

PURPOSE

SkillsUSA is a student led organization, the purpose of the delegate assembly is to elect the most qualified student leaders to represent the organization on the State and National Levels

This year's theme is SkillsUSA Champions at Work: I'm Ready.

ELIGIBILITY

Open to active SkillsUSA members, officer candidates must pre-qualify through a test and application process, candidates must have received a minimum score of 80% in order to qualify. National Officer Candidates are required to complete an Interview along with the test and application process.

ORIENTATION

Officer Candidate Orientation is at 10:00 am for officer candidates and their advisors. Voting Delegate Orientation is immediately following at 10:30am. Opening Ceremony will begin at 11am and attendance is required. Lunch follows orientation and is to be completed by 12:30 pm. The official delegate seating will begin at 1PM.

CLOTHING

Official SkillsUSA attire

Men	Official red blazer, jacket or sweater; black dress slacks; white dress shirt; plain black tie with no pattern or SkillsUSA black tie; black socks and black shoes.
Women	Official red blazer, jacket or sweater; black dress skirt (knee length) or slacks with businesslike white, collarless blouse or white blouse with small, plain collar that may not extend onto the lapels of the blazer; black sheer or skin-tone seamless hose and black dress shoes.

OBSERVER RULE

Advisor/Parents are invited to attend the delegate sessions but are reminded to not interact with delegates or candidates after the official seating-violation of this may result in the disqualification of a candidate or the removal of a delegate from the floor.

STATE AND NATIONAL OFFICER CANDIDATES:

Only pre-qualified officer candidates may run for office.

Candidates may not have previously held or currently hold the office they are running for.

The candidate must attend the state conference delegate assembly, and:

- a. Must be in Official SkillsUSA dress
- b. Candidates must give cell phones and electronic devices to advisors during the election
- c. All Candidates will give speech of no more than 2 minutes in length.
 - Cannot use own school name
 - Cannot use names of other schools or candidates
 - No props or skits may be used during your speech
 - Candidates are not to ask for questions of the audience or for audience participation in their speech.
- d. Timekeepers will be located in the center aisle. When they hold up the Yellow card, you have 30 seconds left. The Red card means you must stop. The top 28 Candidates will appear on a primary ballot and will receive an impromptu question based around general leadership or SkillsUSA knowledge.
- d. The top 14 Candidates will appear on the final ballot and will respond to a problematic oral question based on SkillsUSA knowledge and leadership.
 - Problematic Question
 - Candidates on final ballot will have one minute to answer the question.
 - Candidate must be in SkillsUSA dress when answering the question.
 - Questions will be philosophical in nature and will pertain to leadership or SkillsUSA Knowledge.
- e. In between each ballot, a 5-10 minute meet the candidate caucus session will occur.



- f. Skits are not permitted.
- g. Candidates may not use their own school names in their speech.
- h. Candidates are not permitted to use other school names in their speech.
- i. Candidates are not permitted to ask for audience participation during any response on stage.
- j. Campaigning in any form or manner may not take place prior to the mandatory state officer orientation meeting on Tuesday.
- k. Campaign materials may only be displayed in designated Meet the Candidate area.
- l. Materials that do not fit within the designated campaign space will not be permitted and are subject to disqualification (half of a 6-foot table). Materials must be a table top display.
- m. State Candidates may participate in a meet the candidate session prior to election.
- n. Campaign materials must not consist of anything that can be consumed by a person.
- o. Campaign materials cannot stick to the walls or floor and cannot damage anything at facility.
- p. Campaigning on Social Media prior to the meet the candidate session is not permitted.
- q. Inappropriate or derogatory comments made by candidates or school delegation may result in disqualification.
- r. Candidates and advisors are not to interact with Delegates during the election.

Ties

1. A tie for second place on the primary ballot will result in the candidate with the most votes (first place) and both second place candidates being on the final ballot.
2. A tie on the final ballot will be broken by the results of the primary ballot. If still tied, another impromptu question will be asked by the SkillsUSA Ohio state director or designated person and the delegates will vote by secret ballot. This procedure will continue until the tie is broken.

VOTING DELEGATES:

1. Must be paid SkillsUSA members.
2. State Voting Delegates are encouraged to attend the Delegate Breakout sessions at Fall Conference.
3. Must be in official SkillsUSA dress.
4. Campaigning in any form or manner may not take place with any students, teachers, administrators, delegates or other schools prior to the state officer orientation meeting on Tuesday of the State Conference.
5. Must attend the Delegate Orientation at the SkillsUSA Ohio State Championships at 10:30AM

TOOLS PROVIDED BY TECHNICAL COMMITTEE

- Stop watch
- Time cards
- All necessary information and furnishings for judges and technical committee
- Delegate integrity team
- Scan-tron voting ballots
- Pencils

SPECIAL INFORMATION

- No smart watches or phones are permitted during the contest.
- No cameras, video recorders or tape recorders are allowed.
- Contestants are **not** allowed to observe other speakers' impromptu questions or problematic questions prior to answering it themselves

STANDARDS AND COMPETENCIES

Ohio Technical Competencies

1.1.5	Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
1.2.2	Deliver formal and informal presentations.
1.2.3	Identify and use verbal, nonverbal and active listening skills to communicate effectively.
1.2.5	Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.
1.2.6	Use proper grammar and expression in all aspects of communication.
1.2.11	Write professional correspondence, documents, job applications and résumés.

Ohio Academic Standards

English Language Arts

Writing

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.5 1.2.5 1.2.11	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
1.1.5 1.2.5 1.2.11	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Speaking and Listening

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.2.3 1.2.5	SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
1.2.2	SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
1.2.2	SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

1.2.2 1.2.5 1.2.6	SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
1.2.3 1.2.5	SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
1.2.2	SL. 11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
1.2.2	SL. 11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
1.2.2 1.2.5 1.2.6	SL. 11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Language

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.2.6	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
1.2.6	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
1.2.6	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

		<ul style="list-style-type: none"> a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s <i>Manual for Writers</i>) appropriate for the discipline and writing type. b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
1.2.6	L.11-12.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.
1.2.6	L.11-12.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
1.2.6	L.11-12.3	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed. b. Apply an understanding of syntax to the study of complex texts when reading.

Mathematics

None identified.

Science

None identified. Dependent on topic of speech.