



CHAPTER SUCCESS GUIDE

This guide is designed to provide both the brand new chapter adviser and the experienced veteran adviser with a framework to understand, establish, develop, maintain and grow a local TSA chapter.



OKLAHOMA
CareerTech

STEM

Science, Technology, Engineering and Mathematics

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Chapter 1: Understanding CTSOs

Career and Technology Student Organizations

Ensuring students are ready for college and careers 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; technological literacy; growth and development in leadership skills; and the ability to apply these skills in authentic career situations. The competitive events provide the students with practical, hands-on experiences.

The foundations for strengthening career readiness are already in place through career and technology education, 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 technology student organizations.

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 advisers. 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, helps students identify their interests and encourages them to pursue further education while equipping them with job-related skills in their career fields 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 technology 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 skills 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 Oklahoma that are linked to career clusters:

- BPA (Business and Information Technology).
- DECA (Marketing).
- FCCLA (Family and Consumer Sciences).
- FFA (Agriculture and Natural Resources).
- HOSA (Health Science and Public Safety).
- SkillsUSA (Skilled Trades and Technical Sciences).
- TSA (Science, Technology, Engineering and Mathematics).

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 and classroom activities, as well as a slew of competitive events in which students can demonstrate their skills and knowledge.

Each CTSO chapter should have a student leadership team or officer team. 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 adviser/director who is aided by an executive or advisory committee or board composed 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 at the business meeting every year at State Leadership Conference.

The Organization – Chapter Level

Chapters are the local organizations at the school level. As stated previously, each CTSO (BPA, DECA, 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 adviser who functions as a facilitator/mentor/guide for the students. The chapter should be led primarily by the students and only guided by the adviser; it is the adviser's role to handle those items students cannot, such as signing 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 but 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 that are specific to each chapter.

Chapter 2: About TSA

Who We Are

The Technology Student Association is the national organization for science, technology, engineering and mathematics students. TSA was originally established in 1978 as the American Industrial Arts Students Association and changed its name in 1988.

National Membership

Since 1978, TSA has grown to more than 300,000 high school and middle school students with more than 2,000 chapters in 48 states.

Oklahoma Membership

Oklahoma has more than 41,000 middle and high school students in sixth through 12th grades who are enrolled in STEM classes in approximately 250 school systems.

What Does STEM Provide Students?

Students enrolled in science, technology, engineering and math classes have the opportunity to participate in daily, hands-on experiences, explore career opportunities and identify the educational avenues to pursue their interests.

Benefits of Being a TSA Member

TSA membership provides STEM students the opportunity to explore a wide variety of STEM career interest areas. Participation in TSA competitions allows members to apply technology and engineering skills in challenging and innovative ways.

- Student Leadership – Students elect local chapter officers to establish chapter priorities and activities.
- Contact with business – Competitive events and classroom speakers provide students with a connection to the world of business and industry.
- Competition – Students can compete on local, state and national levels.

MISSION STATEMENT:

The Technology Student Association enhances personal development, leadership and career opportunities in science, technology, engineering and math, whereby members apply and integrate these concepts through intracurricular activities/projects, competitions and related programs.

VISION STATEMENT:

TSA is accelerating student achievement and supporting teachers by providing engaging opportunities to Develop STEM skills.

MOTTO:

Learning to Lead in a Technical World

CREED:

I believe that Technology Education holds an important place in my life in the technical world. I believe there is a need for the development of good attitudes concerning work, tools, materials, experimentation, and processes of industry.

Guided by my teachers, artisans from industry, and my own initiative, I will strive to do my best in making my school, community, state, and nation better places in which to live.

I will accept the responsibilities that are mine. I will accept the theories that are supported by proper evidence. I will explore on my own for safer, more effective methods of working and living.

I will strive to develop a cooperative attitude and will exercise tact and respect for other individuals. Through the work of my hands and mind, I will express my ideas to the best of my ability.

I will make it my goal to do better each day the task before me, and to be steadfast in my belief in my God, and my fellow Americans.

Chapter 3: Establishing a New Chapter/Integration in the Classroom

Introduction

Building a successful TSA chapter doesn't happen by accident. The strength and vitality of a chapter happens because the adviser 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 adviser (or potential chapter adviser) and the school administration have determined they want to start a TSA chapter, the first thing is to contact the state adviser. The state adviser's job is to help guide chapter advisers in making sure each chapter starts off on the right foot. Initially, it's best to schedule a meeting for the state adviser to visit the school to meet with the teachers and administrators who will be involved with the program. The state adviser can answer any questions they may have about how TSA works and how it would fit into the existing school culture and curricula. The state adviser also has a wealth of resources to share to help successfully launch a chapter.

After the initial meeting with the state adviser, 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.

For the informational meeting, anyone who is interested should be invited. Students who have expressed interest in TSA 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 stakeholders. This initial meeting is a good time for the state adviser 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, serve snacks at this meeting.

TSA Chapter Affiliation

TSA does require affiliation with the national office to be considered an official chapter. In general, affiliation with TSA is fairly simple, and 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).

Collected dues affiliate students with the national and state associations, and advisers should consider adding a chapter dues fee to help fund chapter activities.

TSA offers three curriculum-integrated membership programs. Chapters choose the program that works best for them.

Red Chapter Affiliation Program (Red CAP)

A chapter affiliates up to 10 members by paying a flat fee (additional members may be added during the year for a fee). The membership fee for Red CAP is \$120 at the national level, plus state dues (\$30 per student).

White Chapter Affiliation Program (White CAP)

A chapter affiliates 11 or more members by paying a per member fee for state and national dues. The membership for White CAP is \$12 per member at the national level, plus state dues (\$30 per student).

Blue Chapter Affiliation Program (Blue CAP)

A chapter affiliates an unlimited number of members in a school for a flat fee. This option is popular among chapters where students rotate through a STEM class for a portion of the year to enable all students to be members. The membership fee for Blue CAP is \$400 at the national level, plus state dues (a flat fee of \$400).

Advisers may use 412 incentive money for this affiliation program.

Chapter Structure

A key point to remember is that TSA is a **student-led organization; it is not student-run**. The chapter adviser needs to establish some form of student leadership structure or team, yet still maintain overall control of the organization (i.e., signing checks, making bus and hotel reservations, handling affiliation, etc.). The student leadership, with the guidance of the adviser, 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 simplicity. Consult the state adviser/director for specific details on a chapter's leadership structure and titles.

Together with the chapter adviser, 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 necessary to support and achieve the chapter's objectives. The plan they develop is called a program of work; it will be detailed later in this guide.

Chapter Bylaws

The chapter is now affiliated. Now what? The first thing the officers and the adviser will need to do is draft a set of bylaws for the chapter. This document will govern how the chapter handles issues that may arise (e.g., how to fill a vacant officer position) and how the chapter conducts regular business. A bylaws template is available from the TSA state adviser. Once the document has been drafted with the students, it must be voted on, or ratified, by the student membership. It may take several attempts to get final bylaws drafted and ratified, but it will be worth it in the end. Once the document is ratified, the document should not just be created and placed in a binder or slipped into a file folder and forgotten; it is a living document that is designed to help manage and guide the chapter. The bylaws should be revisited (and revised if necessary) – at least every three years to ensure that they are up to date.

Establishing the Chapter

Advisers must view the TSA chapter as an extension of the classroom – a leadership lab where students can learn, develop and practice their leadership and professional skills. TSA has a wealth of leadership lessons for teachers to incorporate into their existing curriculum – that’s why the term “intracurricular” is used to describe TSA. TSA is designed to be implemented as an integrated part of the curriculum. The 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 advisers get hung up on how to integrate TSA into the curriculum, but in reality, most probably already have elements of it in place. Keep in mind that having a TSA chapter is not about participating solely in competitive events and completing projects; the purpose of TSA 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 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 adviser has already been integrating TSA activities.

To get started, advisers should examine the TSA 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). Advisers/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, advisers 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 comes with a rubric.

However, when first consciously implementing TSA activities in the classroom, advisers 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 TSA activities, advisers are cautioned to start small. When you are 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 TSA activities:

- Use brain-starters or bell-ringers that use information specific to TSA. For example, use questions from the TSA Technology Bowl competitive event. Put sample questions on the board/screen as the starter activity. Or use the TSA leadership curriculum and have a discussion question that gets them thinking about leadership and 21st century skills.
- Put up posters, calendars, banners, trophies, awards, etc., about the organization. These sorts of visual stimuli help reinforce the importance and value of TSA. 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), students will get excited and want to learn more and be more engaged.
- When you ask 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 chapter's activities, including participation in conferences, meetings and workshops.
- Use the leadership activities available through National TSA 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 tie directly back to TSA competitive events.

Role of the Adviser

While the success of a TSA chapter rests on many factors, the crucial factor is the chapter adviser. If the responsibilities of the adviser are well understood, worked at and most of all enjoyed, the success of the chapter is almost guaranteed, and the adviser enjoys a great return on his/her personal investment.

Organizations move forward with the guidance of a dynamic and dedicated leader, and a TSA chapter is no exception. An effective adviser develops the skills of good planning, organization and leadership. Students respond in kind to the adviser's display of integrity, perseverance and initiative in professional and daily activities.

Recognizing the importance of the teacher's role, TSA provides the opportunity to integrate the TSA program of activities into classroom teaching. By supplementing the instructional curriculum with these activities, the teacher/adviser promotes a learning experience for students that is enriched and broadened.

Chapter 4: Creating a Strong Chapter Presence

Introduction

No one will promote a chapter more than the adviser or its members. It's critical that a chapter create and maintain a strong presence in the school through word of mouth and posters and other promotional materials. 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 TSA chapter (and remember to include these in the chapter's program of work):

- Use 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 and 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 TSA 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 TSA-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 adviser supervision). Students will find this handy to have when promoting the chapter to the community, administration and future members.
- Share this information about the chapter with administrators and district staff, including the career and technology education director, the superintendent and school board. If possible, arrange to have the students speak at a school board meeting on their activities and accomplishments.
- Have a small group of members give a presentation about TSA 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 TSA is prominently mentioned. The state service

project of TSA is the American Cancer Society.

- Use school display cases to showcase competitive event entries and/or awards.
- Choose a CTSO day and wear TSA spirit wear to school. After the state conference is a great time for this; students can wear their TSA gear and sport any medals they have won. It draws a lot of attention, which the students love!
- Display the TSA logo prominently in the classroom.
- Encourage interaction with other school departments (e.g., help with community service events or volunteer for events other groups may sponsor). Chapter members should wear TSA apparel on that day to emphasize the connection to the chapter.
- Invite school and/or district administrators 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 nights, etc.
- Partner with other student organizations in the school to produce a short video highlighting the benefits of participation in a career and technology 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 about 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 adviser and state officers.

Chapter 5: Electing Chapter Officers

Introduction

As pointed out previously, advisers 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 TSA chapter officer structure is different, but each team is led by a president, and team sizes may vary from six to eight. In some cases, you may have students from different levels (high school and middle school 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.

With the officer team in place and the chapter officially affiliated, the chapter adviser 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 the formation and operation of a chapter; chapter officers and advisers will refer to these documents repeatedly during a school year to resolve disputes, to handle business, to elect the next year's officers, etc. The creation of these documents should be a top priority. Sample bylaws are available at oktsa.org.

In addition to creating 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 during the year. A complete program of work will include activities for professional development (e.g., guest speakers, field trips), public relations activities, community service projects, social activities (e.g., a pizza party) and state/national conferences.

Role of the Officers

President

1. Preside at and conduct meetings according to parliamentary procedure.
2. Appoint committees and serve as ex officio member of each, except for the executive committee.
3. Keep meetings moving at an interesting pace.
4. Call upon other officers to take the chair when necessary or desirable.
5. Keep association activities progressing in a satisfactory manner.
6. Represent the association in outside activities

Vice President

1. Assist the president.
2. Serve as president in the absence of the president.
3. Succeed the president in case of vacancy.
4. Serve as chairperson of the membership and program committees.
5. Meet with and be responsible for all committees.

Secretary

1. Prepare and read the minutes of each meeting.
2. Count and record member votes.
3. Read correspondence and communications at meetings.
4. Keep the chapter's permanent records.
5. Post notices to members pertaining to chapter activities and send invitations to guests.
6. Be responsible for chapter correspondence.
7. Call the meeting to order in the absence of the presiding officer.

Treasurer

1. Report all financial standings at each meeting. (A written report should be provided to each officer.)
2. Keep an accurate record of receipts and payments.
3. Obtain and present ideas and suggestions for increasing the treasury and financing activities.
4. Keep the state adviser apprised of the financial changes of the chapter's association of TSA.

Reporter

1. Prepare articles for publication.
2. Contact members to obtain news regarding the chapter.
3. Contact personnel in charge of other publications and provide copy conforming to their requests.
4. Act as historian of the chapter by keeping a publications archive.
5. Assist with planning and arranging chapter exhibits.
6. Act as editor of chapter publications with the responsibility of developing and publishing.

Sergeant-At-Arms

1. Serve as parliamentarian for the chapter.
2. Arrange meeting rooms and care for chapter paraphernalia.
3. Be responsible for the comfort of those present at all meetings.
4. Assist officer candidates prior to and during elections.
5. Arrange entertainment, refreshments and other details related to meeting programs.
6. Serve as chairperson of the welfare committee.

Immediate Past President

1. Assist the president and other officers by providing guidance and insight.
2. Promote the general welfare of the association.

Chapter 6: Plan and Conduct Chapter Meetings

Introduction

At the chapter level, meetings are the cornerstone of effective communication among chapter members, advisers and school administration.

Chapter meetings can take on many forms from informal to very formal where “Robert’s Rules of Order” are strictly followed. This section gives chapter advisers 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 up to the chapter and how the chapter is structured at the school (i.e., is it an in-class meeting, or is it after school?)

Who’s In Charge?

Because TSA is a student-led organization, the people in charge of the meeting should be the chapter officer team, although the first meeting would probably be led primarily by the chapter adviser to establish ground rules and guidelines for future meetings. After that, the meetings should be directed by the chapter president and the officer team.

The Meeting Agenda

The president usually creates meeting agendas. 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

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 "Robert's 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 "Robert's Rules of Order" or contact the state adviser/director for details on how a specific CTSO handles business meetings.

Chapter 7: 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 school year. The activities should reflect 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 technology student organization and as such should be student-led. The adviser'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 to the community. The activities should be ones that allow students 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 deal with successes and failures.

Developing a Program of Work

Every career and technology 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 generally, the basic elements of a balanced program of work are the following:

- **Leadership Development** – TSA is designed to help prepare students to assume positive leadership positions in their school, community and eventually in the workplace. To fulfill that mission, students need a strong combination of technical skill and post-secondary workforce readiness skills (e.g., the abilities to think critically, solve problems, work with a team).
- **Employment** – While professional development activities serve to develop and enhance students' postsecondary workforce readiness skills, don't overlook opportunities to finely tune technical skills. Through 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 area may look different if a chapter is in a middle school, but advisers 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 which it works. At the local level, chapters can forge bonds with community programs in which 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 their members as well as highlight the professional, powerful and positive contribution career and technology 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** – Conferences offered by 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 or as judges or mentors. When developing a complete program of work, chapters should consider, encourage and plan for attendance at these functions (especially when it comes to including them in the 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 adviser, develop plans to obtain the required funding. Financial leadership is the development of students' abilities to plan, promote, manage, budget and account for the costs/income for an event or activity. A good financial leadership activity will be tied directly to work the students are doing in the classroom.

Keep in mind that while a TSA 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 adviser must manage and facilitate. It is the job of the adviser 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 adviser, 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.

There are many factors to consider in developing a program of work, 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 affect the choices students make. As an adviser, remind the students of the importance of making the activities relevant and meaningful; recommend that they use 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.

Advisers should not 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 not to bite off more than they can chew. Without squelching the enthusiasm of the students, it's the adviser'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. Consider these questions:

- Was the activity completed within budget?
- Was the school/community responsive? What was the 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 afterthoughts so future chapter members will have a database upon which to draw when planning 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) 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 LEADERSHIP 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 the chapter handbook
- Properly equipping the 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 the state leadership conference
- Attending the 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
- 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 schoolwide 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 hayride
- 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 a carnival
- Selling school supplies
- Sponsoring a dance
- Raffle cakes, turkeys, etc.
- Operating a secondhand book store
- Collecting chapter dues
- Running a homecoming flower sale
- Holding a family engineering night
- Making laser engraved items (water bottles, Christmas ornaments)
- Making 3D printed items (keychains, jewelry)

SAMPLE CALENDAR FOR A PROGRAM OF WORK

NOTE: Chapter advisers and student members should pay close attention to the state and national TSA 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.

September

- Organize a membership campaign/collect dues.
- Establish student leadership structure.
- Introduce CTSO competitive events.
- Hold training for chapter officers (LEAD Conference).
- Schedule a state adviser/director/state officer visit.
- Develop a program of work and calendar of activities.

October

- Hold a chapter meeting.
- Discuss the CTSO and various opportunities, including conferences, in class.
- Hold training for chapter officers (LEAD Conference).
- Conduct a financial leadership activity.
- Make plans/arrangements to attend the state conference.
- Continue to prepare for competitive events.

November

- Hold a chapter meeting.
- Attend Fall Leadership Conference.
- Conduct a professional development/employment activity.
- Continue to prepare for competitive events.

December

- Hold a chapter meeting.
- Conduct a community service project.
- Conduct a social activity.
- Continue to prepare 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 adviser/director/state officer visit.
- Evaluate the chapter and the overall program, including the program of work.

Chapter 8: Competitions

Mini Conference Information

WHO: All affiliated members from across the state are invited to compete in specific competitive events against other members in their state.

WHAT: Mini conferences are a great way to get involved with TSA and prepare for the state and national competitions.

WHEN: The dates of mini conferences vary. Information can be found on the OKTSA website in “Mini Conference” under “Conferences/Dates.”

WHERE: Locations vary but they are typically held at a local high school or conference center.

WHY: Allowing students to compete at a local competition allows them to get feedback and competition experience before advancing to the state level.

HOW: Information pertaining to registration will be posted on the Oklahoma TSA website in “Mini Conference” under “Conferences/Dates.”

Regional Conference

WHO: All affiliated Oklahoma TSA members are invited to attend the conference held for their designated region.

WHAT: The Regional Conference gives students an opportunity to practice selected competitive events before the State Leadership Conference. Members also elect the regional officer team for the upcoming year.

WHEN: Regional conferences are typically held in the spring before the State Leadership Conference.

WHERE: Locations vary by region. Conferences are typically hosted by a local school, technology center, or conference facility.

WHY: The Regional Conference allows students to gain experience, receive feedback, and build confidence before competing at the state level. It also gives members an opportunity to meet and interact with students from other chapters and participate in the election of their regional officers.

HOW: Dates, locations, competitive event information, and registration instructions will be posted on the Oklahoma TSA website under “Conferences/Dates.” Advisors must register each student who plans to attend or compete. Students should review the current Competitive Events Guide and any Oklahoma-specific guidelines before participating.

State Qualifier

WHO: All affiliated Oklahoma TSA members may participate in designated State Qualifier events. Chapters attend the qualifier location assigned to their area.

WHAT: The State Qualifier is held for the following competitive events:

- High School: Prepared Presentation, Debating Technological Issues, and Extemporaneous Speech
- Middle School: Leadership Strategies, Challenging Technology Issues, Prepared Speech, and Creed

Students must qualify at this event to advance to the State Leadership Conference in these competitive events.

WHEN: The State Qualifier is typically held in March.

WHERE: Qualifiers are held at eastern and western locations. Chapters should attend their assigned site unless they receive prior approval to attend a different location.

WHY: The State Qualifier determines which students and teams advance to compete in designated events at the State Leadership Conference. It also gives members an opportunity to demonstrate their knowledge, teamwork, leadership, and problem-solving skills.

HOW: Dates, locations, event information, and registration instructions will be posted on the Oklahoma TSA website under "Conferences/Dates." Registration is completed online, and advisors must register each student who plans to attend and compete. Students should review the current Competitive Events Guide and all Oklahoma-specific guidelines before participating.

State Conference Information

WHO: Affiliated chapters and alumni from across the state are encouraged to attend. This is a mandatory event for all CareerTech STEM programs.

WHAT: The conference features general sessions; competitions; delegation meetings; mixer; officer candidate campaigning; vendor booths; and lots more.

WHEN: The state conference is held in April.

WHERE: The location may change yearly. Information can be found on the website.

WHY: State Conference gives members the opportunity to participate in technology focused competitive events, take part in community service work and become leaders for the organization at the state level.

HOW: Information pertaining to registration will be posted on the Oklahoma TSA website. Registration is completed online. Advisers must register each student who plans to attend the conference and any guests or additional advisers. Advisers will need to contact the hotel to make room reservations.

National Conference Information

WHO: All affiliated members of TSA across the world are invited to attend the National Conference each year. Among these members are the top competitors from each state competition, members looking to participate in the leadership opportunities offered at the national level, members competing in competitions offered without placing at state conferences and candidates running for a national office. Oklahoma TSA chapters are strongly encouraged to attend the National Conference each year to represent Oklahoma and demonstrate their dedication and leadership in TSA.

WHAT: National Conference is a place for members to experience everything our association is about. Each morning general sessions take place to take care of business and inform each member about what is going on in National TSA. Among these general sessions are the delegation meeting and annual business meeting where delegates may vote on amendments and elect the next year's officer team. Prior to the delegation meeting, officer candidates give their speeches and campaign to try and win each chapter's votes. During the days of the conference, members can compete in the competitions they have worked hard on all year.

WHEN: The conference is held in late June to July with an award ceremony as the conclusion.

WHERE: The location of this conference changes every year. Information is posted in advance so that planning can be done early.

WHY: At the National Conference there are people from all across the nation. This gives members the chance to meet people with their similar interests and become friends with people from different places. Along with meeting new people, you learn about their chapters and what is going on in their areas of the country.

HOW: Many believe that attending National Conference is far out of their reach, but with hard work, preparation and fundraising, it is possible.

Chapter 9: Running for a Regional, State or National Office

Duties of a Regional and/or State Officer Candidate

Officer candidates are required to give a speech that may not last longer than 2 minutes at the general session of the conference in which they are running. Candidates will be given time to campaign. Each candidate will be given a 6-foot table, and all campaign materials must fit on the table. Candidates are encouraged to have table top campaign displays, but materials may not be placed on facility walls, etc. Candidates must not spend more than \$100 on their campaigns. Each must leave a postcard detailing expenses on the table for review.

Regional Officer Candidate

Running for a regional office is an important first step in taking part in the multiple leadership roles offered beyond the chapter level. To be eligible, you must have previously held a chapter position and have at least a 2.5 GPA. In addition, officers must attend the scheduled regional officer meetings and the mandatory state officer training. The offices at the Regional level are president, vice president, secretary, treasurer, reporter and sergeant-at-arms. To submit your candidacy, fill out the Regional Officer Application found on the Oklahoma TSA website under “Regional Officer Application” under “About OKTSA” to the Oklahoma TSA office by Feb. 1.

State Officer Candidate

A state officer must have the confidence to lead and speak for the continuing growth of Oklahoma TSA. This is a great step in your TSA leadership career and should not be taken lightly. Eligibility requirements are the same as for regional candidates. In addition, a candidate must have served as a regional officer for at least a year or must be at least a freshman in high school. Candidates must be able to attend all events listed on the state officer calendar, which can be found at oktsa.org/state-officer-application. To submit your candidacy, fill out and mail the State Officer Application and resume (located on the Oklahoma TSA website under “State Officer Application” under “About OKTSA”) to the Oklahoma TSA office by Feb. 1.

National Officer Candidate

If you are interested in running for a National TSA office, please consult the National Officer Candidate Program on the National TSA website.

Chapter 10: State Service Project

American Red Cross

The American Red Cross is TSA's national service project partner. The organization prepares for and responds to emergencies at the local, state, national, and international levels.

Through this partnership, TSA members can use their leadership, organizational, and STEM skills to make a meaningful difference in their communities. Chapters may support disaster relief efforts, promote health and safety, and assist individuals and families in need.

Use the Red Cross informational links below to explore service opportunities and learn more about its work. Please keep in mind that not all volunteer opportunities are appropriate for TSA chapters, and some require participants to be at least 18 years old. Chapters are encouraged to contact their [local Red Cross chapter](#) to discuss age-appropriate opportunities and participation requirements.



American Red Cross