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COLORADO CTSO CHAPTER SUCCESS GUIDE

Chapter 1: Understanding CTSOs

Introduction

Welcome to the Colorado Career and Technical Student Organization (CTSO) Chapter Success Guide! This guide is designed to provide both the brand new Chapter Advisor and the experienced veteran advisor with a framework to establish, develop, maintain and grow a local CTSO chapter.

Career and Technical Student Organizations (CTSOs)

Ensuring students are “college- and career-ready” is a critical issue facing our educational system, and, ultimately, the country’s economic competitiveness. While the discussion surrounding college readiness is generally limited to academic skills, actual career readiness requires an even more rigorous blend of academic, technical and employability skills, and the ability to apply these skills in authentic career situations.

The foundations for strengthening career readiness are already in place through Career and Technical Education (CTE), which offers this unique blend of skills through comprehensive programs of study. One of the most critical components of strong CTE programs is student participation in related leadership organizations, known as Career and Technical Student Organizations (CTSOs).

With more than 2 million student members combined, CTSOs provide “a unique program of career and leadership development, motivation and recognition for secondary and postsecondary students enrolled, or previously enrolled, in Career and Technical Education programs,” according to the Association for Career and Technical Education.

The Carl D. Perkins Career and Technical Education Act, which is authorized by the U.S. Congress, specifically authorizes the implementation of CTSOs. As national not-for-profit organizations divided into state associations and local school chapters, CTSOs offer diverse programming that is designed to enhance classroom instruction and four common organizational goals: leadership development; academic and career achievement; professional development; and community service.

As referenced previously, at the local level, CTSO chapters operate as in-school, intracurricular programs led by CTE teachers as advisors. Some CTSOs cater to middle and high school students while others focus on high school and postsecondary students. Some do all of the above. Regardless of the level of the student, participation in CTSO activities helps expand leadership abilities, provides context to academic instruction, and encourages them to pursue further education while equipping them with job-related skills in their career field of interest.

Relationship of CTSOs to CTE programs

When implemented correctly, CTSOs can be extremely effective instructional tools. CTSOs are designed to be “intracurricular,” meaning that they are an integral part of a Career and Technical Education program, not an “add-on” or enhancement. The value of a CTSO becomes apparent when the student organization is used as part of a comprehensive instructional strategy to develop, improve and expand technical skill while applying foundational academic concepts to real-world situations. Additionally, CTSOs offer a wide range of opportunities for students to develop their leadership skills, making them more employable, preparing them to become productive citizens, and assisting them in assuming positive roles in the home and community.

The Organizations – National Level

There are seven nationally recognized CTSOs in Colorado that are linked to the career cluster:

- DECA (Marketing)
- FBLA-PBL (Business)
- FCCLA (Family and Consumer Sciences)
- FFA (Agriculture and Natural Resources)
- HOSA (Health Science and Public Safety)
- SkillsUSA (Skilled Trades and Technical Sciences)
- TSA (STEM/Arts/IT)

While each CTSO serves a specific niche, they all have at their core some basic commonalities. All the CTSOs provide a wealth of leadership and professional development opportunities and conferences, classroom activities, as well as a slew of competitive events in which students can demonstrate their skills and knowledge.

As a Chapter Advisor, it is important to remember that your CTSO is a student-LED organization, not student-RUN organization; there are some things a student just cannot legally do (e.g., handle district paperwork, permission forms, make contracts for transportation, housing, etc.), and that’s where the Chapter Advisor comes in. The bulk of the activities a chapter should be student directed and run, but advisors need to be aware they have responsibilities as well.

Each CTSO chapter should have a student leadership team, or officer team. The title for each of the student leaders varies from organization to organization. Please consult the CTSO State Advisor/Director for details on the specific leadership structure. Setting up this team will be discussed later in this guide.

The Organization – State Level

While each CTSO is part of an international association, they each have a smaller state association which oversees the state's local entities which are known as "chapters." This association is led by a State Advisor/Director who is aided by an executive or advisory committee or board comprised of dedicated educators, industry and community leaders, student state officers and alumni members. Together, they develop professional development and leadership opportunities for teachers and students, create new competitive events for the local level, and plan the fall leadership and annual conferences. In addition, they provide support through technical assistance and goodwill visits to the various schools involved in the organization.

At the state level, the student membership is represented by a state officer team, individuals who are elected from the membership. The structure of the officer team varies from CTSO to CTSO; please consult the State Advisor/Director for details on the structure of the officer team. However, one thing they all have in common is that they are led by a President. This person presides over all meetings of the state association as well as regular officer team meetings.

The Organization – Chapter Level

"Chapters" are the local organizations at the school level. As stated previously, each CTSO (DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA and TSA) may look different from its counterparts, but in general, chapters should be modeled after their national/state organizational structures. In general, each chapter is led by a Chapter Advisor who functions as a facilitator/mentor/guide for the students. The role of the Chapter Advisor will be addressed later in this guide, but in general, the chapter should be LED primarily by the students and only GUIDED by the advisor; it is advisor's role to handle those items students cannot, such as signing of contracts, arranging for bus transportation, handling permission slips and medical forms, and arranging for payment for various activities.

At the chapter level, the student membership is represented by a chapter officer team, individuals who are elected from the chapter's membership. The positions vary from CTSO to CTSO, but in common, all chapter teams are led by a president. Each member of this officer team has specific roles as outlined by the CTSO, but in general, it is this team as a whole that directs the chapter's activities following an established constitution and bylaws which are specific to each chapter.

Chapter 2: Establishing a New Chapter/ Integration in the Classroom

Introduction

Building a successful CTSO chapter doesn't happen by accident. The strength and vitality of a chapter happens because the advisor takes an active role in promoting the organization and the opportunities it presents. Once the chapter is going, it will take little effort to draw students to the program; the students who are involved in the organization will promote it themselves and word will spread like wildfire.

First Steps

Once a Chapter Advisor (or potential Chapter Advisor) and the school administration have determined they want to start a CTSO chapter, the first thing is to contact the State Advisor/Director for their respective CTSO. The State Advisor/Director's job is to help guide Chapter Advisors in making sure each chapter starts off on the right foot. Initially, it's best to schedule a meeting where the State Advisor/Director visits the school to meet with the teachers and administrators who will be involved with the program. The State Advisor/Director can answer any questions they may have about how the CTSO works and how it would fit into the existing school culture and curricula. The State Advisor/Director also has a wealth of resources to share to help successfully launch a chapter.

After the initial meeting with the State Advisor/Director, the next step would be to hold an informational meeting with students to recruit members. Recruiting efforts should begin as soon as possible after deciding to form a chapter. The requirements for membership vary slightly from CTSO to CTSO, so please consult with the State Advisor/Director for the specific requirements.

For the informational meeting, anyone who is interested should be invited. Students who have expressed interest in the CTSO should be encouraged to "bring a friend." Make sure administrators are included on the invitation! If possible, invite parents to come; they can be some of a chapter's biggest supporters and champions and should be included as a stakeholder. This initial meeting is a good time for the State Advisor/Director and/or state officers to visit. They can discuss with attendees the benefits of being a member of the organization, talk about the opportunities available, the conferences, and the competitive events and answer any questions. Food is always good and is sure to draw people, so, if possible, snacks are a good idea at this meeting.

Affiliation

Each CTSO does require affiliation with the national office in order to be considered an official chapter. In general, affiliation with a CTSO is usually fairly simple and usually only basic information on the chapter's members (name, grade) is required. Affiliation will also require the collection of a membership fee or dues which can be collected in a number of ways (e.g., student-paid, school-paid, or raised via financial leadership activities). Please consult the State Advisor/Director for the specific CTSO affiliation details. The dues collected affiliate the student with the national and state associations, and advisors should consider adding a fee on to the dues as "chapter dues" to help fund chapter activities.

Chapter Structure

A key point to remember is that CTSOs are student-led organizations; they are not student-run. The Chapter Advisor needs to establish some form of student leadership structure or team, yet still maintain overall control of the organization – e.g., signing checks, making bus and hotel reservations, handling affiliation, etc. The student leadership, then, with the guidance of the advisor, helps guide the chapter and its activities.

The leadership team, also referred to as the officer team, is made of student members, and usually consists of a president and several officers. The structure of a chapter's leadership team should mimic that of the state and national office for sake of simplicity. Consult the State Advisor/Director for specific details on a chapter's leadership structure and titles.

Together with the Chapter Advisor, this student leadership team should develop a plan for membership recruitment for the coming year, plan out the chapter's goals and activities for the year, and discuss financial leadership opportunities (a.k.a. fundraising...but more on that later...) necessary to support and achieve the chapter's objectives. The plan they develop is called a Program of Work which will be detailed later on.

Constitution and Bylaws

The chapter is now affiliated. Now what? The first thing the officers and the advisor will need to do is draft a constitution and a set of bylaws for the chapter. These two documents will govern how the chapter handles issues that may arise (e.g., like how to fill a vacant officer position) and how the chapter conducts regular business. A template for a constitution and bylaws is available from the CTSO's State Advisor/Director for chapters to use. Once the documents have been drafted with the students, they must be voted on, or ratified, by the student membership. It may take several attempts to get a final constitution and bylaws drafted and ratified, but it will be worth it in the end. Once the documents are ratified, the documents should not just be created and placed in a binder or slipped into a file folder and forgotten; they are living documents that are designed to help manage and guide the chapter. They should be revisited frequently (and revised if necessary) – at least every three years to ensure that they are up to date. In some cases, a copy may be required to be placed on file with the State Advisor/Director. Samples of bylaws are provided at the end of this chapter.

Establishing the Chapter

When it comes to the CTSO chapter, advisors must view it as an extension of the classroom – a leadership lab where students can learn, develop and practice their leadership and professional skills. Each CTSO has a wealth of leadership lessons for teachers to incorporate into their existing curriculum – that’s why the term “in-tracurricular” is used to describe CTSOs. Each CTSO is designed to be implemented as an integrated part of the curriculum. The CTSO’s activities should be a natural outgrowth of a school’s CTE program. The activities and competitive events are geared specifically to seamlessly mesh with the program’s technical content.

Many new advisors get hung up on how to integrate the CTSO into the curriculum, but in reality, most probably already have elements of it in place. Keep in mind, having a Career and Technical Student Organization is not about participating solely in competitive events and completing projects; the purpose of any CTSO is to help students develop into leaders in their school, community, and eventually the world of work in addition to showcasing their technical and professional talent.

For the most part, teachers and advisors may already be doing just that and may not even realize it. All Career and Technical Student Organizations have technical skill competitions specific to their content area, but common to all of them are leadership development activities – activities that easily fit into ANY classroom, regardless of technical content. For example, are students making presentations in class? Are they creating resumes? Are they participating in mock interviews? If the answer is yes to any of those, then an advisor has already been integrating CTSO activities!

To get started, advisors should examine the CTSO’s competitive events and identify specific ones that apply to the content area. Some may be VERY similar to some that are already being used in the normal course of business in the class, while others may not (e.g., if a technology program focuses on computer applications, then a construction-related activity may not be appropriate for that course content). Advisors/teachers should select one or two and see how they (or the lesson plans) can easily be tweaked to fit existing lesson plans. A lot of times, advisors will take the activities and use them as summative assessments – and why wouldn’t they? Each activity has already been cross-walked to CTE and academic standards and in some cases come with a rubric.

However, when first consciously implementing CTSO activities in the classroom, advisors should be cautioned not to “force” an activity; it should be a natural outgrowth or extension of the curriculum. If it doesn’t enhance, extend or enrich what the students are learning in the classroom, then it’s not a natural fit.

To reiterate, when intentionally integrating CTSO activities, advisors are cautioned not to bite off more than can be chewed. When first starting out, it’s easy to fall into thinking that EVERYTHING has to be integrated all at once. That’s not the case. Start with one or two activities related to the curriculum and see how they develop and mesh with existing lessons; soon, opportunities to implement more activities will emerge.

Here are some suggestions on how to further integrate CTSO activities:

- Use brain-starters, bell-ringers, sponge activities that use information specific to the CTSO. For example, if a CTSO has a “quiz bowl” or “knowledge bowl” event, put sample questions on the board/screen as the starter activity. Or, pull a page from the CTSO’s leadership curriculum and have a discussion question that gets them thinking about a particular topic related to the career cluster associated with the CTSO.
- Put up posters, calendars, banners, trophies, awards, etc., about the organization. These sorts of visual stimuli help reinforce the importance and value of the CTSO. Especially effective are awards won and photos of students competing. When they see what other students have done, or are planning to do (e.g., planning to go to the state conference), they will get excited and want to learn more and be more engaged!
- When asking students to create projects, instead of having them develop materials that may be generic in nature, have them prepare and print materials that support and promote the school’s chapter’s activities including participation in conferences, meetings, and workshops.
- Utilize the leadership activities available through the national association whenever possible. There are a great many resources available that provide teachers with lessons of varying lengths to use where students have to develop and practice leadership skills – skills such as problem-solving, communication, and teamwork. These leadership activities usually tie directly back to CTSO competitive events.

Financial Leadership

Part of any CTSO is the development of financial literacy/financial leadership. As mentioned earlier, participation in a CTSO does require funding – there is no doubt about that. The question is: where does it come from? More often than not, it comes from the students themselves. Through the development of a “financial leadership activity” (not a fundraiser – there is a difference), students learn the process of how to plan, promote, execute, evaluate, and report on an event.

A good financial leadership activity will be tied directly to the work the students are doing inside the classroom (e.g., an agriculture program may be raising poinsettias for sale at the annual holiday fair; an auto service program may be doing fluid/tire pressure checks for donations; a family and consumer sciences class may be holding babysitting safety classes; a construction program may be building dog houses for sale; or a computer class may offer a clinic to the community on how to use a specific software package, etc.)

In a financial leadership activity, the students not only get the opportunity to practice the technical skills they have learned from their classes in a real-life setting, but also have to plan, promote, execute, evaluate and then report on the financial leadership event – which is far more expansive than, “I’ll sell you this candy bar for a dollar.” (And therein lays the difference between “financial leadership activity” and “fundraiser.”)

Chapter 3: Creating a Strong Chapter Presence

Introduction

No one will promote a chapter more than the advisor or its members! Through word of mouth, posters, and other promotional materials it's critical that a chapter create and maintain a strong presence in the school. Then, as the chapter starts out and as chapter members participate in various activities, conferences and events, it's important to keep a scrapbook or blog about the chapter's activities. This not only provides a reference of what has successfully (or not so successfully) been done before, but also provides a nice history of the chapter for posterity.

Ideas for Creating a Strong Presence

Here are a few suggestions to help create a strong presence for a CTSO chapter (and remember to include these in the chapter's program of work!):

- Utilize any bulletin board space available in and out of class to call attention to the chapter's meetings, activities and accomplishments.
- Make sure members are recognized for their accomplishments at school assemblies, in newsletters, in-school announcements, school media and websites. Take advantage of all the various communication methods out there – email, social media, regular mail, posters, in-school TV and audio announcements, etc. Make sure the officer team makes frequent and consistent announcements about the CTSO to help remind “forgetful” students about meetings and events. The more that word gets out, the easier it will be to bring members into the program.
- Make and maintain a CTSO-specific website/webpage linked to the school's website. Make sure the information on the site and on any social media platforms is accurate and up to date. Technically, this should be the job of one of the officers on the officer team (with advisor supervision!). Students will find this handy to have when promoting the chapter to the community, administration, and to future members!
- Share this information about the chapter with administrators and district staff, including the Career and Technical Education (CTE) director, the superintendent and school board. If possible, arrange to have the students present at a school board meeting on their activities and accomplishments.
- Have a small group of members give a presentation about the CTSO to the parent/teacher/student organization. This is a great place to highlight competitions and service projects and showcase awards students have earned.
- Have one of the chapter officers send out periodic updates to the school and district administration about the chapter's events and accomplishments.

- Organize or participate in a community service project that involves the entire school, not just the chapter's members. During the event, make sure the CTSO is prominently mentioned. Each national CTSO has a community service partner/project in which chapter members can participate (e.g., American Cancer Society and Relay for Life for TSA, March of Dimes for FBLA, etc.)
- Use school display cases to showcase competitive event entries and/or awards.
- Choose a CTSO day and wear CTSO spirit wear to school. After the state conference is a great time for this – students wear their CTSO gear and sport any medals they have won – it draws a lot of attention – which the students love!
- Display the CTSO logo prominently in the classroom.
- Encourage interaction with other school departments (e.g., helping with community service events or volunteering for events other groups may sponsor). Chapter members should wear CTSO apparel on that day to emphasize the connection to the chapter.
- Invite school and/or district administration to a chapter meeting, Invite them to be chaperones or judges at state or national conferences.
- Take pictures or video footage whenever possible. Have the students create a multimedia presentation or video that can be shown in class or over the school TV system and can be shown at community events such as open houses, back to school night, awards night, etc.
- Partner with other student organizations in the school to produce a short video highlighting the benefits of participation in a career and technical student organization. Arrange to have it shown on Back to School night and/or on the school's TV news or social media outlets.
- Make sure to be available to talk with students about the organization and ensure that chapter members have the opportunity to speak to their experiences as much as possible.
- As the year starts to wind down, make sure to hold an informational meeting for potential members next year to keep the excitement going. The state conference shouldn't be the end of the journey! Remember to invite the State Advisor/Director and state officers!

Chapter 4: Elect and Train Chapter Leaders and Officers

Introduction

As pointed out previously, advisors should establish a student leadership team early on in the process of establishing a CTSO chapter. This team, made up of key student members is the group responsible for leading the rest of the chapter through the activities planned throughout the year.

Officer Team Structure

Keep in mind that each CTSO officer structure is different, but each team is led by a president, and team sizes may vary from 6 to 12 or more! In some cases, you may have students from different levels (high school and postsecondary students, for example) who serve on the officer team. The structure a chapter adopts should reflect that of the state/national association for simplicity. Whatever the structure, it is this officer team that will guide the chapter's activities throughout the year and serve as mentors and role models for younger students. Consult the State Advisor/Director for information on the specific CTSO structure for the officer team.

With the officer team in place and the chapter officially affiliated, the Chapter Advisor and the officer team should meet to discuss initial chapter activities. Among the first items that should be tackled are the creation of a chapter constitution and a set of bylaws. These two documents will serve as guides to formation and operation of a chapter; chapter officers and advisors will refer to these documents repeatedly during the course of a school year – to resolve disputes, to handle business, to elect next year's officers, etc. The creation of these documents should be a top priority. The specifics of constitutions and bylaws and their development will be discussed later in this guide and samples are available through the State Advisor/Director.

In addition to the constitution and bylaws, the officer team, using chapter member input, should begin working on developing a Program of Work as soon as possible. A Program of Work is essentially a calendar of activities that a chapter wants to accomplish over the course of the year. A complete program of work will include activities for professional development (e.g., guest speakers, field trips, etc.), public relations activities, community service projects, social activities (e.g., a pizza party, etc.), and state/national conferences.

Training of the Officer Team

At the core of any CTSO is leadership development, and each organization provides multiple opportunities for students and advisors alike. However, the challenge of developing student leadership potential is probably one of the most difficult ones Chapter Advisors face. And while it may be difficult at first to providing leadership training, Chapter Advisors should keep in mind that ALL students in a CTE program can – and should – benefit from it. The key to implementing leadership development training is the same as that with the competitive events – start small, bite off only that which can be chewed, and do it only when it's a natural fit. If the training is forced, or doesn't fit, the relevance of it may be lost.

Obviously, one way to develop student leaders is to have them serve as chapter, state, or national officers. In these roles, students are provided professional training and develop a high level of self-confidence. However, this sort of opportunity will only directly impact a small number; for the rest of the members of a chapter, the Chapter Advisor is responsible for providing the training.

That doesn't mean the Chapter Advisor does it all alone; they can rely on other Chapter Advisors, faculty members in the building, business and industry professionals, and the state or national officers who are part of their chapter. State and national officers are trained in how to share what they have learned with others, so Chapter Advisors are wise to tap into these resources.

As an advisor, it's wise to train the officer team well; their success will determine the success of a chapter. A poorly trained officer team that fails to accomplish goals will result in an advisor taking on more responsibility than is necessary or will result in the overall failure of the chapter. A well-trained officer team will reflect well on the CTE program, the chapter, and the school as a whole, resulting in greater visibility and recognition for the program.

Above all, remember that powerful, positive, and professional training WILL make a huge impact on a student's life, so it's vital that an advisor make certain the training is not only rigorous, but relevant and fun.

Where to Start?

As with all things, a Chapter Advisor should start planning chapter officer training as early as possible. The first task is to determine where, when, and how long the training will be. Will it be a separate activity outside of school, or will it be an in-class group activity? Considerations of budget, school calendar and the chapter's overall goals and objectives should be considered. As a rule of thumb, it's best to conduct officer training as soon as possible after the election is completed. The school year is short enough to accomplish what needs to be accomplished and any time wasted between being elected and trained cannot be recovered. As described earlier when setting up a leadership team, some schools have their elections/appointments of officers at the end of a school year rather than at the beginning. This allows for training to occur during the summer, meaning the officers are ready to hit the ground running at the start of school in the fall.

Again, advisors need to adjust the training to what works best for them, their chapter and their students, so summer training may not be a viable solution. In the end, it's up to the advisor to determine how much time is spent on training. Of course, the more time spent on training should result in better trained officers. Options for training could range from setting aside 3-5 days of all-day training to holding leadership classes daily within the classroom. When possible, Chapter Advisors are encouraged to look at potential partnerships with other programs or CTSOs within the school to help share resources/expenses.

Whatever the structure a Chapter Advisor decides upon, the training should be flexible and fun. Students will not mind giving up some time if they know they will benefit from the experience and walk away with skills they will use for a lifetime.

The Venue

The location for training doesn't need to be fancy, just functional. The idea is to spend time with the officers and make them feel special and worthy of their elected positions. The important part of choosing a location for the training is to make sure it provides uninterrupted time for the Chapter Advisor and the officers. Besides looking within the school for a venue, consider using a local library or community center, or, better still, connect with a business and industry partner and use their meeting facilities (this would provide opportunities for tours/networking between the officers and the business/industry partner).

The Trainer

If the training is happening in the classroom, the advisor will probably handle the bulk of the training, but that doesn't mean they can't call in reinforcements! Tapping other Chapter Advisors, the State Advisor/Director, the state officer team advisor, the state officers themselves, or business and industry partners is a wise move. All of those individuals and teams can address a variety of topics from resume writing to public speaking and everything in between. The key is to arrange for specific speakers to address areas of need (for example, have the state officers come in to teach the chapter officers how to develop a program of work or have business and industry professionals come in and instruct the students on how to give a professional presentation).

The Training

Don't forget to take advantage of state and national training workshops. Each CTSO in Colorado offers a Fall Leadership Conference. Here students gain knowledge in how and when to be a leader at the local and state level, as well as gain insight into the organization overall. Advisors also benefit from participation in the Fall Leadership Conference – there is usually professional development for them as well!

For ease and organization, the topics covered in leadership training should be centered on a basic theme and should involve presentations that present information in a variety of modes – from lectures with visuals, to discussions, to skits, to small-group presentations. The training should include activities so your sessions are interactive since many students learn best by doing.

At this point, it's easy to see how leadership lessons fit within a curriculum. How many times have students given presentations in class? What student couldn't benefit from learning how to develop a resume? Advisors should be creative and personalize lectures and presentations to fit their own style and needs.

However, it is important to ensure that the officers, specifically, have training geared just for them. Activities and assignments the chapter officers will be asked to perform during the year should be taken into account and the training tailored to meet those needs.

Among the things the officers should know are:

- The CTSO – As an organization
- Basic officer duties
- Opening/closing ceremonies/parliamentary procedure
- Goal setting
- CTSO Professional Image (image and appearance)
- Communication skills (listening, writing, public speaking)
- Team building

Basic Officer Duties

Each CTSO has an established structure for officers and Chapter Advisors would do well to adopt the same structure as the state and national office – if not for simplicity, then for the advisor’s sanity! While a chapter’s officers may have individual titles, they truly function as a single unit to help guide a chapter. That said, each officer still has specific duties to fulfill. But what does each officer do? What is their purpose? Typically, each officer’s duties are spelled out in a chapter’s constitution and bylaws. Consult the State Advisor/Director for specifics on officer positions and details of what each officer’s role is.

Once an officer team has been established, the officer training is a good time for a Chapter Advisor to establish expectations for the team, including not only what is expected of them as officers but also what is expected of them as professional individuals. After all, they will be setting an example for chapter members and their actions will definitely speak louder than words. It is recommended that a chapter develop a code of conduct for the officer team along with a set of consequences should that code be violated.

Below are some generic roles and responsibilities of chapter officers. Please contact the CTSO state advisor/director for specific roles and responsibilities of chapter officers.

Opening/Closing Ceremonies / Parliamentary Procedure

Each CTSO has its own opening and closing ceremony and local chapter officers should be knowledgeable of the ceremony and should practice it as part of their own chapter meetings. These ceremonies are usually governed by a set of rules called Parliamentary Procedure. These rules, outlined in a book called Robert’s Rules of Order, indicate how a meeting should be run, how the organization deals with pieces of business (like reports, minutes, and changes to the constitution and bylaws, etc.). It is recommended that Chapter Advisors obtain a copy of Robert’s Rules, Newly Revised, for reference. Through the use of parliamentary procedure, officers continue to develop their leadership qualities, practice democracy and learn to grow into responsible citizens with professional attitudes and training.

Professional Image / Appearance

One of the most important lessons CTSO officers must learn is that of presenting a powerful, positive, professional image. By accepting a role as an officer, a student has committed themselves to be professional at all times. Leaders, regardless of the level at which they operate – whether at the local, state, national level, or in the world of work – are constantly in the spotlight. They are watched and judged by their actions, which means people are forming opinions about not only them, but also the organization they represent. Because there is no second chance to make that first impression, officers need to understand that leaders are expected to present a positive image both now and later in life.

As leaders, students should make an effort to meet and greet people wherever they go. Good leaders do not disappear into the shadows of a room but rather are outgoing and confident. They take the initiative, introduce themselves and genuinely care about those around them. Their handshakes are firm and exude confidence. Along with learning to develop a strong, confident demeanor comes the development of a neat and tidy appearance which shows self-respect, makes an individual seem more interesting, poised and sociable and helps earn the respect of others. A well-kept appearance of an officer will reflect well on a chapter, the school, and the overall organization. Lessons on professional image and appearance as well as how to interact in business and professional settings, should be part of any officer training. Each CTSO should have a resource bank of lessons to help Chapter Advisors in this area.

Setting Goals

Setting goals is critical to the success of both the chapter and the officer team. Through the setting of team and personal goals, officers can determine where they are, where they want to be, how they will get there and how to evaluate their achievements along the way.

The process of goal setting will help chapter officers organize their time, an invaluable skill for any student balancing curricular activities with work and life outside school. Students should create a set of specific, measurable, attainable, realistic and timely (S.M.A.R.T.) goals. Their goals should be SPECIFIC since a specific goal has a much greater chance of being accomplished than a vaguely expressed one. To set a specific goal, the student must ask:

- Who is involved?
- What is to be accomplished?
- Where does this need to be done (school, state, nationals)?
- When does this need to be done?
- What requirements and constraints are there? What limits are there?
- Why does this need to be done? What are the specific reasons, purpose or benefits to achieving the goal?

The goals must be **MEASUREABLE**. Concrete criteria for measuring progress must be set; after all, how will one know when they've achieved the goal if they don't know how to measure it? Goals should have specific benchmarks or timelines established, such as: "How much?" or "How many?" Students must ask themselves, "How will I know when this goal has been accomplished?"

Their goals should be **ACHIEVABLE**. Leaders have a tendency to dream big, but they also must avoid setting unrealistically high goals. When a goal is out of reach, motivation may dwindle. On the other hand, when goals are too easily attained, interest in achieving more may be lost. Setting realistic goals will challenge students to do their best and improve their skills.

The goals should be **REALISTIC**. To be realistic, a goal must represent an objective toward which the student is both **WILLING** and **ABLE** to work. A goal can be set high **AND** be realistic, but every goal should represent substantial progress.

The goals should be **TIMELY**. A goal should be grounded within a specific time frame. With no time frame attached to it, a goal has no sense of urgency or importance. Being timely also aids in the measurement piece – was the goal achieved on time or ahead of schedule?

Communication Skills

Officers, whether at the local, state, or national level will be called up on to make contact with school officials, district officials, business and industry leaders and community members. It is crucial that their communication skills are at their best as those people with whom they come into contact will judge them on the quality of their writing, speaking and, more importantly, listening skills.

Writing Skills

Correspondence from any CTSO student should be as close to perfect as possible. As teachers, advisors should be providing instruction, either through the CTE classroom or with help from other content area teachers, on how to effectively and efficiently communicate through the written word. Students should be given multiple opportunities to practice their writing skills – not just as part of the creation of technical documentation, but through letters and other correspondence with individuals and groups outside the school who may be stakeholder in the success of the chapter. Chapter leadership training should include at least some instruction on letter writing. Additionally, since the majority of communication is now handled electronically, it would serve the students well if they received training on email and social media etiquette. It doesn't reflect well on a chapter when a business partner receives an email written in all caps (that's the equivalent of **SHOUTING**) or is filled with texting shorthand (e.g., BRB, or L8R).

Public Speaking

In addition to communicating with individuals via the written word, CTSO members will often have the opportunity to speak in front of groups of people – whether that be other students, parents, teachers, business and industry, or in the case of state officers – an entire state delegation. Advisors should be keenly aware that their chapter's members are the best spokespeople for a chapter or CTE program. They have the ability to be a strong influence on potential members or chapter sponsors. As representatives to the community, the students have the ability to build bridges to business and industry, so it is imperative that their speaking skills are strong and are practiced as often as possible.

Public speaking activities can instantly and easily be integrated into just about every classroom, regardless of content. Giving students the opportunity to present to their peers on a wide range of topics will help build confidence in speaking to groups. The more they speak, the better they will become. There are a number of techniques to help students prepare to speak. Among them are:

- Don't let them use notes. Good speakers speak from the heart not from the index card. Each time a talk/presentation is given, it may be slightly different than the time before, and that's OK. Eventually, the students will internalize the message of the speech and be able to deliver it with passion rather than recite it from rote memory.
- Remove the podium. Students should get a feel for being close to their audience and they need to become acclimated to not hiding behind the podium. Most good speakers, when giving a motivational or informative talk, don't use podiums.
- During training, point out the good things the speaker while they are speaking; draw the audience's attention to it as it is happening. For example, mention someone's good use of eye contact, facial expressions or gestures. Their peers will pick up on what to do during their own presentations. In addition, it assists new speakers overcome dealing with distractions and noise while they are presenting.
- Provide immediate feedback as soon as the speaker is finished. Keep it positive, but provide constructive criticism for areas of improvement.

Here are some more general public speaking strategies officers should learn.

- Know the audience. Prior to a presentation, officers should learn what they can about the audience – are they speaking to fellow members, potential members, community leaders, business and industry representatives, or school officials? Speaking to a group of teenagers will be different than speaking to business leaders. They should learn who else will be speaking and how many people will be there. They should know what the occasion is and what the audience expects to hear – are they there to be motivated, learn about the organization, or be persuaded to join?
- Choose the topic and organize thoughts. Once the audience and purpose have been identified, students practically have the topic of their presentation. Now's when they have to:
 - ▷ Make sure the topic and objective are clear. The speaker needs to be excited about the topic and be able to present interesting information.
 - ▷ Do the research necessary. If facts and figures are needed, students should look up the information to ensure its accuracy.
 - ▷ Develop an outline. Students should not write out their speeches word for word and they shouldn't be concerned about using complete sentences – what's the main idea? What evidence is there to support each point? Develop an effective opening through the use of humor, an anecdote, pertinent story or even a declaration about the subject. In the body of the body of the presentation the speaker would expand on the opening, creating pictures and images as examples and stories are provided to support specific points. The conclusion would then summarize the speech, reviewing key points. It should end by challenging the audience to action or providing them food for thought such as another anecdote or inspirational quote.

Basic pointers for speakers:

- Borrow/share ideas. Use stories or ideas that fit logically into the speech.
- Create a personal message. Make sure the speech comes from the heart not the index card; otherwise, it will sound rehearsed and fake.
- Use the first person: “I” or “me” and address the audience as “you.” This will help make the speech more conversational.
- Use appropriate body language. Body language is necessary and can add to your talk, but too much of it, or the over doing it, will greatly distract from your talk.
- Make eye contact with the audience. This makes them feel more involved.
- Smile and use a confidence stance. This will help draw the audience in.
- Avoid bizarre or loud clothing and jewelry. Wearing inappropriate clothing can detract from a presentation. People will focus and remember that instead of what is said.
- Use humor. Make sure the humor is relevant to the message and is not offensive or embarrassing.
- Speak clearly, loudly and enunciate. Speak loud enough for everyone to hear, but don’t shout. Punch out proper nouns. Say them with more force and don’t mumble.
- Don’t talk in a monotone. Use excitement in voice inflection and change the rate of speech to emphasize ideas.
- Use visual aids or props. Visual aids and props are effective when used properly. Make sure they are appropriate to the speech and can be seen by everyone. Visual aids should be simple and refer to important parts of your speech.
- Use quotes or statistics to support the ideas/theme. If using quotes or statistics, make sure sources are cited and are pertinent.
- Practice, practice, practice! Practice often, out loud and in front of others or a mirror. Through the practice, speakers will often find areas for improvement.

Listening Skills

One of the most important areas of communication is that of listening, and one that should be emphasized during training. This skill is equally important as public speaking – sometimes more so. Make sure officers understand that listening takes a lot of effort and energy but good listeners can pick up on information and facts where others do not.

A simple way to improve listening habits is to set listening objectives. Here are some suggestions:

- Look directly at the talker while he/she is speaking. Try making eye contact as much as possible.
- Ask questions to clarify.
- Show concern to talker by asking questions about the topic.
- Repeat out loud some of the points made by the talker. (This will also help with memory retention.)
- Don't rush the talker.
- Stay poised and emotionally controlled.
- Pay close attention.
- Don't interrupt.
- Stay on the subject until the speaker is finished.

Team Building

A team is a group of people pooling its knowledge, skills, and talents to attain a common goal or shared purpose. Successful teams develop through a series of stages: forming, storming, norming and performing.

- **Forming:** During the forming stage of team development, members are gaining acceptance from each another and there is little or no sense of how the team will work together.
- **Storming:** In the second stage, members are more open and more involved with each other. It is here where most of the conflict among members will occur. It is also when trust between team members is built.
- **Norming:** During this stage, members of the team are become more comfortable with themselves and the other members of the team.
- **Performing:** It is this last stage where a team accomplishes most of its work.

Even though each officer may perform a specific role in a chapter, the officers must function as a cohesive team to be effective, so it is important that throughout officer training that team concepts are reinforced.

Other ways to build team spirit are to have officers be supportive of each other (by cheering or clapping for each other every time they give a talk or presentation). Time should be allowed for the officers to get to know each other, not just as officers on a team, but as people; there should be some “down time” where the officers can interact outside of the chapter environment – through an activity like hiking or biking, or just even talking or playing games. If time and budget allow, activities such as ropes courses or rafting/canoeing trips are excellent (and fun) team building exercises. They involve a lot of planning, problem solving and team work and will help bond the officers.

Training is Over, Now What?

It is critical to reinforce to officers that if they do not constantly practice all they have just learned, their skill level will decrease. Encourage them to seek opportunities to use their new skills – skills which will aid them far beyond their participation in the CTSO. The skills they have learned about and started to develop are PoWeR-ful (PWR) standards – they are the Postsecondary Workforce Readiness standards that business and industry are looking for in future employees.

The duty of the Chapter Advisor is to seek out opportunities for officers to practice their skills in real-world settings. All the training in the world isn't as good as the actual doing and officers will really hone their skills and become better at their tasks only if they are used to their potential.

Here are some ideas:

- Let the officer team conduct presentations to the student body or individual classes on the value of the organization or career and technical education.
- Let the officer team conduct presentations to elementary school or middle school students on the value of the organization and how they can become involved.
- Have the officer team give presentations to local community, business or civic groups.
- Have the officers practice their skills during regular chapter meetings, or even during class time.

Chapter 5: Plan and Conduct Chapter Meetings

Introduction

At the chapter level, meetings are the corner stone of effective communication among chapter members, advisors, and school administration.

Chapter meetings can take on many forms from informal to very formal where Robert's Rules of Order are strictly followed. In this section, Chapter Advisors are given a sample of what a meeting might look like. Chapters are encouraged to modify the samples provided here to fit the chapter's structure and goals as well as those of the state and national associations.

When to Hold a Meeting

Chapters don't need to hold meetings all the time; it's easy to get bogged down in a meeting and occasionally items are discussed and debated and then tabled – meaning nothing is decided. However, it is important that the group meet to discuss the business of a chapter – to talk about the chapter's Program of Work, etc. A chapter can meet once a week or once a month – it's really up to the chapter and how the chapter is structured at the school (e.g., is it an in-class meeting, or is it after school?)

Who's In Charge?

Keeping in mind that the CTSO is a student-led organization, the people in charge of the meeting should be the chapter officer team. Granted, the first meeting would probably be led primarily by the Chapter Advisor to establish ground rules and guidelines for future meetings. After that, though, the meeting should be directed by the chapter president and their officer team.

The Meeting Agenda

Meeting agendas are usually created by the President. The purpose of an agenda is to communicate the goal of the meeting to attendees and serve as a guide to keep the meeting on track and on schedule.

Preparing the Agenda

To be specific, an agenda is a specific list of items to be addressed at a meeting. A draft of the agenda should be prepared several days prior to the actual meeting so that advance copies may be distributed to those expected to attend. Details can be added to flesh out the agenda, but it should follow the order of business for a meeting:

1. Call to Order
2. Roll Call
3. Previous minutes read and approved
4. Treasurer's Report
5. Committee/Officer Reports
6. Unfinished Business
7. New Business
8. Announcements
9. Adjourn

Writing the Minutes

Minutes of a meeting are an official written record of all that occurs at the meeting. They are an essential part of the meeting and are required as part of a chapter's record. The duty of recording the minutes falls to the officer functioning as the Secretary (which is why there can be no official meeting without a president/chair and the secretary). According to Roberts Rules for Dummies, minutes "can be dry and boring. In fact, it's probably a good sign if they are! Most importantly, they need to be informative and easy to navigate for whatever the reader needs to know six months from now."

The minutes serve a vital purpose. If a question is raised about what was said or done, the minutes should be detailed and accurate so as to recount critical details. That's not to say that they should be wordy. On the contrary, minutes should be written in simple language in a clear and understandable format, but they must be precise in the information they provide.

For more specific information on running a meeting, including order of business, please consult Roberts Rules of Order, or contact the state advisor/director for details on how a specific CTSO handles business meetings.

Chapter 6: Developing a Program of Work and Chapter Calendar

Introduction

Simply stated, the Program of Work is a calendar of activities a chapter wishes to accomplish during the course of the school year. The activities should be a reflection of the goals of both the chapter and the individual students.

Ideally, a chapter's Program of Work should be developed by the students – after all, a chapter is a career and technical student organization and as such should be student-led. The advisor's job is to assist and guide the students in selecting activities that are rigorous, relevant and meaningful to them as members, to the chapter, to the school, and the community. The activities should be ones that allow student to develop as leaders by building skills in communication, organization, planning, and evaluation.

Developing a Program of Work also helps create a positive learning environment by establishing a well-defined sense of purpose within a classroom or CTE program. Through the Program of Work, students learn how to accept responsibility, work as a team, manage multiple tasks (budgeting, promotion, etc.), and how to deal with successes and failures.

Developing a Program of Work

Every Career and Technical Student Organization has a broad national Program of Work established by the individual national offices. Programs of Work will vary from organization to organization – and even from chapter to chapter – but as a general rule, the basic elements of a balanced program of work are:

- **Professional Development** – Career and Technical Student Organizations (CTSOs) are designed to help prepare students to assume positive leadership positions in their school, community, and, eventually, in the workplace. In order to fulfill that mission, students need a strong combination of technical skill and postsecondary workforce readiness skills (e.g., the abilities to think critically, problem solve, work with a team, etc.).
- **Employment** – While activities in the area of professional development serve to develop and enhance students' postsecondary workforce readiness skills, the opportunities to also finely tune the technical skill cannot be overlooked. Through the employment activities, students can gain a greater understanding of high quality job practices and attitudes, while at the same time gaining more opportunities for employer contact and eventual employment. At the chapter level, employment opportunities may include job shadowing experiences or internships/externships. This particular area may look different if a chapter is a middle school; but advisors should encourage students take advantage of opportunities to explore the "world of work" as much as possible.

- **Community Service** – At the national level, every CTSO has a community service partner or charity with whom they work. At the local level, chapters can forge bonds with community programs where chapter members can work to develop a lifetime commitment to community service while making an immediate impact on the lives of others.
- **Public Relations** – Chapters should promote the work of its members as well as highlight the professional, powerful and positive contribution career and technical education students do to improve their community, state, nation and world.
- **Social Activities** – Of course, part of any student organization is to have fun and increase social interaction – not just within a school, but throughout the community. Activities that address this social aspect of students are essential to maintaining a healthy chapter.
- **Local/District/Regional/State/National Conferences** – The various conferences offered by the various student organizations provide students the opportunity to demonstrate their skills and be recognized for them through competitive activities in occupational areas and leadership. They also provide opportunities for students to make valuable contacts for future employment with business and industry professionals who serve on technical committees, as judges, or even mentors. When developing a complete program of work, attendance at these functions should be considered, and encouraged and planned for (especially when it comes to including them in the chapter's budget).
- **Financial Leadership** – Most programs of work will include activities that have a cost associated with them – whether in fees, supplies, or time – and students need to be made aware of the expenditures that need to be made to achieve their goals. Students should, with the guidance of the advisor, should develop plans to obtain the required funding. Far more than simple fundraising (which is usually accomplished through the sales of various products), Financial Leadership is the development of students' abilities to plan, promote, manage, budget and account for the costs/income for an event or activity.

Keep in mind that while a CTSO chapter should be student-led, it is not student-run. As an extension of the classroom, the chapter is a place for students to experiment and explore...and make mistakes. It's a learning environment the advisor must manage and facilitate. It is the job of the advisor to handle those tasks the students are not equipped for – the signing of checks, the arrangement of transportation and hotel reservations, and the management of school district paperwork, just to name a few.

The Program of Work, however, is one area where students CAN and SHOULD assert themselves and demonstrate their leadership capabilities. With guidance and advice from the Chapter Advisor, the students should determine the goals and interests of both the chapter as well as their own individual goals.

Once goals have been established, chapter members should determine how those goals can be achieved within the framework of the Program of Work. A well-balanced program of work will include at least one activity in each of the areas listed above. Of course, as a chapter develops, more activities may be added to each area, but their cost in both time and money should be factored in. Some ideas for activities for a chapter's program of work are provided below, but students should be encouraged to develop their own, unique ideas. No two chapters, schools or communities are alike, and neither should one chapter's Program of Work look identical to another. Students who are allowed to develop their own plan of work take ownership and responsibility for ensuring their goals are met.

In developing a Program of Work, there are many factors to consider, such as the environment in which the chapter resides: Is it in a large metropolitan area, suburban town, or a rural area? Is the area populated with small, family-owned businesses or is it dominated by heavy industry? Is the community a fairly new one, or is it an established area where the same families have lived for generations? The answers to those questions will impact the choices students make. As an advisor, remind the students of the importance of making the activities relevant and meaningful; recommend that they utilize the skills and abilities they have learned and developed through their CTE program in the activities they choose. They will truly appreciate their experience in the classroom if they can see the relevance of the instruction to the application in a real world environment.

Advisors should let the students (or themselves) become overwhelmed with the task or the possibilities that arise in the development of a program of work. As with the integration of CTSO activities in the classroom, everyone needs to remember to not bite off more than can be chewed. Without squelching the enthusiasm of the students, it's the advisor's job to remind the students that while having lofty goals is admirable, a simple successful project will be more rewarding than a complex one that ends in failure.

Establishing a Calendar

When developing a balanced Program of Work, a chapter should also consider as many school and community calendars as possible to avoid potential conflicts. Chapters should think about school-sponsored events, athletics, holidays and vacations and special school functions. Chapter members should reach out to community groups like the school board, city council and local chambers of commerce and become familiar with their calendars. By considering other groups and activities, a chapter can avoid potential conflicts while establishing and building mutually beneficial relationships with business, industry and community leaders.

Here are some questions a chapter should consider in developing activities for a program of work:

- Will school/district administration approve of the activity?
- How much will the activity cost?
- Are there sufficient funds available to cover expenses? If not, where will the funds come from?
- What materials are needed? Does the chapter have access to them?
- Will the chapter need assistance from the school or community?
- Is the activity properly publicized?
- Do ALL chapter members have a part to play in the activity?
- What happens if there is inclement weather?

Once an activity has been completed, it's important that the chapter debrief and evaluate. Questions to consider:

- Was the activity completed within budget?
- Was the school/community responsive? What was their feedback?
- Did the project conflict with other events?
- Based on original expectations, was the activity a success? If not, why not?

It's a good idea to keep a written record of ideas, opinions and after-thoughts so future chapter members will have a database upon which to draw when planning future events and activities. When recording the information, make sure the students are frank and honest; record what went wrong (e.g., not enough time, money, materials, people, publicity, etc.) as well as what went right. Be sure the chapter members include names and contact information for future use. And...be sure to have the chapter acknowledge and thank those individuals and companies who contributed to the activity or event. A little positive public relations can go a long way in building long, lasting relationships.

IDEAS FOR PROFESSIONAL DEVELOPMENT ACTIVITIES

- Attending regular chapter meetings
- Inviting guest speakers (especially from industry)
- Working with industry advisory committee members
- Going on field trips to industry or to job sites relating to training
- Developing chapter handbook
- Properly equipping meeting room
- Following up with former members
- Attending chapter workshops
- Using official ceremonies
- Studying parliamentary procedure
- Holding open forums
- Visiting other chapters
- Holding debates
- Creating an occupational library

- Attending state leadership conference
- Attending national conference
- Holding a career exploration forum/day
- Creating educational exhibits
- Visiting the state legislature
- Attending a leadership training seminar

IDEAS FOR COMMUNITY SERVICE ACTIVITIES

- Participating in the national or state community service project
- Running a clean-up, paint, fix-up project
- Assisting a needy family project
- Running a “good citizenship” project
- Holding a “get out the vote” drive
- Sponsoring a community fund drive
- Holding a telethon
- Ushering at various events
- Assisting other school groups with activities
- Improving the school or campus facilities

IDEAS FOR PUBLIC RELATIONS ACTIVITIES

- Using Social Media to promote chapter activities
- Writing news articles for media outlets
- Reaching out to local television and radio stations
- Creating a chapter newsletter/webpage/blog
- Hosting an employer banquet
- Honoring faculty
- Conducting a chapter membership drive
- Hosting a school-wide assembly program
- Appearing on radio and TV programs

IDEAS FOR EMPLOYMENT ACTIVITIES

- Holding training sessions on employment skills
- Inviting industry speakers to discuss job-related skills
- Visiting job sites
- Participating in state/national conference
- Visiting career fairs

IDEAS FOR SOCIAL ACTIVITIES

- Hosting a parents' banquet
- Holding a picnic
- Holding a dance
- Holding a hay ride
- Organizing athletic activities
- Hosting a skating party
- Conducting a scavenger hunt
- Sponsoring a talent night
- Organizing a faculty party
- Hosting a cookout
- Entertaining future members

IDEAS FOR FINANCIAL LEADERSHIP ACTIVITIES

- Sponsoring concession stands
- Selling greeting cards
- Conducting rummage sales
- Operating a booth at carnival
- Selling school supplies
- Sponsoring a dance
- Raffling cakes, turkeys, etc.
- Operating a secondhand book store
- Collecting chapter dues
- Running a homecoming flower sale

SAMPLE CALENDAR FOR A PROGRAM OF WORK

NOTE: Chapter Advisors and student members should pay close attention to the state and national CTSO calendars. While this is a generic, suggested calendar for a Program of Work, chapters should adapt it to fit with their own deadlines, due dates, and conference dates. Please note that while state and national conferences should be included in the chapter's Program of Work, they are not included in the sample below since the CTSOs each have their conference at a different time of the year.

September

- Organize a Membership Campaign/Collect dues
- Establish student leadership structure
- Introduce CTSO competitive events
- Attend the Fall Leadership Conference
- Schedule a State Advisor/Director/state officer visit

October

- Hold a chapter meeting
- Develop a Program of Work and Calendar of Activities
- Discuss the CTSO and various opportunities, including conferences, in class
- Training for chapter officers
- Conduct a Financial Leadership activity
- Make plans/arrangements to attend the state conference
- Continue to work on preparing for competitive events

November

- Hold a chapter meeting
- Conduct a professional development/employment activity
- Continue to work on preparing for competitive events

December

- Hold a chapter meeting
- Conduct a community service project
- Conduct a social activity
- Continue to work on preparing for competitive events

January

- Hold a chapter meeting
- Conduct a professional development activity
- Continue to work on preparing for competitive events

February

- Hold a chapter meeting
- Coordinate public relations activities
- Hold a social activity

March

- Hold a chapter meeting
- Coordinate public relations activities
- Conduct a professional development/employment activity

April

- Hold a chapter meeting
- Coordinate public relations activities
- Participate in a community service project
- Continue preparing for national conference attendance

May

- Hold a chapter meeting
- Coordinate public relations activities
- Continue preparing for national conference attendance
- Conduct a social activity/banquet
- Conduct a membership recruitment drive for next year
- Schedule a State Advisor/Director/state officer visit
- Evaluate the chapter and the overall program including the Program of Work

Chapter 7: Resources

There is a wealth of resources available that chapters may utilize, including templates, documents, presentations and more. Chief among the resources would be the state and national websites for the individual CTSOs, as well as the state advisor/director who can help identify and locate specific resources. Below are the contact information and website addresses for Colorado's CTSOs.

DECA:

Everett Vaughan
Email: everett.vaughan@cccs.edu
Phone: (303) 595-1576
State Website: www.deca.cccs.edu
National Website: www.deca.org

HOSA:

Lauren Wojcik
Email: lauren.wojcik@cccs.edu
Phone: (720) 858-2376
State Website: www.hosa.cccs.edu
National Website: www.hosa.org

FBLA:

Jennifer Girvin
Email: jennifer.girvin@cccs.edu
Phone: 303.595.1583
State: www.fbla-pbl.cccs.edu
National: www.fbla-pbl.org

SkillsUSA:

Julie Wright
Email: julie.rife@cccs.edu
Phone: (720) 418-9311
State Website: www.skillsusa.cccs.edu
National Website: www.skillsusa.org

FCCLA:

Robert Van Dyke
Email: robert.vandyke@cccs.edu
Phone: 303-595-1581
State Website: www.fccla.cccs.edu
National Website: www.fcclainc.org

TSA:

Tony Raymond
Email: tony.raymond@cccs.edu
Phone: 720-858-2794
State Website: www.cotsa.cccs.edu
National Website: www.tsaweb.org

FFA:

Kenton Ochsner
Email: kenton.ochsner@cccs.edu
Phone: (303) 595-1562
State Website: www.ffa.cccs.edu
National Website: www.ffa.org

Notes:

