COSMETOLOGY (VIRTUAL)

PURPOSE

To evaluate each contestant's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of cosmetology.

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

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with cosmetology as the occupational objective.

CLOTHING REQUIREMENT

Class F: Contest Specific — Cosmetology

- Official SkillsUSA white dress shirt.
- Black dress slacks.
- Black socks or black or skin-tone seamless hose.
- Black leather work or dress shoes.

Contest Clothing Notes (Apply ONLY to Virtual Competitions):

- Official SkillsUSA Competition Clothing recommended but NOT required.
- Contestant clothing options include the following:
  - Official Competition Clothing.
  - Trade Appropriate Clothing.
  - Professional Dress.
  - Business Casual.
- Clothing must meet industry safety standards.
- No identification of the contestant, school or state is allowed on clothing.
- No offensive, vulgar or inappropriate images or text are allowed on contestants clothing.
- No shorts or sleeveless shirts are allowed.
- Skirts must be at least knee-length.
- Proper Personal Protective Equipment (PPE) must be worn by contestant to meet all state, local and school requirements due to COVID-19.

- Scoring deductions may only be given and/or disqualification of contestant if clothing safety standards are not met.

Note: A white cosmetology smock can be worn with the white dress shirt.

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

Supplied by the contestant:

1. Computer with high-speed internet capability and camera to use applications such as Zoom, Teams, etc. The minimum recommended internet bandwidth speeds for joining Zoom meetings, accessing on-demand curriculum and other online operations is 2.0 Mbps up and down. You can test your current internet speeds by following this link: www.speedtest.net. Allow the page to load and click on GO.
2. A secondary camera(s) may be required to provide judges with the ability to view contestants from different angles. Additional camera requirements will be located on the SkillsUSA website at http://updates.skillsusa.org.
3. A contest Proctor will be required to be on site to assist judges. A local industry expert is preferred to serve as the Proctor and shall not be an individual that has been involved with the training of the contestant(s). The Proctor will serve as the onsite "hands and eyes" for the judges. Proctor will follow instructions from the judges for safety and operations related to the competition. Proctor may be asked by judges to perform several tasks such as operating a portable camera to show specific components or steps, measure parts, or any task that will provide judges with information needed to assist in accurate scoring of the contestant's work or presentation. However, the Proctor shall not serve as a judge nor have any influence on contestant scores.
4. The contestant's instructor or advisor shall be on site to observe all competition activities to ensure a safe and healthy

competition experience for all participants. That instructor or advisor will not be allowed to interact or interfere with the competitor unless a safety issue arises that requires interaction. Any other support or interaction between the contestant and the instructor/advisor will result in disqualification.

5. All competitors must create a one-page résumé and submit an electronic copy to the technical committee chair at least seven (7) days in advance of the competition. Failure to do so will result in a 10-point penalty. Instructions for submission of the electronic résumé copy will be provided on the SkillsUSA website at http://updates.skillsusa.org.
6. Shampoo bowls, mirrors and tables
7. Any and all pictures or literature of styles, haircuts and technicals
8. First aid kit
9. Blood spill kit
10. Cutting shears
11. Thinning shears
12. Razor and spare blade
13. Clipper
14. Thermal tools (flat iron and/or curling iron
15. Blow dryer
16. Styling product(s) of choice
17. Combs
18. Brushes
19. Spray bottle (filled with water)
20. Towel
21. Hair clips
22. Hair color bowl and brush
23. Hair color applicator bottle
24. Gloves
25. Foil
26. Protective cream
27. Plastic wrap
28. Shampoo and conditioner
29. Coil cotton

Note: Check the Contest Guidelines and/or the updates page on the SkillsUSA website: http://updates.skillsusa.org.

SCOPE OF THE CONTEST

The contest is defined by industry standards as identified by SkillsUSA technical committee, which includes Burmax Co. Inc., Fantastic Sam's, Marianna, Milady, Regis Corp./Supercuts, SportsClips and Pivot Point International.

The contest is divided into four separate skill performance tests and one written examination and an oral communications competition.

Knowledge Performance

The contest will include a written knowledge test of 50 multiple-choice questions assessing knowledge of cosmetology. Contestants will have 45 minutes to complete the exam.

Skill Performance

An oral communications test will assess contestants' verbal presentation skills. The four separate skill performance tests assess skills in haircutting, hair styling and long-hair design at multiple performance stations. Creativity is assessed in the long hair design test, while haircutting is tested in the re-creation of one women's and one men's haircut from a photograph. The technical skills are assessed through a uniform layered haircut.

Contest Guidelines

1. The contest rules will be reviewed the day before the contest. After the review session, contestants, in their required dress code, will take the oral communications and written test. Contestants will then be escorted to the contest site to receive final instructions.
2. The long hair mannequin will be colored and judged on site.
3. All contestants must keep their work area clean and organized.
4. All contestants must follow sanitation and safety procedures throughout the contest.
5. Professional attitude and communication are expected throughout the contest.
6. Once time is called, contestants must stop working. Touching the hair of the mannequin or model after time is called will result in three penalty points.
7. Cellphones must be turned off during the contest.

8. For the parade finale, the contestant's name, school, city, state and advisor will be announced. Contestants will present their completed mannequins to the audience.

9. The technical committee will supply mannequins and holders for all areas of this contest. If this changes in any given year, contestants will be responsible for supplying their own mannequins and holders.

10. For the long hair design station, no ornaments or hairpieces are allowed. No eyelashes are allowed.

Standards and Competencies

Note for Virtual Competitions: Contestants may not be required to perform all the standards and competencies listed in this section. However, contestants should be prepared to perform components in all areas. Prior to the competition, the technical committee may determine which standards and competencies contestants will be perform for the virtual contests. The technical committee will determine if additional information is needed for contestants prior to the competition. These changes will be posted on the SkillsUSA Championships contest update website at: http://updates.skillsusa.org.

CO 1.0 — Long Hair Design: Create a long hair design of your choice within a one-hour time period

1.1 Style hair to produce a range of special effects in an upswept position
1.2 Incorporate applicable techniques such as braiding, twisting, rolls, loops, etc.
1.3 Secure hair with hair pins, bobbie pins and bands as applicable
1.4 Create a design that is clean, smooth, showing no back combing, and back brushing under the finished style
1.5 Check that hair pins, bobbie pins and bands are not exposed
1.6 Demonstrate balance, proportion and form in the finished design
1.7 Show control of texture and control of hair direction in the finished design
1.8 Incorporate current trends

CO 2.0 — Men's or Women's Long-Hair Cut and Design: Duplicate a haircut and style that has been selected by the national technical committee within a 45-minute time period

2.1 Duplicate the haircut using shears, thinning shears, texturizing shears, razor and/or clippers as needed
2.2 Duplicate the length, design line and textured look of the selected cut
2.3 Duplicate the finished design using blow dryer or thermal tools such as curling iron, flat iron, etc., as needed
2.4 Use appropriate styling products to duplicate the selected haircut
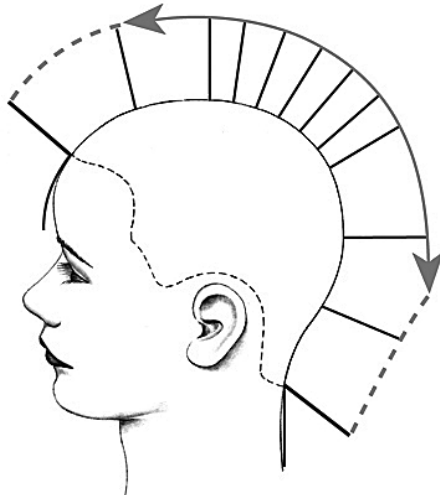2.5 Duplicate the balance of form, control of texture and the control of the hair direction

CO 3.0 — Men's or Women's Short Cut and Design: Duplicate a determined haircut and design that has been selected by the national technical committee within a 45-minute time period

3.1 Duplicate the haircut using shears, thinning shears, texturizing shears, razor and/or clipper, as needed
3.2 Duplicate the length and design line of the selected cut
3.3 Duplicate the finished design using blow dryer, or thermal tools such as curling iron, flat iron, etc., as needed
3.4 Use appropriate styling products to duplicate the selected haircut
3.5 Duplicate the balance of form, control of texture and the control of hair direction

CO 4.0 — Uniform Layer Haircut (90 Degree) (see drawing at end) Haircut Procedure: Create a uniform layer (90 degree) haircut and design with criteria selected by the national technical committee within a 45-minute time period, styling the hair with hair dryer and fingers only

4.1 Assemble tools (shears, comb and blow dryer) and prepare station
4.2 Part and clip hair into a four-section parting drop hairline guide
4.3 Drop a ½-inch hairline guide around the entire perimeter
4.4 Establish the design length around the back perimeter using a 90 degree elevation
4.5 Establish the design length around the front perimeter using a 90 degree elevation

4.6 Check to ensure that the front and back perimeter guides are connected

4.7 Establish the same length interior guide at the top of head (apex, crown)

4.8 Continue cutting interior guideline from hairline from an established interior guide at the top of the head

4.9 Continue cutting interior guideline from the established interior guide at the top of the head/apex to the back-hairline perimeter guide

4.10 Use vertical partings to blend top guide to design line

4.11 Maintain a constant 90-degree elevation throughout the procedure

4.12 Follow a traveling guide to maintain uniformly layered lengths

4.13 Perform a cross check of procedure for accuracy and finish if necessary

4.14 Finished cut is uniformly blended

4.15 Blow hair dry to frame face

4.16 Clean and organize station

CO 5.0 — Hair color and Highlighting: Demonstrate application procedures for hair coloring and/or highlighting on the long hair mannequin design

5.1 Create a color design using the color pallet selected by the technical team. You may use any combination of the color palette but must apply at least one color. You may highlight/color your mannequin as desired

5.2 Apply color using either bowl and brush or application

5.3 Color design must compliment the long-hair design

5.4 Identify the color pattern used by drawing on a sketch sheet

5.5 Explain level and tone and their role in formulating hair color

CO 6.0 — Communication Skills: Follow oral and written instructions, respond to oral questions, and demonstrate customer service skills by phone in a two-minute simulated work scenario

6.1 Use a pleasant voice

6.2 Introduce yourself to client

6.3 Use client's name

6.4 Verify client information

6.5 Offer salon services

6.6 Ask client if he or she has any questions

6.7 Rebook client

6.8 Be friendly, helpful and sincere

6.9 Ask client if he/she needs directions to the salon

6.10 Verify date and time of haircut appointment

6.11 Ask client if he/she has any questions

6.12 Thank the client for calling

6.13 Be friendly, helpful and sincere

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

- Use fractions to solve practical problems.
- Use proportions and ratios to solve practical problems.
- Solve practical problems involving percents.
- Measure angles.
- Find volume and surface area of three-dimensional objects.
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures.
- Construct three-dimensional models.
- Make predictions using knowledge of probability.
- Solve problems using proportions, formulas and functions.
- Use basic math skills for purpose of marketing and bookkeeping; addition,

subtraction, multiplication, division and percentages.

Science Skills

- Describe and recognize elements, compounds, mixtures, acids, bases and salts.
- Describe and recognize solids, liquids and gases.
- Describe characteristics of types of matter based on physical and chemical properties.
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color).
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity).
- Describe and demonstrate simple compounds (formulas and the nature of bonding).
- Predict chemical changes to matter (types of reactions, reactants and products; and balanced equations).
- Use knowledge of potential and kinetic energy.
- Use knowledge of mechanical, chemical and electrical energy.
- Use knowledge of heat, light and sound energy.
- Use knowledge of temperature scales, heat and heat transfer.
- Use knowledge of the nature and technological applications of light.
- Use knowledge of simple machines, compound machines, powered vehicles, rockets and restraining devices.
- Use knowledge of principles of electricity and magnetism.
- Use knowledge of static electricity, current electricity and circuits.

Language Arts Skills

- 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.
- Demonstrate comprehension of a variety of informational texts.
- Use text structures to aid comprehension.
- Understand source, viewpoint and purpose of texts.

- 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

- Geometry.
- Measurement.
- Problem solving.
- Communication.
- Connections.
- Representation.

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

Science Standards

- Understands the principles of heredity and related concepts.
- Understands relationships among organisms and their physical environment.
- Understands the nature of scientific inquiry.

Source: McREL compendium of national science standards. To view and search the compendium, visit: 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 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.