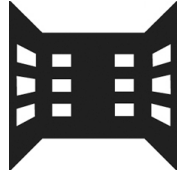


CAREER PATHWAYS SHOWCASE



PURPOSE

To encourage career technical students to promote their schools' career preparation program to their community and industry. They will develop a learning-based project that will benefit their school, industry or community with a focus on their career preparation. They will then develop a display to use in their community to explain the project, their studies and its benefits.

First, download and review the General Regulations at: updates.skillsusa.org.

ELIGIBILITY (TEAM OF 3)

A team consisting of three students enrolled in the same recognized Career Pathways course of a state-approved career and technical program. The Career Pathways program must be part of an organized chapter of SkillsUSA. Students must be current, active members of SkillsUSA. Only the first-place high-school and college/postsecondary winning teams are eligible to participate. Teams of fewer than three members will be penalized one-third or two thirds of the possible points, based on the number of team members missing.

CLOTHING REQUIREMENTS

Class A: SkillsUSA Attire:

- Red SkillsUSA blazer, windbreaker or sweater, or black or red SkillsUSA jacket
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie), white blouse (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area or the blazer, sweater, windbreaker or jacket
- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length, accompanied by black or skin-tone seamless hose)
- Black dress shoes

Note: Contestants must wear their official contest clothing to the contest orientation meeting. Teams will be judged in official attire at the contestant briefing.

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. One 7'10"-wide x 7'10"-deep space supplied with a 6' table (2 chairs may be available)
2. Supplied by the contestants:
 - a. Project for display
 - b. If needed, one three-prong, 20' 110v electrical power strip
 - c. All competitors must create a one-page résumé and submit a hard copy to the Technical Committee Chair at orientation. Failure to do so will result in a 10-point penalty.

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website at updates.skillsusa.org.

DISPLAY REQUIREMENTS

1. The display must fit within the assigned space, leaving room in the booth for the contestants to perform their demonstration.
2. Displays may not entail hazardous or flammable materials.
3. The national headquarters of SkillsUSA must be notified in advance if the display may include large equipment. Displays that generate excessive noise are discouraged and may result in a penalty assessment.
4. Local schools/consortia are responsible for all equipment to be used, including delivery and installation in the booth area. Teams must bring their own extension cords, power strips, tablecloths and all other needed supplies.
5. All display components must fit through doors and up steps, as forklifts and carts are not usually available. It is the

responsibility of the team, not the event organizers, to deliver all display components from the curb to the show floor.

6. After the official contestant briefing by the technical committee, contestants will have approximately three hours to completely install their display. No access to the contest site is allowed before that time. Advisors are encouraged to supervise their teams but are reminded that these are to be student displays. Students should expect to have no more than 30 minutes prior to judging the following day.
7. All displays must remain set up, attended by at least one student-team member and open to the public all day Thursday. Wednesday will be used for judging the contest, and on that day, the display will be closed to the public. Teardown will be announced by the technical committee. Early teardown or leaving the booth unattended at any time prior to teardown may result in a penalty assessment.

SCOPE OF THE CONTEST

The student teams will use their course of study as the basis of a project that will benefit their class, school, community or industry. The project must highlight an aspect of their career cluster training. Upon completion of the project, the students will develop a display and use it within their community to explain their training and their project. This contest will judge mastery of their training, its application, the project's benefit to their community, and display and presentation techniques.

Knowledge Performance

This contest does not require a skill-related written test.

Contest Guidelines

1. A team consisting of three students enrolled in the same recognized Career Pathways program must present the project; students may only be members of one team.
2. The project must be designed and constructed by students who were enrolled during the school year immediately preceding the National Leadership and Skills Conference.

3. Guidance by Career Cluster instructors, counselors, and career and academic teachers is encouraged.
4. Emphasis is placed on the project, the display and the presentations/demonstrations.
5. The project must be related to the program of study of the team members and this program of study will determine the pathway of the project.
6. Panels of judges, selected from business, labor, education and government, will evaluate projects.
7. As stated above, "Guidance by career pathway instructors, counselors, and career and academic teachers is encouraged" but advisors may not assist in the setup or presentation.

Project Requirements

- A. Time limit: The presentation/demonstration shall be at least four minutes in length but not exceed eight minutes. *Penalty:* five points will be deducted for each 30 seconds or fraction thereof under four minutes or over eight minutes. Judges may ask questions for a period not to exceed two minutes. Following judging, judges may return to debrief teams on their presentation.
- B. Maximum size of the display area is 7'10"-wide x 7'10"-long. Display components may extend to 8' high. Projects exceeding these limits will be disqualified.
- C. Project Mobility: All projects must be self-contained. There will be no on-site technical support, internet hookup or backup equipment. Each team must be able to maneuver the project into the contest area. For large projects, modular makeup is recommended.

Judging Criteria

Each project will be judged according to its own merits and compliance with the listed criteria, as well as competitively within each pathway. Participants should read the guidelines carefully and make sure the project presentation covers all the criteria.

- A. **Knowledge Attained** (150 points): Students should, through written and oral presentations, demonstrate the achievement of core knowledge related to their pathway.

- B. **Demonstration/Evidence of Technical Skill** (150 points): Through demonstrations, photographs, products and other media, students should show evidence of technology skills appropriate for their career level and pathway.
- C. **Presentation Skills** (200 points): Students should demonstrate appropriate mastery of skills in communication, answering questions and explaining processes related to their projects. Each student team member must take an active role in the presentation/demonstration. Use of technology for the presentation is encouraged.
- D. **Integration of Business and Industry** (150 points): The project must demonstrate evidence of integration and/or cooperation with business and industry. This must include at least *one* of the following:
1. Students' working in the industry
 2. Business and industry partners providing assistance and guidance at the school
 3. Application of the project to an industry setting
- E. **Community Impact** (200 points): The project must reflect impact to the community, related business field or related field of study as determined by the pathway.
- F. **Overall Effect** (150 points): Students project a businesslike and professional manner. Project and presentation are well-organized; students display knowledge of, and enthusiasm for, the project and its contribution to the community, business or related field of study. Booths **must** clearly convey the purpose (intent) of the project.
- G. Three medals (one gold, one silver and one bronze) will be given for the top three teams in each of the pathways.

CAREER PATHWAYS

The project must be entered in its appropriate pathway. The technical committee may reassign a team to another pathway at its sole discretion.

Arts and Communication

Arts, Audiovisual Technology and Communications: Designing, producing,

exhibiting, performing, writing and publishing multimedia content, including visual and performing arts and design, journalism and entertainment services

Business, Management and Technology

Business Management and Administration: Planning, managing and providing administrative support, information processing, accounting, human resource management services and related management support services

Finance Services: Planning, managing and providing banking, investment, financial planning and insurance services

Information Technology: Designing, developing, managing and supporting hardware, software, multimedia and systems integration services

Marketing, Sales and Services: Planning, managing and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion

Human Services

Government and Public Administration: Planning, managing and providing government legislative and administrative and regulatory services and related general-purpose government services at the federal, state and local levels

Law, Public Safety and Security: Planning, managing and providing judicial, legal and protective services, including professional and technical support services in the fire protection and criminal justice systems

Education and Training Services: Planning, managing and providing education and training services and related learning support services including assessment and library and information services

Human Services: Planning, managing and providing human services including social and related community services

Hospitality and Tourism: Planning, managing and providing lodging, food, recreation, convention and tourism and related planning and support services such as travel-related services

Health Services

Health Science: Planning, managing and providing diagnostic, therapeutic and information and environmental services in health care

Industrial and Engineering Technology

Architecture and Construction: Designing, planning, managing, building and maintaining physical structures, including roadways and bridges and industrial, commercial and residential facilities and buildings

Manufacturing: Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical and support activities such as production planning and control, maintenance and manufacturing/process engineering

Science, Technology and Math: Planning, managing and providing scientific research and professional and technical services (e.g., physical science, social service, engineering) including laboratory and testing services and research and development services

Transportation Distribution and Logistics: Planning, management and movement of people, materials and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance

Natural Resources/Agriculture/Food

Agricultural, Food and Natural Resources: Planning and managing agriculture, food, fiber

and natural resource systems. This includes production of agricultural commodities, including food, fiber, wood products, horticultural crops and other plant and animal products. Also includes financing, marketing and distribution of agricultural products; farm production and supply and service industries; horticulture and landscaping services and the use and conservation of land and water resources; development and maintenance of recreational resources; mining and extraction operations and related environmental management services

Standards and Competencies

CPS 1.0 — Relate core knowledge gained through instructional program related to an identified career cluster

- 1.1 Provide written evidence of knowledge gained
- 1.2 Orally share knowledge gained in presentation and when questioned

CPS 2.0 — Relate technical skills gained through instructional program related to an identified pathway

- 2.1 Use media to provide evidence of skills attained
- 2.2 Use verbal illustrations and examples

CPS 3.0 — Show effective presentation skills when conveying knowledge and technical skills attained

- 3.1 Answer questions about the project and technical skill
- 3.2 Communicate ideas central to the project and technical skill
- 3.3 Explain processes related to the project and technical skill
- 3.4 Involve all team members in presentation
- 3.5 Use multimedia in presentation to support key points and examples

CPS 4.0 — Display evidence of integration and/or cooperation with business and industry

- 4.1 Document students' work experience in the industry
- 4.2 List business/industry partners providing assistance and guidance at the school
- 4.3 Explain the application of the project to an industry setting

CPS 5.0 — Relate the value of the project to the community

- 5.1 Identify and state the value of the project to the community, related business field or field of study
- 5.2 Use verbal and written presentation elements to convey the project's value

CPS 6.0 — Use professional skills required in a presentation situation

- 6.1 Use appropriate business and professional language
- 6.2 Show professionalism and enthusiasm
- 6.3 Show organization in project display and presentation

CPS 7.0 — SkillsUSA Framework



The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills, and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. Please reference the graphic above, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/about/skillsusa-framework/.

Committee Identified Academic Skills

Math Skills

Dependent upon the presentation topic

Science Skills

Dependent upon the presentation topic

Language Arts Skills

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice
- Demonstrate use of such nonverbal communication skills as eye contact, posture and gestures using interviewing techniques to gain information
- Analyze mass media messages
- Demonstrate comprehension of a variety of informational texts
- Use text structures to aid comprehension
- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Measurement

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: <http://www.nctm.org>.

Science Standards

- Understands the nature of scientific inquiry
- Understands the scientific enterprise

Source: McREL compendium of national science standards. To view and search the compendium, visit: <http://www2.mcrel.org/compendium/browse.asp>.

Language Arts Standards

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g.,

sound-letter correspondence, sentence structure, context, graphics)

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.