency Medical Technician (Demo)	1	HS/CPS	Yes	National	Contest will evaluate the contestants' ability to perform as an EMT with the National Registry Patient Assessment Technical Scope of Practice Standards (TSOPS) as defined by National Highway Traffic Safety Administration.
ALL Industry Sectors	Employment Application Process*	1	HS/CPS	No	National	Tests the contestant's readiness in applying for employment and their understanding of the process. The competition includes completing an application and interviewing with the judges.
Engineering and Architecture	Engineering Technology/Design	Team of 3	MS/HS/CPS	No	National	A team of three students demonstrates their ability to design an innovative engineering project and present those ideas along with a display and live model.
ALL Industry Sectors/Business and Finance/Marketing, Sales and Service	Entrepreneurship	Team of 4	HS/CPS	No	National	A team event testing students' knowledge in starting their own businesses by developing business plans that identify needed products or services in a local market.
Education, Child Development, and Family Services/Public Service	Esthetics	1	HS/CPS	No	National	The contestants are evaluated on their techniques and professionalism in the field of skin care.
ALL Industry Sectors	Extemporaneous Speaking	1	MS/HS/CPS	No	National	Students give a 3-5 minute speech on an assigned topic with five minutes of advance preparation.
ALL Industry Sectors	Facilithon	1	HS/CPS	No	National	Students will be assessed on their critical problem-solving skills, ability to quickly execute the best response to challenges and ability to accurately digest complex situations and convey related solutions related to Facility Management.
Public Services	Firefighting	1	HS/CPS	No	National	The contest evaluates the contestant's preparation for firefighting careers through hands-on skill demonstrations and both written and oral presentations.
Health Science and Medical Terminology	First Aid - CPR	1	HS/CPS	Yes	National	Evaluates a contestant's ability to perform procedures or take appropriate action based on scenarios presented related to CPR first aid medical emergencies.
Arts, Media, and Communication/Marketing, Sales, and Services/Information & Communications Technology	Graphic Communications	1	HS/CPS	No	National	Contestants will demonstrate their skills in Graphic Communication in areas such as production layout, prepress workflow, and production planning.
Arts, Media, and Entertainment/Manufacturing and Product Development	Graphic Imaging - Sublimation	1	HS/CPS	No	National	Student contestants are tested on their ability to design and print a sublimation transfer and decorate a variety of materials.
Health Science and Medical Terminology	Health Knowledge Bowl	Team of 4	HS/CPS	Yes	National	Tests teams of four students on their collective knowledge of health occupations.
Health Science and Medical Terminology	Health Occupations Professional Portfolio	1	HS/CPS	No	National	The contest recognizes students for their successful development of a professional portfolio.
Building and Construction Trades/Manufacturing and Product Development/Energy, Environment, and Utilities	Heating, Ventilation, Air Conditioning and Refrigeration	1	HS/CPS	Yes	National	The contest includes a series of testing stations designed to assess skills identified by industry HVACR standards.
Building and Construction Trades/Manufacturing and Product Development/Energy, Environment, and Utilities	Industrial Motor Control	1	HS/CPS	Yes	National	Students demonstrate their knowledge of electrical principles, equipment and industry codes and standards as it relates to the design and installation of motor control systems.
Information and Communications Technology	Information Technology Services	1	HS/CPS	No	National	Contestants compete in modules designed to test their knowledge as an IT service professional.
Arts, Media, and Entertainment	Interactive Application and Video Game Development	Team of 2	HS/CPS	No	National	Teams produce an original, high-quality prototype or a sample of a multimedia application or video game.

Regional Competitive Events

California Industry Sector(s)	Career Competition	# of Students Required	Level(s) Served	Proctor Required	Scope	Contest Description
Information and Communications Technology/Manufacturing and Product Development	Internet of Things (IOT) Smart Home	1	HS/CPS	Yes	National	To test each contestant's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of home technology integration.
Information and Communications Technology	Internetworking	1	HS/CPS	No	National	Contestants demonstrate their knowledge and abilities to make cables, trouble shoot network systems, configure routers, switches and servers, and to deliver customer service in a technical assistant center environment.
Marketing, Sales and Service/Arts, Media, and Entertainment	Introductory Advertising Design	1	HS Only	No	State Only	Students work individually to design a logo for a fictitious company and 1-3 page layouts based on a given scenario.
Engineering and Architecture/Building and Construction Trades	Introductory Drafting	1	HS Only (1st Year Students)	No	State Only	Contest will assess skill performance by providing hand sketch and computer-generated problem to be solved by either board drafting of CAD.
Manufacturing and Product Development	Introductory Welding	1	HS Only (1st Year Students)	Yes	State Only	Students will perform one (1) welding discipline on a project supplied by the State association. Students will complete a beginning level project based on plans provided.
Manufacturing and Product Development/Building and Construction Trades	Introductory Woodworking	1	MS/HS (1st Year Students)	Yes	State Only	Contestants will build a beginning woodworking project.
ALL Industry Sectors	Job Interview	1	MS/HS/CPS	No	National (MS State only)	This contest is divided into three phases: completion of employment application; preliminary interview with receptionist; and, in-depth interview with judges.
ALL Industry Sectors	Job Skill Demonstration A	1	MS/HS/CPS	No	National	Contestants demonstrate and explain an entry-level skill used in the occupational area for which they are training. Job Skill A must demonstrate a career objective in an occupational area that is included in one of the contest areas of the SkillsUSA Championships.
ALL Industry Sectors	Job Skill Demonstration Open	1	MS/HS/CPS	No	National	Contestants demonstrate and explain an entry-level skill used in an occupational area outside of their training program. Any technical skill may be demonstrated, from outside the training program of the participant.
Building and Construction Trades	Masonry	1	HS/CPS	No	National	Competition highlights skills training in the masonry industry.
Engineering and Architecture/Manufacturing and Product Development	Mechatronics	2	HS/CPS	No	National	This competition consists of three events designed to measure the skills required in the modern automated manufacturing environment.
Health Science and Medical Terminology	Medical Assisting	1	HS/CPS	No	National	Contestants are tested on their skills in the clinical and administrative setting.
Health Science and Medical Terminology	Medical Math	1	HS/CPS	Yes	National	Contestants demonstrate their knowledge of general math concepts used in the healthcare fields.
Health Science and Medical Terminology	Medical Terminology	1	HS/CPS	Yes	National	To evaluate the knowledge of medical terminology and abbreviations of an individual preparing for employment in the health occupations fields.
Manufacturing and Product Development/Engineering and Architecture	Mobile Electronics Technology	1	HS/CPS	No	National	This event tests contestants' abilities to perform standard installation practices used by certified, professional mobile electronics installers.
Engineering and Architecture	Mobile Robotics Technology	Team of 2	MS/HS/CPS	No	National	The contest includes activities that simulate situations encountered by robotic programmers and support professionals.
Transportation	Motorcycle Service Technology	1	HS/CPS	No	National	Contestants perform tasks representative of those encountered in a dealership's service department.
Public Services/Education, Child Development, and Family Services	Nail Care	1	HS/CPS	No	National	The purpose of this contest is to evaluate each contestant's preparation for employment and to recognize outstanding students' excellence and professionalism in the field of nail technology.
Health Science and Medical Terminology	Nurse Assisting	1	HS/CPS	No	National	Student competitors demonstrate knowledge and skill in nurse assisting.
ALL Industry Sectors	Occupational Health and Safety - Multiple	Team of 3	HS/CPS	No	National	Contestants demonstrate the safety and health endeavors of their respective technical programs by putting together a scrapbook that highlights their school's health and safety program. "Multiple" refers to an entry that represents more than one occupational program.
ALL Industry Sectors	Occupational Health and Safety - Single	Team of 3	HS/CPS	No	National	Contestants demonstrate the safety and health endeavors of their respective technical programs by putting together a scrapbook that highlights their school's health and safety program. "Single" refers to a SkillsUSA chapter that represents one occupational area regardless of the number of members
ALL Industry Sectors	Opening and Closing Ceremonies	Team of 7	MS/HS/CPS	No	National	A teamwork and oral presentation contest that evaluates teams' understanding of the symbolic representation of the colors and assembled parts of the SkillsUSA emblem.
ALL Industry Sectors	Outstanding Chapter	Team of 3	MS/HS/CPS	No	National	The Outstanding Chapter contest consists of activities members have been involved with during the school year. Each activity is documented in a scrapbook for judging. One student representative is interviewed during the competition.
Arts, Media, and Entertainment/Marketing, Sales, and Service	Photography	1	HS/CPS	No	National	Contestants are put through a series of real-world photographic scenarios and are judged on their overall mastery of specific skills.
ALL Industry Sectors/Marketing, Sales and Service/Arts, Media and Entertainment	Pin Design (State Conference)	1	MS/HS/CPS	No	National	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
Building and Construction Trades	Plumbing	1	HS/CPS	Yes	National	Professional plumbers and pipefitters judge the contestants on accuracy, workmanship, proper selection and use of tools and supplies and proper safety procedures.
Transportation	Power Equipment Technology	1	HS/CPS	No	National	Tests the student's skills in all areas of this technology.
Health Science and Medical Terminology	Practical Nursing	1	HS/CPS	No	National	Contestants demonstrate their ability to perform procedures/skills consistent with Practical Nursing competencies as determined by State Boards of Nursing.
ALL Industry Sectors	Prepared Speech	1	MS/HS/CPS	No	National	Students to deliver a 5-7 minute speech on a common theme established by SkillsUSA for the current school year.
Engineering and Architecture	Principles of Engineering/Technology	1	HS/CPS	No	National	Evaluates contestants' understanding of basic technical concepts/principles of the applied sciences and ability to demonstrate and explain the concept/principle in action and application.

Regional Competitive Events

California Industry Sector(s)	Career Competition	# of Students Required	Level(s) Served	Proctor Required	Scope	Contest Description
ALL Industry Sectors	Promotional Bulletin Board	Team of 3	MS/HS/CPS	No	National	Students create a bulletin board based on the annual SkillsUSA theme. The bulletin boards promote SkillsUSA, CTE in general, and related occupational information.
ALL Industry Sectors	Quiz Bowl	Team of 5	HS/PS	No	National	Contestants rotate from station to station diagnosing common service issues on refrigerators, washers, dryers, ranges, microwave ovens and dishwashers.
Engineering and Architecture	Related Technical Math	1	HS/CPS	Yes	National	
Manufacturing and Product Development/Energy, Environment, and Utilities	Residential Commercial and Appliance Technology	1	HS/CPS	No	National	
Hospitality, Tourism and Recreation	Restaurant Service	1	HS/CPS	No	National	Challenges two-person teams to demonstrate operation of a five-axis servo-robot along with a set of sensors and motorized devices to resolve a simulated production process problem.
Manufacturing and Product Development/Engineering and Architecture	Robotics and Automation Technology	Team of 2	HS/CPS	No	National	
Public Services/Engineering and Architecture	Robotics: Urban Search and Rescue	Team of 2	MS/HS/CPS	No	National	Team builds a robot and arm mechanism prior to the competition and then, during the competition, remotely operates the robot.
Arts, Media, and Entertainment/Manufacturing and Product Development	Screen Printing Technology	1	HS/CPS	No	National	Contestants are tested on their ability to prepare screens (coat, expose, etc.), register a multi-color design on a manual printing press, and print a multi-color design on a manual printing press.
Building and Construction Trades	Sheet Metal	1	HS/CPS	No	National	Contestants are tested on their ability to perform such jobs as connecting sheet metal pieces with drive cleats, spot welding and riveting.
ALL Industry Sectors/Marketing, Sales and Service/Arts, Media and Entertainment	T-Shirt Design	1	MS/HS/CPS	No	National	The contest is designed to assess the ability of the competitor to design and produce a drawing of that design.
Engineering and Architecture	Team Engineering Challenge	Team of 3	MS Only	No	National	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.
Building and Construction Trades	TeamWorks	Team of 4	HS/CPS	Yes	National	Students are required to build a construction project that demonstrates their ability to work together as a team.
Information and Communications Technology	Technical Computer Applications	1	HS/CPS	No	National	Students will demonstrate their knowledge and understanding of Technical Computer Applications.
Engineering and Architecture/Building and Construction Trades	Technical Design	1	HS/CPS	No	State Only	Contest will assess skill performance by creating a 2D Technical design and documentation using manual drafting or computer-aided drafting software.
Engineering and Architecture/Building and Construction Trades	Technical Drafting	1	HS/CPS	No	National	The contest will focus on the solution of industry-developed problems by applying appropriate technical drafting skills and tools including computer-aided drafting (CAD).
Information and Communications Technology	Telecommunications Cabling	1	HS/CPS	No	National	Contestants demonstrate skills in fiber and copper cable termination, pulling and mounting cable, patch panel installation and termination, installing jacks, cable testing and troubleshooting, and providing customer service.
Arts, Media, and Entertainment	Video Production	Team of 2	HS/CPS	No	National	Students plan and shoot a video to convey the "theme" of the event.
Arts, Media, and Entertainment	Video News Production	Team of 4	HS/CPS	No	National	Teams will produce and complete a three-minute newscast.
Marketing, Sales and Service/Arts, Media, and Entertainment	Web Design and Development	Team of 2	HS/CPS	No	National	Students demonstrate their understanding of web page design and development.
Manufacturing and Product Development	Welding	1	HS/CPS	Yes	National	Through a series of stations, students are tested on various aspects of welding. Students will complete a project based on plans provided.
Manufacturing and Product Development	Welding Fabrication	Team of 3	HS/CPS	Yes	National	A team competition that requires three students to use their welding and fabrication skills to build a designed project from given material.
Manufacturing and Product Development	Welding Sculpture	1	HS/CPS	No	National	Contestants demonstrate their ability to design and produce a welded sculpture and will be able to describe all aspects of their creation of the design.

*These contests are open to students with disabilities as classified under the provisions of Public Law 105-17, Disabilities Education Act 1997.

MS=Middle School, HS= High School, CPS= College/Postsecondary

- Members can be registered for and compete in **one Skill - OR - one Leadership Contest**.
- Leadership Contests are open to any student member in any CTE course.
- Skill contests are only open to student members who are enrolled in a related CTE course.

Name changes:

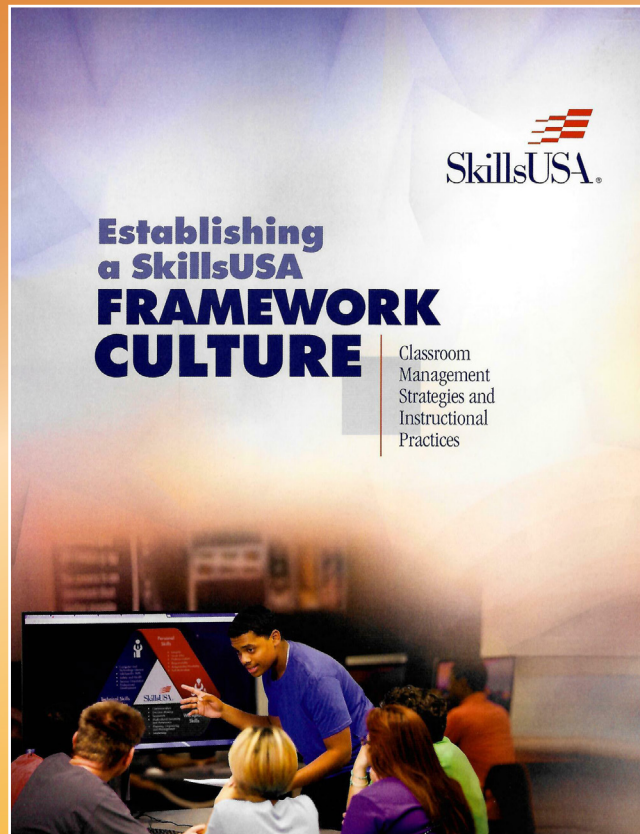
Audio Production (formerly Audio Radio Production)
Video Production (formerly Television (Video) Production)

New Events for 2024-25:

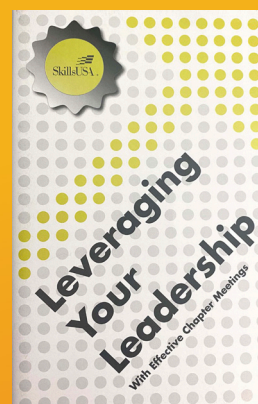
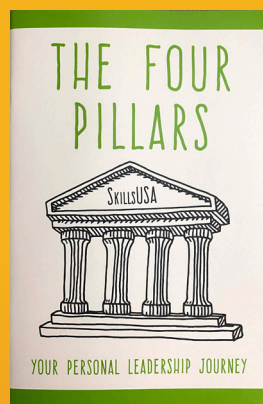
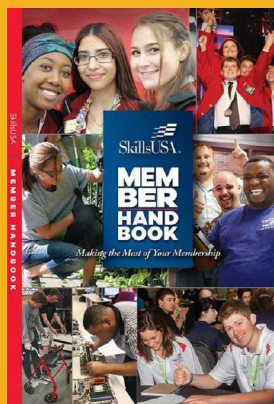
NONE

Demonstration Events for 2024-25

Commercial Roofing
Computer Science and Robotics (MS Tech Demo by Invitation ONLY)



Fall Leadership Conference Attendees
will receive the SkillsUSA
Framework Culture Book, Cards, and Poster.



Other great resources include the Member Handbook,
Four Pillars of Leadership and Leveraging Your Leadership.



CTE Knowledge Certification

In this certification experience, you'll complete a series of learning events that can lead to you achieving the SkillsUSA CTE Knowledge Certification. During your certification work, you'll learn how SkillsUSA and career and technical education are solutions to the world's skills gap.

Through this certification, you'll:

- Define the skills gap and identify how it relates to CTE.
- Describe the basic history of SkillsUSA and CTE and how CTE evolved into its current structure.
- Articulate the benefits of CTE on a personal and systemic level.
- Identify the opportunities to share your knowledge about CTE, the skills gap and SkillsUSA.

Here is a summary of the learning events that lead to certification:

- Complete the SkillsUSA and CTE as a Solution to the skills gap e-module.
- Complete and submit the provided learning journal.
- Take and pass the 20-question CTE Knowledge assessment.

Personal Skills

- Integrity
- Work Ethic
- Professionalism
- Responsibility

SkillsUSA Framework Certification

In this certification experience, your students will complete a series of learning events that lead to achieving the SkillsUSA Framework Certification. During certification work, your students will learn about SkillsUSA and how it ensures the development of world-class workers, leaders and responsible American citizens through the SkillsUSA Framework.

Through this certification, your students will:

- Articulate the meaning of SkillsUSA's mission and vision statements.
- Explain the SkillsUSA Framework through a brief Framework story.
- Describe the six categories of the SkillsUSA Program of Work and select appropriate activities to align with it.

Here is a summary of the learning events that lead to certification:

- Complete the Why SkillUSA? e-module.
- Complete and submit the provided learning journal.
- Review the Essential Element definitions and behaviors.
- Take and pass the 20-question SkillsUSA Framework assessment.



Now Includes District Inclusion Certification

Join the Challenge Now!

[Click Here](https://www.skillsusa.org)



SkillsUSA
Framework
<https://www.skillsusa.org>

For More Information Contact: loretta.cabuyadao@skillsusaca.org

Bring the SkillsUSA Framework
Essential Element of Multicultural
Sensitivity and Awareness to life
for students and adults alike through
this short course about diversity,
equity and inclusion (DEI).



Certification: Promoting Diversity, Equity and Inclusion as a SkillsUSA Leader

In this certification experience, your students will complete a series of learning events that lead to achieving the Promoting Diversity, Equity and Inclusion as a SkillsUSA Leader Certification. Successful leaders and champions of diversity create environments where everyone can participate; promote diversity, equity and inclusion; and create spaces where everyone feels included, valued and respected.

Through this certification, your students will:

- Define diversity, equity and inclusion.
- Examine unconscious bias and implicit bias.
- Evaluate their interactions with others.
- Describe the relationship between DEI and decision making, recruitment, activity selection, teamwork, program of work and more.

Students will build a plan for inclusion strategies and continue their growth in understanding and implementing diversity, equity and inclusion in their SkillsUSA program.

Here is a summary of the learning events that lead to certification:

- Complete an interactive e-module.
- Submit a completed handout.
- Pass a brief assessment.

To learn more, visit www.skillsusaconnect.org/advisor-framework-integration

Professional Member Access:

This e-module is a benefit of professional membership and can be accessed within the learning management system. Complete and submit SkillsUSA membership through SkillsUSA REGISTER (register.SkillsUSA.org). If you have an account in Absorb and are a professional member, login at absorb.skillsusa.org and navigate to the Professional Membership Benefits tile to access this e-module.

How to Order for Students:

If you have an account in Absorb, SkillsUSA's learning management system, login in at absorb.skillsusa.org and navigate to the **Catalog** and **Shopping Cart** tile to place your order.

If you don't have an account in Absorb, contact a Customer Care Team member at customercare@skillsusa.org or call toll-free **844-875-4557** to create your account and place your order.



LEARN MORE ABOUT BECOMING A CAREER ESSENTIALS CERTIFIED TEACHER

This certificate may be earned by participating in and completing four training segments (three hours total) and up to four hours of pre- and post-training tasks.



< *Register for teacher training today!*

Or go to: <http://bit.ly/CE-Implementation>

SkillsUSA Career Essentials: Experiences meet the Web Content Accessibility Guidelines 2.0, as required by the Americans with Disabilities Act and Section 508 of the Rehabilitation Act.

Session 1

Why Career Essentials for Career Readiness?

In this session, learn about the Career Essentials Suite and why it was created. Explore the connection between your classroom content and employability skill development. You'll develop a communication plan to articulating your "why" to key stakeholders.

Session 2

How to Successfully Implement Career Essentials: The Courses and Project-Based Learning

In Session 2, you'll explore one of the Career Essentials Experience courses that applies to your learners with whom you work. You'll work directly with the curriculum of that course to develop your skills for using project-based learning to teach career readiness skills.

Session 3

How to Successfully Implement Career Essentials: Differentiation, Workplace Experiences, and a Continuum of Learning

In Session 3, you'll identify and create differentiation strategies and workplace experiences for use with your students through the course you're exploring. You'll also begin building an implementation plan that will help your students earn micro-credentials and the industry-validated Career Essentials Credential.

Session 4

How do I Create a Sustainable Method for Teaching Employability Skills?

Learn how to get started in the learning management system including making purchases, enrolling students into the system, reviewing students' work, providing student feedback and scoring, and tracking your learners' progress through the use of rich reporting devices.

Connect with a Career Essentials Coach today:

Phone: **1-844-875-4557**

Website: www.careeressentials.org

Email: careeressentials@skillsusa.org



LEARN MORE ABOUT BECOMING A CAREER ESSENTIALS CERTIFIED TEACHER

This certificate may be earned by participating in and completing four training segments (three hours total) and up to four hours of pre- and post-training tasks.



< *Register for teacher training today!*

Or go to: <http://bit.ly/CE-Implementation>

SkillsUSA Career Essentials: Experiences meet the Web Content Accessibility Guidelines 2.0, as required by the Americans with Disabilities Act and Section 508 of the Rehabilitation Act.

Session 1

Why Career Essentials for Career Readiness?

In this session, learn about the Career Essentials Suite and why it was created. Explore the connection between your classroom content and employability skill development. You'll develop a communication plan to articulating your "why" to key stakeholders.

Session 2

How to Successfully Implement Career Essentials: The Courses and Project-Based Learning

In Session 2, you'll explore one of the Career Essentials Experience courses that applies to your learners with whom you work. You'll work directly with the curriculum of that course to develop your skills for using project-based learning to teach career readiness skills.

Session 3

How to Successfully Implement Career Essentials: Differentiation, Workplace Experiences, and a Continuum of Learning

In Session 3, you'll identify and create differentiation strategies and workplace experiences for use with your students through the course you're exploring. You'll also begin building an implementation plan that will help your students earn micro-credentials and the industry-validated Career Essentials Credential.

Session 4

How do I Create a Sustainable Method for Teaching Employability Skills?

Learn how to get started in the learning management system including making purchases, enrolling students into the system, reviewing students' work, providing student feedback and scoring, and tracking your learners' progress through the use of rich reporting devices.

Connect with a Career Essentials Coach today:

Phone: **1-844-875-4557**

Website: www.careeressentials.org

Email: careeressentials@skillsusa.org



LEARN MORE ABOUT BECOMING A CAREER ESSENTIALS CERTIFIED TEACHER

This certificate may be earned by participating in and completing four training segments (three hours total) and up to four hours of pre- and post-training tasks.



< *Register for teacher training today!*

Or go to: <http://bit.ly/CE-Implementation>

SkillsUSA Career Essentials: Experiences meet the Web Content Accessibility Guidelines 2.0, as required by the Americans with Disabilities Act and Section 508 of the Rehabilitation Act.

Session 1

Why Career Essentials for Career Readiness?

In this session, learn about the Career Essentials Suite and why it was created. Explore the connection between your classroom content and employability skill development. You'll develop a communication plan to articulating your "why" to key stakeholders.

Session 2

How to Successfully Implement Career Essentials: The Courses and Project-Based Learning

In Session 2, you'll explore one of the Career Essentials Experience courses that applies to your learners with whom you work. You'll work directly with the curriculum of that course to develop your skills for using project-based learning to teach career readiness skills.

Session 3

How to Successfully Implement Career Essentials: Differentiation, Workplace Experiences, and a Continuum of Learning

In Session 3, you'll identify and create differentiation strategies and workplace experiences for use with your students through the course you're exploring. You'll also begin building an implementation plan that will help your students earn micro-credentials and the industry-validated Career Essentials Credential.

Session 4

How do I Create a Sustainable Method for Teaching Employability Skills?

Learn how to get started in the learning management system including making purchases, enrolling students into the system, reviewing students' work, providing student feedback and scoring, and tracking your learners' progress through the use of rich reporting devices.

Connect with a Career Essentials Coach today:

Phone: **1-844-875-4557**

Website: www.careeressentials.org

Email: careeressentials@skillsusa.org



LEARN MORE ABOUT BECOMING A CAREER ESSENTIALS CERTIFIED TEACHER

This certificate may be earned by participating in and completing four training segments (three hours total) and up to four hours of pre- and post-training tasks.



< *Register for teacher training today!*

Or go to: <http://bit.ly/CE-Implementation>

SkillsUSA Career Essentials: Experiences meet the Web Content Accessibility Guidelines 2.0, as required by the Americans with Disabilities Act and Section 508 of the Rehabilitation Act.

Session 1

Why Career Essentials for Career Readiness?

In this session, learn about the Career Essentials Suite and why it was created. Explore the connection between your classroom content and employability skill development. You'll develop a communication plan to articulating your "why" to key stakeholders.

Session 2

How to Successfully Implement Career Essentials: The Courses and Project-Based Learning

In Session 2, you'll explore one of the Career Essentials Experience courses that applies to your learners with whom you work. You'll work directly with the curriculum of that course to develop your skills for using project-based learning to teach career readiness skills.

Session 3

How to Successfully Implement Career Essentials: Differentiation, Workplace Experiences, and a Continuum of Learning

In Session 3, you'll identify and create differentiation strategies and workplace experiences for use with your students through the course you're exploring. You'll also begin building an implementation plan that will help your students earn micro-credentials and the industry-validated Career Essentials Credential.

Session 4

How do I Create a Sustainable Method for Teaching Employability Skills?

Learn how to get started in the learning management system including making purchases, enrolling students into the system, reviewing students' work, providing student feedback and scoring, and tracking your learners' progress through the use of rich reporting devices.

Connect with a Career Essentials Coach today:

Phone: **1-844-875-4557**

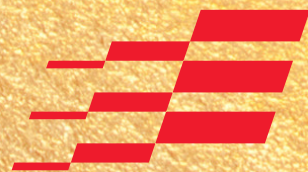
Website: www.careeressentials.org

Email: careeressentials@skillsusa.org

Announcing the SkillsUSA California 2024-2025 State Conference Theme

California Light Our Way!





SkillsUSA

CALIFORNIA

Leadership Academy

- ▶ Skill & Team Building
- ▶ 4 Pillars of Leadership
- ▶ Leadership Essentials
- ▶ Fun, Fun, Fun!!!

GRADES
8th-10th

★ ★ ★ FREE TUITION ★ ★ ★

- ▶ \$1000+ Value - Full Scholarships Available
- ▶ Includes Activities, Materials, Room & Food*
- ▶ Limited Space - Application Required
- ▶ Facilitated by SkillsUSA CA Staff & Mentors

Coming
Summer 2025

For More Information
and Application
www.skillsusaca.org/students

* Travel expenses not included.

Page 21



SkillsUSA Framework

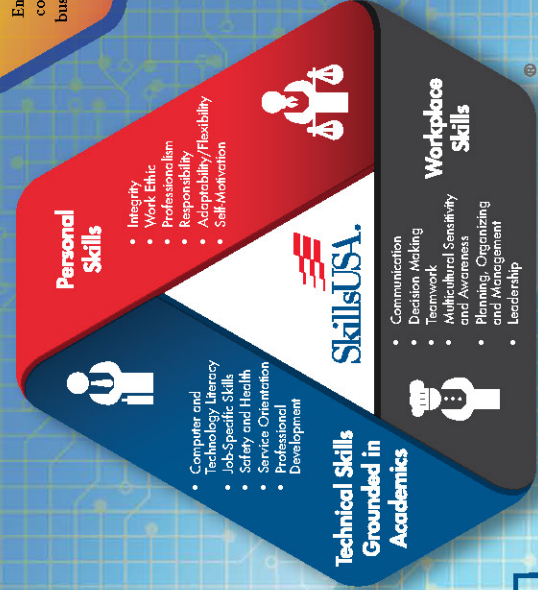


SkillsUSA Program of Work



PROVIDES THE ROAD MAP FOR PLANNING AND IMPLEMENTING CHAPTER ACTIVITIES

Why should your chapter create a yearly SkillsUSA Program of Work (PoW)?
When a chapter provides rich experiences in all six categories of the PoW, it empowers students to become career ready. These activities allow students the opportunity to practice and perform the Essential Elements of the SkillsUSA Framework and receive feedback to strengthen their skills.



Workplace Experiences

Participate in career exploration, planning and work-based learning opportunities, including the SkillsUSA Championships.

Leadership Development

Establish interpersonal relationships, individual and team development through chapter operations, leadership competitions and individualized growth plans.

Partner and Alumni Engagement

Engage former members, parents, advisory committees, administrators, faculty and business and industry partners in SkillsUSA chapter and classroom activities.

Advocacy and Marketing

Promote SkillsUSA chapter programs, career and technical education programs, public relations initiatives and experiences to build social responsibility.

Community Engagement

Assess community needs, identify services and employ skills to meet needs that develop long-lasting partnerships.

Financial Management

Develop personal financial literacy and entrepreneurship skills through relevant work experience, project management and chapter fundraising.



FORMING EXCELLENCE

NAME:

DATE:

THREE THINGS YOU ALREADY KNOW

- _____
- _____
- _____

THREE THINGS YOU LEARNED FROM THE VIDEO

-
-
-

THE FRAMEWORK...

THE FRAMEWORK HAS _____ COMPONENTS

_____ SKILLS

_____ SKILLS

_____ SKILLS

EACH OF THESE COMPONENTS IS FURTHER DIVIDED INTO
__ ESSENTIAL ELEMENTS

YOUR CHAPTER GOALS

- | | |
|---------|---------|
| ○ _____ | ○ _____ |
| ○ _____ | ○ _____ |

CONGRATULATIONS on starting your SkillsUSA Chapter Excellence Program application. This program is the single best way to recognize a successful SkillsUSA chapter at the local, state and national level. Level 1 honors chapters for achieving essential standards of excellence as a "Quality Chapter." Level 2 recognizes chapters that go beyond baseline requirements with bronze, silver, and gold "Chapters of Distinction" awards.

Use this template to plan for the submission of your application with your local officers and members. This program empowers students to take the lead in the planning, implementation, evaluation and celebration of chapter activities. Members should also lead the development, review and completion of this application. The official Chapter Excellence Program application for Level 1 and Level 2 must be completed in SkillsUSA Register (register.skillsusa.org).



Questions? We're here to help!

Chapter Excellence Program application assistance for advisors and chapter members is available. Our CEP Coach is ready to assist you in integrating the SkillsUSA Framework, articulating SMART goals, and selecting and evaluating Essential Elements within your CEP application. Schedule your appointment by visiting www.skillsusa.org/programs/chapter-excellence-program and clicking on the Schedule an Individual Coaching Session button.



If you need assistance in accessing the CEP online application or have questions about starting a new chapter, engaging members, or strategies to strengthen an existing chapter and more, please contact the SkillsUSA Customer Care Team. To reach the team, call 844-875-4557, email customercare@skillsusa.org or chat at register.skillsusa.org.

Hours of operation: Mon., Wed. and Fri. 8 a.m. – 5 p.m. ET
Tues. and Thurs. 11 a.m. – 7 p.m. ET.

Chapter Information

Application represents the work of a:

☐ Chapter ☐ Section

Name of School: (auto-filled)

Primary Contact First & Last Name:

Primary Contact Email:

School Phone # (with area code):

Contact Cell Phone #:

Number of unduplicated student enrollment in courses eligible for

Total SkillsUSA Membership as indicated by Chapter or Section (auto-filled):

CERTIFICATIONS

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

Electronic Signature: The parties below execute this application electronically - equaling to the same degree as a handwritten signature - by providing their individual names and email addresses and checking the 'I certify' boxes below.

Chapter President Name:

☐ President's Certification

Chapter President Email:

Chapter Secretary Name:

☐ Secretary's Certification

Chapter Secretary Email:

Chapter Advisor Name:

☐ Advisor's Certification

Chapter Advisor Email:

Campus Administrator Name:

☐ Campus Administrator's Certification

Campus Administrator Email:

Level 1 - Quality Chapter Award Indicators

ALL SIX (6) of these Level 1 Quality Chapter Indicators must be marked YES to qualify as a Level 1 - Quality Chapter.

Quality Chapter Indicators	Indicator Met?
Chapter submitted membership	<input type="radio"/> YES <input type="radio"/> NO
All section/program advisors are submitted professional members at SkillsUSA	<input type="radio"/> YES <input type="radio"/> NO
The chapter elected chapter officers	<input type="radio"/> YES <input type="radio"/> NO
The chapter conducted well-planned, regularly scheduled chapter meetings	<input type="radio"/> YES <input type="radio"/> NO
The chapter completed a projected budget (list of planned income and expenses for the year)	<input type="radio"/> YES <input type="radio"/> NO
The chapter completed a Program of Work calendar (list of planned chapter activities for the year)	<input type="radio"/> YES <input type="radio"/> NO

Level 1 - Quality Chapter Award Indicators

Framework Component 1 - Personal Skills

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

List One Major Activity:

Select the one Personal Skill the activity developed in students:

- | | |
|--|---|
| <input type="checkbox"/> Integrity | <input type="checkbox"/> Responsibility |
| <input type="checkbox"/> Work Ethic | <input type="checkbox"/> Adaptability / Flexibility |
| <input type="checkbox"/> Professionalism | <input type="checkbox"/> Self-Motivation |

Framework Component 2 - Workplace Skills

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

List One Major Activity:

Select the one Workplace Skill the activity developed in students:

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Multi-cultural Sensitivity & Awareness |
| <input type="checkbox"/> Decision Making | <input type="checkbox"/> Planning, Organizing & Management |
| <input type="checkbox"/> Teamwork | <input type="checkbox"/> Leadership |

Framework Component 3 - Technical Skills

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

List One Major Activity:

Select the one Technical Skill the activity developed in students:

- | | |
|---|---|
| <input type="checkbox"/> Computer and Technology Literacy | <input type="checkbox"/> Service Orientation |
| <input type="checkbox"/> Job Specific Skills | <input type="checkbox"/> Professional Development |
| <input type="checkbox"/> Safety and Health | |

Level 2 - Chapter of Distinction Award Indicators

All FOUR of these Level 2 Essential Activities must be marked as YES to submit a Level 2 Application.

Essential Activities	Indicator Met?
Conducted officer training	<input type="radio"/> YES <input type="radio"/> NO
Conducted a chapter recruitment activity (i.e. membership drive, middle school presentation)	<input type="radio"/> YES <input type="radio"/> NO
Members are engaged in committee structure to implement chapter activities	<input type="radio"/> YES <input type="radio"/> NO
Plan to participate in State Leadership and Skills Conference	<input type="radio"/> YES <input type="radio"/> NO

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

Chapter of Distinction Indicator	Indicator Met?
75% of eligible students are SkillsUSA members	<input type="radio"/> YES <input type="radio"/> NO
Held executive committee meetings with local chapter officers	<input type="radio"/> YES <input type="radio"/> NO
Conducted an activity to engage business and industry partners	<input type="radio"/> YES <input type="radio"/> NO
Students attended Fall Leadership Conference	<input type="radio"/> YES <input type="radio"/> NO
Chapter members attended one activity above the chapter level excluding Fall Leadership Conference	<input type="radio"/> YES <input type="radio"/> NO
A report of chapter activities/accomplishments is presented to the school board	<input type="radio"/> YES <input type="radio"/> NO
Held SkillsUSA local technical area Championships	<input type="radio"/> YES <input type="radio"/> NO
Held SkillsUSA local leadership/occupational area Championships	<input type="radio"/> YES <input type="radio"/> NO
Celebrated SkillsUSA Week through chapter activities	<input type="radio"/> YES <input type="radio"/> NO
One or more articles were published in local media	<input type="radio"/> YES <input type="radio"/> NO
Local chapter has a social media or web presence	<input type="radio"/> YES <input type="radio"/> NO
A chapter awards program or banquet is conducted on the local level in which all members may attend	<input type="radio"/> YES <input type="radio"/> NO
Has a candidate for state office	<input type="radio"/> YES <input type="radio"/> NO
Participate in Career Essentials: <i>Experiences</i>	<input type="radio"/> YES <input type="radio"/> NO
Plan to participate in SkillsUSA Signing Day	<input type="radio"/> YES <input type="radio"/> NO

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

List One Major Activity:

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

- | | |
|---------------------------------------|--|
| <input type="radio"/> Integrity | <input type="radio"/> Responsibility |
| <input type="radio"/> Work Ethic | <input type="radio"/> Adaptability / Flexibility |
| <input type="radio"/> Professionalism | <input type="radio"/> Self-Motivation |

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

B-2. What were three goals of the activity? (Need 3 Activity SMART goals) (1,500 characters max)

C. Plan of Action (who, what, when, where) (2,000 characters max)

D. Framework/Essential Element & Activity Outcome (What was accomplished? Impact to community, school, members, etc.) (2,000 characters max)

E. Framework/Essential Element & Activity Goals/Evaluations/Results (Explain in detail if goals were exceeded, met or unmet and circumstances detailing results) (2,000 characters max)

Activity Photo



Prepare to upload a photo with online application.

Provide a Caption for your image (550 characters max) – *Collages not allowed, must be single photo.*

Workplace Skills Activities *(cannot be the same activity as used in Level 1)*

List One Major Activity:

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

- | | |
|---------------------------------------|--|
| <input type="radio"/> Communication | <input type="radio"/> Multi-cultural Sensitivity & Awareness |
| <input type="radio"/> Decision Making | <input type="radio"/> Planning, Organizing & Management |
| <input type="radio"/> Teamwork | <input type="radio"/> Leadership |

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

B-2. What were three goals of the activity? (Need 3 Activity SMART goals) (1,500 characters max)

C. Plan of Action (who, what, when, where) (2,000 characters max)

D. Framework/Essential Element & Activity Outcome (What was accomplished? Impact to community, school, members, etc.) (2,000 characters max)

E. Framework/Essential Element & Activity Goals/Evaluations/Results (Explain in detail if goals were exceeded, met or unmet and circumstances detailing results.) (2,000 characters max)

Activity Photo



Prepare to upload a photo
with online application.

Provide a Caption for your image (550 characters max) – *Collages not allowed, must be single photo.*

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

List One Major Activity:

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

- | | |
|--|--|
| <input type="radio"/> Computer and Technology Literacy | <input type="radio"/> Service Orientation |
| <input type="radio"/> Job Specific Skills | <input type="radio"/> Professional Development |
| <input type="radio"/> Safety and Health | |

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

B-2. What were three goals of the activity? (Need 3 Activity SMART goals) (1,500 characters max)

C. Plan of Action (who, what, when, where) (2,000 characters max)

D. Framework/Essential Element & Activity Outcome (What was accomplished? Impact to community, school, members, etc.) (2,000 characters max)

E. Framework/Essential Element & Activity Goals/Evaluations/Results (Explain in detail if goals were exceeded, met or unmet and circumstances detailing results.) (2,000 characters max)

Activity Photo



Prepare to upload a photo with online application.

Provide a Caption for your image (550 characters max) – *Collages not allowed, must be single photo.*