

SCREEN PRINTING TECHNOLOGY (VIRTUAL)



PURPOSE

To evaluate each contestant's preparation for employment and to recognize outstanding screen printers for their professionalism in the field of graphic communications.

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

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with graphic imaging technology as their occupational objective.

CLOTHING REQUIREMENTS

Class E: Contest Specific — Business Casual

- Official SkillsUSA white polo shirt.
- 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 leather closed-toe 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.

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 contestants:

1. All equipment and materials used during the performance test
2. 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: <https://www.speedtest.net/>. Allow the page to load and click on GO.
3. 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>.
4. 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.

5. 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
6. 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>.

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.

SCOPE OF THE CONTEST

The contest assesses knowledge and skills used by industries in the field of screen printing technology production processes.

Knowledge Performance

The knowledge contest will include a written exam assessing the general knowledge of screen printing technology processes. Written portions may be included during the skills portion of the contest. Knowledge of terms and principles used in screen printing processes will be required for the skill demonstration portion of the contest.

Skills Performance

The skills contest will include a demonstration of individual skills in producing screen-printed products using equipment and technologies meeting screen printing industry standards. Some (not all) of the skills to be demonstrated will include screen tensioning, screen coating, stencil exposure/washout, image registration,

garment printing, and quality assessment of completed screen printing.

Contest Guidelines

1. The competition will assess student participants' knowledge and skills of screen printing technology at nine testing stations:
 - a. Demonstrate the fundamentals of screen preparation and tensioning
 - b. Coat and dry screens with a direct photosensitive emulsion
 - c. Create screens (stencils) with film positive registration, exposure/washout procedures
 - d. Register screens on a rotary screen printing press, and proof the design
 - e. Print textiles while demonstrating production procedures that meet industry standards
 - f. Reclaim screens
 - g. Solve a quality control problem by assessing the printing quality of a garment production sample
 - h. Take a written technical knowledge test
 - i. Submit a résumé to an interviewer and participate in an oral professional assessment
2. For equipment specifications, check updates.skillsusa.org.
3. As soon as the contestants have completed an assigned job and have fulfilled all the requirements presented at the testing station, they should notify the judge. The scorekeeper and judge will gather the contestant's product or worksheet for evaluation and scoring.

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>.

SPT 1.0 — Demonstrate the fundamentals of screen preparation

- 1.1 Define essential components of screen printing processes
 - 1.1.1 Design and image generation
 - 1.1.2 Image carrier (positives, screens) mesh and tension
 - 1.1.3 Squeegees and flood bars
 - 1.1.4 Substrates (textiles, ceramics, paper, plastics)
 - 1.1.5 Inks — formulate inks by weight usage per shirt per order
 - 1.1.6 File management
 - 1.1.7 Equipment clean up and shop housekeeping.
- 1.2 Calculations for image preparation
 - 1.2.1 Calculate proportional scaling solutions from designs to artwork to garment
- 1.3 Measure and set mesh tension on a screen designed for re-tensioning

SPT 2.0 — Coat and dry screens with a direct photosensitive emulsion

- 2.1 Name the major types of stencil systems.
 - 2.1.1 Describe the properties of direct emulsion stencils
 - 2.1.2 Describe the properties of capillary film stencils
 - 2.1.3 List the names of two indirect films used to create stencils
 - 2.1.4 List two advantages provided by knife-cut film stencils
- 2.2 Evaluate stencil quality: related to resolution, definition and acutance
- 2.3 Measure a stencil system's EOM and Rz

SPT 3.0 — Create screens (stencils) with film positive registration, exposure/washout procedures

- 3.1 Demonstrate knowledge of exposure sources
- 3.2 Coat screens with a photosensitive direct emulsion
- 3.3 Register film positives to unexposed screens
- 3.4 Use ultraviolet light source to expose emulsion coated screens
- 3.5 Wash out the unexposed emulsion from a screen to create a stencil

SPT 4.0 — Register screens on a screen printing press, and proof the design

- 4.1 Set up press for preprint operation
 - 4.1.1 Determine printing order for screens
 - 4.1.2 Apply block-out tape to squeegee side of the screen
 - 4.1.3 Secure screens to a rotary press with clamps
 - 4.1.4 Demonstrate ability to square and center an image for printing
 - 4.1.5 Set off contact at the front and back of the screens
 - 4.1.6 Zero rotary press heads to center screens
 - 4.1.7 Register images with registration marks or images' outline
 - 4.1.8 Ink to the screens
 - 4.1.9 Select squeegee, according to size, type and durometer
 - 4.1.10 Check all screens and screen frames for unwanted ink
 - 4.1.11 Apply the adhesive to the platen
 - 4.1.12 Flood newly registered screen with ink
 - 4.1.13 Print a test image on appropriate substrate
 - 4.1.14 Tape over registration marks on the garment side of the stencil.

SPT 5.0 — Print textiles while demonstrating industry production procedures

- 5.1 Print garments using the spot color process
 - 5.1.1 Comprehend and follow tolerances and printing order
- 5.2 Apply adhesive to platen
 - 5.2.1 Use proper type and amount of adhesive
- 5.3 Place a garment or substrate on the platen
- 5.4 Flood each screen with ink
- 5.5 Hold down each screen and print the image
- 5.6 Remove the garment from the platen
- 5.7 Cure garment design with an appropriate drying appliance
- 5.8 Use a temperature gun or temperature strip to determine curing temperature

SPT 6.0 — Reclaiming screens processes

- 6.1 Demonstrate a consideration for a healthy working environment
- 6.2 Work safely in the reclaiming environment
 - 6.2.1 Remove ink and block out materials
 - 6.2.2 Remove the stencil
 - 6.2.3 Remove ghost haze if needed
- 6.3 Store clean screens in dry, dust-free area with medium temperature levels
- 6.4 Clean up spills promptly
- 6.5 Dispose of reclaim waste properly

SPT 7.0 — Solve a quality control problem by assessing garment printing quality of a production sample

- 7.1 Use 10 quality factors for a saleable screen-printed image
 - 7.1.1 Image printed on correct vertical dimension
 - 7.1.2 Image printed on center
 - 7.1.2 Image not crooked
 - 7.1.4 Ink smudges on sample garment
 - 7.1.5 Color density does not vary across the image
 - 7.1.6 Ink printed in non-image area due to pinhole
 - 7.1.7 Last color covers previous colors
 - 7.1.8 Missed register between colors
 - 7.1.9 Ink transferred from a garment in lot pile
 - 7.1.10 Colors match the customer's standard

SPT 8.0 — Take a written technical knowledge test

- 8.1 Achieve a score of 70% or greater on the written exam
- 8.2 Match various types of screen printing equipment to their function

SPT 9.0 — Participate in an oral professional assessment

- 9.1 Submit a one-page, typewritten résumé to an interviewer
- 9.2 Respond positively to questions related to the five areas that follow:
 - 9.2.1 Describe personal ability to handle job assignments
 - 9.2.2 Ability to answer questions in technical terms
 - 9.2.3 Explain how to handle workplace situations in a professional manner

- 9.2.4 Demonstrate critical thinking during the oral interview
- 9.2.5 Present a realistic self-concept

Committee Identified Academic Skills

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

Math Skills

- Read a ruler (inch system, metric system, point/pica system).
- Use fractions to solve practical problems.
- Use percentages multiplied times formula for inks mixing.
- Simplify numerical expressions.
- Solve practical problems involving percentages.
- Solve single variable algebraic expressions.
- Calculations for image preparation (calculate proportional scaling solutions of two designs from artwork to garment, demonstrate ability to square and center an image during screen printing process).

Science Skills

None Identified

Language Arts Skills

- Provide information in conversations and in group discussions.
- Provide information in oral presentations.
- Demonstrate use of nonverbal communication skills: eye contact, posture and gestures using interviewing techniques to gain information.
- Demonstrate knowledge of appropriate reference materials.

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>.

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

Science Standards

- Understands the structure and properties of matter.
- Understands the sources and properties of energy.
- Understands forces and motion.
- Understands the nature of scientific inquiry.

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 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, and 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 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 use spoken, written and visual language to accomplish their own purposes. (e.g., for learning, enjoyment, persuasion and the exchange of information).