SkillsUSA®
CHAMPIONSHIPS

T-SHIRT DESIGN

SkillsUSA Championships Technical Standards

PURPOSE

To evaluate a competitor's creative, technical and oral presentation skills and recognize outstanding students for excellence and professionalism.

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

ELIGIBILITY

Open to active SkillsUSA members enrolled in career and technical programs. Each state may send one middle school, one high-school and one college/postsecondary competitor.

CLOTHING REQUIREMENTS

Class A: SkillsUSA Official Attire

- Official SkillsUSA red blazer or official SkillsUSA red jacket
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie or SkillsUSA black tie), white shirt (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area of the blazer, sweater, windbreaker or jacket
- Black dress slacks or black dress skirt (knee-length at minimum)
- Black dress shoes

Note: The official SkillsUSA windbreaker, sweater and black Carhartt jacket are no longer available for purchase in the SkillsUSA Store. However, these clothing items are grandfathered in as previous official SkillsUSA clothing and can be worn in SkillsUSA competitions as directed in this document.

Note: Wearing socks or hose is no longer required. If worn, socks must be black dress socks and hose must be either black or skin-tone and seamless/nonpattern.

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.

Note: Competitors must wear their official competition clothing to the competition orientation meeting.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
    a. Timekeeper and judges
    b. All necessary information for the judges and technical committee
    c. Stand to display T-shirt
        Note: The recommended shirt size for use with the stand display is medium or large
2. Supplied by the competitor:
    a. Printed T-shirt
    b. A design notebook submitted in an official SkillsUSA three-ring binder with supporting materials for the presentation portions of the competition
    c. All competitors (except for middle school students) must create a one-page resume. See "Resume Requirement" below for guidelines.

RESUME REQUIREMENT

Competitors (except for middle school students, who are exempt from this requirement) must create a one-page resume to submit online. SkillsUSA national competitors should submit their resume by June 1. The link for submission will be published on http://updates.skillsusa.org on May 1. Failure to submit a resume will result in a 10-point penalty.

Your resume must be saved as a PDF file type using file name format of "Last Name_First Name." For example, "Amanda Smith" would save her resume as **Smith_Amanda**. If you need assistance with saving your file as a PDF, visit the Adobe website for more information.

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

PROHIBITED DEVICES

Cell phones or other electronic devices not approved by a competition's national technical committee are *NOT* allowed in the competition area. Please follow the guidelines in each technical standard for approved exceptions. Technical committee members may also approve exceptions onsite during the SkillsUSA Championships if deemed appropriate.

Penalties for Prohibited Devices
If a competitor's electronic device makes noise or if the competitor is seen using it at any time during the competition, an official report will be documented for review by the SkillsUSA Championships director. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor's scores may be canceled.

The competition consists of two parts:
1. Evaluation of the T-shirt design through one visual presentation.
2. Evaluation and verbal defense of the design decisions through an oral presentation, which will include a question-answer session.

KNOWLEDGE PERFORMANCE

There will be no skill-related written test. Competitors are required to take the SkillsUSA professional development test. Middle school competitors are exempt from testing requirements.

SKILL PERFORMANCE

The competition is designed to assess the ability of the competitor to design and produce a rendering of a state conference T-shirt design, as well as give a presentation regarding all aspects of his or her creation of the design.

COMPETITION GUIDELINES

1. Two presentations are required: a visual presentation and an oral presentation.
2. A space will be provided for you to display your T-shirt and notebook to promote your design to the public and for viewing at the national conference. You will have no more than a 28" x 28" table space for this display. Your entry submitted for judging will also be in this space. This display can be used in your presentation.
3. Design should be printed on a medium or large shirt for best fit on the supplied T-shirt display stand.
4. Preferably, entries will be created in a design software package such as Adobe Illustrator or Adobe Photoshop, or Freehand. Entries may also be hand-drawn, painted, or rendered in colored pencils or markers.
5. The visual presentation will consist of your printed T-shirt and a design notebook to be submitted in an official SkillsUSA three-ring binder.
6. The design notebook will contain 8.5" x 11" drawings, sketches, thumbnails, roughs, composites, lists, etc. that were used during the design process. You may place any design asset or element that was used to create the design in this notebook to aid in your oral presentation.
7. The design notebook must include the following in this order:
   a. Title Page. Include name of chapter, school name, school address and school telephone number.
   b. Table of Contents. This should be page 1. The table of contents will follow the presented order list with page numbers.
   c. Entries must be submitted in an official SkillsUSA three-ring binder. The notebook will contain no more than 25 sheets of 8.5" x 11" paper. Only the front surface of the 25 sheets may be filled.
   d. Penalty: Five points per surface will be deducted for exceeding these maximums.
8. Artwork submission is 8.5" x 11". The artwork should be a comprehensive design and be displayed as a "proof" — a professional impression of the final design. All entries must be

rendered in color. Entries must be submitted to the technical committee chair at orientation. Failure to do so will result in a penalty determined by the official scorecard.

9. State competition designs cannot be changed for national competition submission. There is no opportunity to "tweak" the design after it has been judged the state winner.
10. The front-only T-shirt design will include elements to represent your state and SkillsUSA. This should be a shirt that a SkillsUSA member would like to wear.
11. The following text must appear on the T-shirt design: "**SkillsUSA [State Name]**" and the **current year** of the national competition.
12. The SkillsUSA emblem or SkillsUSA logo (or elements of either one) should not appear on the design.
13. All copyright laws must be followed in the creation of the design and presentations.
14. T-shirt design submissions must be turned in at the competition orientation meeting.
15. The T-shirt designer must specify the color of the shirt the artwork is intended to be printed onto.
16. Competitors will deliver a five- to seven-minute presentation and question/answer session regarding their design. They should display all their preliminary research and work (sketches, layouts, etc.) in the visual presentation (notebook).
17. Talking points should include:
    a. How he or she came up with the design
    b. The process used in developing their design
    c. The design's unique qualities
    d. Why other students/advisors would want to wear it
    e. A defense of design decisions based on the question/answer session
    f. Describe the printing method of the entry.

Note: No extra time will be given if oral presentation does not leave time for the question/answer session.

STANDARDS AND COMPETENCIES

TD 1.0 — 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/.

TD 2.0 — Understand general design industry terminology and concepts

2.1. Define, explain and describe various concepts related to typography, elements of design, digital images, artwork and the printing process

TD 3.0 — Demonstrate mechanical skills by creating a design on the computer within a specified amount of time

3.1. Recall understanding and skills necessary to prepare art electronically
    3.1.1. Implement correct size and orientation of design. Competitor should recall knowledge and appropriate use of industry standard hardware and software.
    3.1.2. Implement correct size and placement of elements
    3.1.3. Implement correct use of typography
    3.1.4. Implement assignment of proper color to elements

TD 4.0 — Administer creative skills by solving a graphic design problem relevant to the skill set required for the design industry

4.1. Apply understanding and skills necessary to create a variety of thumbnails and ideas for a given design problem
    4.1.1. Implement correct number, size, scaling and color requirements of thumbnails as defined by the technical committee
    4.1.2. Implement media (markers, color pencils, etc.) in the creation of thumbnails
    4.1.3. Demonstrate professional presentation and technical execution of thumbnails
4.2. Apply understanding and skills necessary to create roughs developed from thumbnails for the given design problem
    4.2.1. Implement correct number, size, scaling and color requirements of thumbnails as defined by the technical committee
    4.2.2. Exhibit the development of ideas from the thumbnail stage
    4.2.3. Implement media (markers, color pencils, etc.) in the creation of roughs
    4.2.4. Demonstrate professional presentation and technical execution of roughs
4.3. Administer industry standard hardware and software in the creation of the project
    4.3.1. Implement correct size and format for the design of the comprehensive portion of the competition. Exhibit the development of ideas from the rough stage
    4.3.2. Implement clip art, original art and designs in the creation of the comprehensive
    4.3.3. Demonstrate professional presentation and technical execution of the comprehensive

TD 5.0 — Complete an oral professional assessment in a simulated customer situation

5.1. Perform customer-service-related activities when relating to a customer
    5.1.1. Explain the function of the customer service representative
5.2. Communicate professionally with technical knowledge
    5.2.1. Describe the workings of a production environment
    5.2.2. Explain the nature of work performed and requirements of customers
5.3. Respond quickly, accurately and professionally in a customer situation

TD 6.0 — Demonstrate an understanding of the SkillsUSA Framework in the presentation.

6.1. Apply job specific skills to the project
    6.1.1. Explaining the research done for the state the T-shirt is representing.
    6.1.2. Explain the design rationale, i.e., why this design was chosen based on the research.
6.2. Presenting personal skills
    6.2.1. Explain the integrity of the design

6.2.2.　Share some of the hardships that came with executing the T-shirt, and how those were overcome.
6.3.　Apply workplace skills.
　6.3.1.　Explain the process of communicating, organizing, and managing the process in which this T-shirt was created.
　6.3.2.　Provide examples of the commitment to leadership to complete this project.

COMMITTEE IDENTIFIED ACADEMIC SKILLS

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

Math Skills
- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Simplify numerical expressions
- Solve practical problems involving percentages
- Solve single variable algebraic expressions
- Solve multiple variable algebraic expressions
- Measure angles
- Find surface area and perimeter of two- dimensional objects
- 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
- Solve problems using proportions, formulas and functions
- Take measurements with a ruler

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: [www.nctm.org.](www.nctm.org)

Science Skills
None Identified

Language Arts Skills
- Analyze mass media messages
- Demonstrate comprehension of a variety of informational texts
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate narrative writing
- Demonstrate expository writing
- Demonstrate persuasive writing
- Demonstrate informational writing
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing
- Connections to National Standards

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

CONNECTIONS TO NATIONAL STANDARDS

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

Math Standards
- Numbers and operations
- Algebra
- Geometry
- Measurement
- Data analysis and probability
- Problem-solving
- Communication
- Connections
- Representation

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

Science Standards
None Identified

Language Arts Standards
- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 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 apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.
- 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 and video) to gather and synthesize information and to create and communicate knowledge.
- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.
- 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/st.*