



## PURPOSE

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

## ELIGIBILITY

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

## CLOTHING REQUIREMENT

### **NYS SkillsUSA Contest Specific Cosmetology**

- White dress shirt.
- Black dress slacks.
- Black socks or black or skin-tone seamless hose.
- Black or white leather work or dress shoes Note: Professional black or white smock may be worn over the white shirt. Students' names or school names may not appear on any item of clothing.

***Note:*** Contestants must wear their contest clothing to the contest orientation meeting. Also bring #2 pencil, resume, safety assurance form and conference program.

## EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
  - a. Mirrors and tables
  - b. All pictures or literature of styles, haircuts, and techniques and/or specialized process details related to the competition's tasks. *Note:* Pictures will not be provided until competition time.
2. Supplied by the contestant:
  - a. Cutting shears
  - b. Thinning shears
  - c. Razor and spare blade
  - d. Clipper
  - e. Thermal tools (flat iron and/or curling iron)
  - f. Blow dryer
  - g. Styling product(s) of choice
  - h. Combs
  - i. Brushes
  - j. Spray bottle (filled with water)
  - k. Towel
  - l. Hair clips
  - m. Gloves
  - n. Foil
  - o. Protective cream
  - p. Plastic wrap
  - q. mannequin head stands
  - r. Coil cotton
  - s. First aid kit
  - t. Blood spill kit
  - u. Samantha for long hair up do design
  - v. Sam II Brown for haircuts
3. "NO POWER STRIPS ALLOWED....only extension cords"

### RESUME REQUIREMENT

All competitors must create a one-page résumé and submit a hard copy at orientation. Failure to do so will result in a 10-point penalty.

“Note: Your resume may be judged as part of your contest”

### DEVICES

Cell phones or other electronic devices not approved by the NYS Chairperson will be collected by the contest chair during the competition. Chairpersons will announce their acceptance by listing it on their standard or at the orientation meeting. In case of emergencies advisors should allow the competitors to take their phones to the contest areas.

If the competitor uses their device in a manner which compromises the integrity of the competition, the competitor's score may be penalized.

## SCOPE OF THE COMPETITION

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

The competition is divided into four separate skill performance tests, one written examination and a verbal communications competition.

### KNOWLEDGE PERFORMANCE

All competitors are required to take the NYS SkillsUSA professional development test online.

The competition will include a written knowledge test assessing knowledge of cosmetology.

### SKILL PERFORMANCE

A verbal communications test will assess competitors' 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 and while haircutting is tested in the re-creation of one long haircut and one short haircut working from a picture (which will be provided at the time of the competition). The technical skills are assessed through a uniform layered haircut.

1. The competition rules will be reviewed during orientation. After the review session, competitors, in their required dress code, will take the written test. **Do not bring supplies or equipment to orientation.**
2. The long hair mannequin can be colored beforehand.
3. All competitors must keep their work area clean and organized.
4. All competitors must follow sanitation and safety procedures throughout the contest.
5. Professional attitude and communication are expected throughout the contest.
6. Once time is called, competitors must stop working. Touching the hair of the mannequin after time is called will result in three penalty points.
7. For the long hair design station, no ornaments, hairpieces, or any type of enhancements made of hair are allowed. No eyelashes are allowed.
8. No pre-braiding, twists, ponytails, or pre-designing allowed, other than coloring, on the Long Hair Design manikin.
9. Earrings may only be added once hair design is completed, provided it is done within the period allowed.

## **STANDARDS AND COMPETENCIES**

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

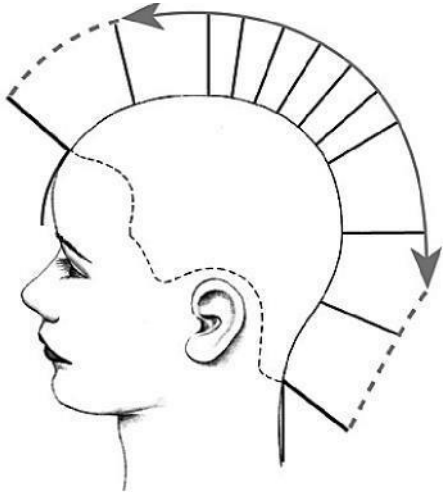
- 1.1. Style hair to produce a range of special effects in an upswept position
- 1.2. Incorporate applicable techniques such as braiding, twisting, rolls, loops, etc.
- 1.3. Secure hair with hair pins, bobby pins and bands as applicable. Volume base inserts (donut bun) are allowed.
- 1.4. Create a design that is clean, smooth, showing no back combing, and back brushing under the finished style
- 1.5. Check that hair pins, bobby 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. Long hair design should be complimented by the color design
- 1.9. Incorporate current trends

### **CO 2.0— 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— Short Hair 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) and the Uniform 247\* (see drawing) Haircut Procedure: Duplicate a uniform layer (90 degree) haircut and design selected by the national technical committee within a 45-minute time, styling the hair with hair dryer and fingers only**

1. Assemble tools (shears, comb, and blow dryer) and prepare station
2. Part & clip hair into 4 sections
3. Drop a ½-inch hairline guide around the entire perimeter
4. Establish the design length around the back perimeter
5. Establish the design length around the front perimeter
6. Check to ensure that the front and back design lines are connected
7. Establish the same length interior guide at the top of head (apex, crown)
8. Continue cutting from the apex to the front design line to established interior guide at the top of the head
9. Continue cutting from the apex to the center back design line to complete the interior guide
10. Use vertical partings to connect guides to complete the cut
11. Maintain a constant 90-degree elevation throughout the procedure
12. Follow a traveling guide to maintain uniformly layered lengths
13. Perform a cross check of procedure for accuracy and finish if necessary
14. Finished cut is uniformly blended
15. Blow hair dry to frame face
16. Clean and organize station

## **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 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 gasses
- 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

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## **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

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### **Science Standards**

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

### **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).