



Colorado Technology Student Association

# Chapter Success Guide

*Updated 8/10/2018*





---

# Contents

Welcome!.....	4
Connecting with Colorado TSA.....	5
Chapter 1: Understanding CTSOs .....	7
Chapter 2: About TSA .....	9
Chapter 3: Establishing a New Chapter/Integration in the Classroom .....	13
Chapter 4: Creating a Presence .....	23
Chapter 5: Chapter Leaders and Officers .....	25
Chapter 6: The Care and Feeding of a State Officer.....	43
Chapter 7: Plan and Conduct Chapter Meetings .....	49
Chapter 8: Leaping into LEAP .....	61
Chapter 9: Developing a Program of Work and Chapter Calendar.....	63
Chapter 10: Preparing Members for Competitive Events.....	73
Chapter 11: Planning for Conferences .....	77
Chapter 12: Resources .....	79



# Welcome!

On behalf of the Colorado Technology Student Association, welcome!

Whether you are a first time advisor or a veteran, this Chapter Success guide will serve as a foundational document to assist you as you start, grow and maintain your TSA chapter.

This guide covers basic information on CTSOs (Career and Technical Student Organizations), background information on TSA as a national organization, how to establish a new chapter, how to begin integrating TSA into the classroom, a list of valuable resources, and so much more!

As you delve into the information, please remember that your state advisor, the state officers and the state office staff are available to assist you! Please feel free to call upon them as you embark on your TSA journey! Their job is to ensure that you have the technical assistance, support and leadership tools necessary to make your TSA chapter successful! Together, we can all play a vital role preparing students to “lead in a technical world.”

For assistance with your chapter, please feel free to contact me at any time!

I look forward to working with you!

Best regards,

A handwritten signature in black ink that reads "Tony Raymond". The signature is written in a cursive style with a large, prominent "T" and "R".

Tony Raymond  
Colorado TSA State Advisor

## Connecting with Colorado TSA

### *State Office*

#### *State Advisor:*

Tony Raymond - tony.raymond@cccs.edu – (720) 858-2794

#### *State Officer Team Advisor/National TSA Leadership Trainer:*

Dr. Myka Raymond – myka.raymond@gmail.com – (303) 908-9186

#### *Program Director, STEM/Arts/IT:*

Bill Gilmore – bill.gilmore@cccs.edu – 720-858-2413

#### *Program Assistant:*

Sara Butler – sara.butler@cccs.edu – (720) 858-2555

### *State Officer Team*



Aditi Narwaney – President  
Daniel Rivkin – Vice President  
Chase Gordanier – Secretary  
Hope Lowry – Reporter  
Sophia Watts – Treasurer  
Cecilia Dauer – Sergeant at Arms  
James Ryan – Officer at Large  
Emma Hopston – National TSA Treasurer

Schedule a state officer visit online: <http://bit.ly/2fc0DYA>





---

# Chapter 1: Understanding CTSOs

## *Introduction*

Welcome to the Colorado TSA Chapter Success Guide! This guide is designed to provide a framework to establish, develop, maintain, and grow a local Technology Student Association (TSA) chapter for both the brand new chapter advisor as well as the experienced veteran.

Before establishing (or growing) a Career and Technical Student Organization (CTSO), it's important to establish a firm foundation upon which to build; that foundation should include a thorough understanding of the basic philosophy behind CTSOs, how they are structured, and how they are different from clubs and other organizations on a school campus.

## *Career and Technical Student Organizations (CTSOs)*

Ensuring students are “college- and career-ready” is critical to the success of our educational system, and in the long-run, the country’s overall economic health and competitiveness. Generally, people feel college-readiness is merely confined to pure academic skills. However, to truly be college- and career-ready, students need to have a more rigorous blend of academic, technical, and employability skills along with the knowledge of how to apply these skills in authentic career situations.

The key elements to developing, building, and strengthening college- and career-readiness have been embedded in career and technical education (CTE) programs. Each CTE program, if implemented well, offers a unique blend of technical and leadership development skills through a comprehensive program of study. One of the most critical components of strong, successful CTE programs is student participation in related leadership organizations which are known as Career and Technical Student Organizations (CTSOs).

With a combined membership of more than 2 million active student members in middle school, high school, and postsecondary programs across the United States, 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 (ACTE).

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. They share four common organizational goals: leadership development, academic and career achievement, professional development, and community service. TSA is one of 10 nationally-recognized CTSOs and one of seven that operates within Colorado.



---

CTSO chapters at the local level operate as in-school, intracurricular programs led by CTE teachers who serve as advisors to the organization. Ideally, a CTSO should be a natural outgrowth of a CTE program and should not become additional items on a teacher’s already-full plate.

In a perfect situation, a CTSO should be student-driven and student-led, not student-run. While it is a student organization, there are some things students cannot manage such as making reservations for transportation, housing, permission slips, medical forms, or making payments on behalf of the chapter, this is where the teacher, in an advisory capacity, must step in to help.

Each CTSO varies in its scope and content. Some cater to middle and high school students, some cater to high school and postsecondary institutions, while others still cater to all of the above. However, regardless of the level of the students, participation in a CTSO and its related activities helps expand their leadership abilities, provides a real-world context to academic instruction, and encourages them to pursue further education while equipping them with career-related skills in their 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 the career and technical education program. CTSOs should not be seen as an “add-on” to an existing program. 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 workforce, home, and community.

With all that in mind, it’s easy to see how TSA is far more than any “club” on a school campus. “Clubs” are usually recreational in nature – chess club, knitting club, etc. TSA is a professional student organization dedicated to developing not only the technical skills of its members, but also providing leadership development. TSA is to students what professional associations (like the Association for Career and Technical Education and the International Technology Education and Engineering Association [ITEEA]) are to those in the teaching profession.





---

## Chapter 2: About TSA

### *Introduction*

The benefits an active TSA chapter brings to a school, the CTE program with which it is affiliated, its surrounding community, as well as to students and advisors are many. TSA offers a strong intracurricular program that brings an enthusiasm for STEAM (Science Technology, Engineering, Arts, and Mathematics) education as well as inspiration to apply what they have learned in their classes to a wide range of challenges that await them in their respective career fields. Demonstrating both leadership and technical skills in an arena beyond the traditional classroom serves as a strong motivator for students, especially when there is a large, like-minded audience of peers who support them.

Through participation in a TSA chapter, students also:

- ▶ Enhance their technological literacy and leadership skills
- ▶ Work on complex activities from conception to execution
- ▶ Develop postsecondary workforce readiness skills through TSA's leadership program
- ▶ Meet and work with business and industry leaders
- ▶ Network and collaborate with students and teachers with similar interests from other schools across state, nation and even other countries
- ▶ Develop a sense of community awareness and philanthropy through their contribution of time and effort to local, state and national service projects
- ▶ Have a voice in a developing national organization dedicated to shaping the future of technology education and leadership.

### *The Organization – National Level*

The Technology Student Association (TSA) is a 501(c)(3) non-profit, Career and Technical Student Organization (CTSO) and is recognized by U.S. Department of Education. Open to students enrolled in or who have completed technology education courses, TSA is devoted to meeting the needs of students who have an interest in technology. TSA's membership includes more than 250,000 middle and high school students in more than 2,000 schools spanning the United States, Germany, Turkey, Japan and Peru.

Supported by educators, parents and business leaders who believe in the need for a technologically literate society, TSA is a diverse program featuring leadership opportunities, professional development, and competitive events, TSA members take the study of STEM (science, technology, engineering and mathematics) beyond the classroom and give students the chance to pursue academic challenges among friends with similar goals and interests. Together, TSA members work on competitive events, attend conferences at state and national levels, and participate in a variety of financial leadership activities and service projects along the way.

As stated previously, TSA is a student-led organization, not student-run organization. At the national level, TSA is managed by a national executive director and a board of directors comprised of business, industry, and educational leaders. The national TSA staff are responsible for managing the many programs of the organization, including TEAMS and UNITE, and for working with business and



---

industry partners like Verizon, VEX, and the U.S. Army on various initiatives including the VEX Robotics Competition and the Army’s Junior Solar Sprint competition. The national office is also responsible for planning and holding the annual national conference and overseeing the Competition Regulations Committee (CRC), the group charged with developing the intracurricular competitive events. The national TSA office also works closely with each state association’s state advisor.

At the national level, the student membership is represented by a six-person national officer team, individuals who are elected from the membership at the annual conference. The officer positions are: President, Vice President, Secretary, Treasurer, Reporter, and Sergeant at Arms. National officers serve for a period of one year and may serve multiple terms.

### *The Organization - State Level*

While TSA is an international association, it is divided into “state associations” which oversee each state’s local entities which are known as chapters. In Colorado, the state association is led by a state advisor and an advisory committee which is comprised of dedicated educators, industry and community leaders, student state officers, and alumni members. This team helps create professional development opportunities for both teachers and students, as well as develop competitive events for the local level. They also plan and execute the fall leadership, annual state conferences, and the Spring STEAM Symposium (S3). In addition, they provide support through technical assistance and goodwill visits to schools across the state.

At the state level, the student membership is represented by an eight-person state officer team. This officer team is supervised by the State Officer Advisor. The student officer positions that are elected from the membership at the annual conference are: President, Vice President, Secretary, Treasurer, Reporter, and Sergeant at Arms. Additionally, in Colorado, there are two appointed officers (Officers at Large) who are selected by the state officers, State Officer Team Advisor and the State Advisor as “officers in training.” The expectation is that with additional leadership training, students who are selected as Officers at Large will gain enough experience and confidence to run for state office the following year. State officers, including Officers at Large, serve for a period of one year and may serve multiple terms.

### *The Organization - Chapter Level*

“Chapters” are the local organizations at the school level and can be either at the middle school level (usually grades 6-8) or the high school level (grades 9-12). Chapters may vary in the ways they look and operate, but in general, each is led by a chapter advisor (or advisors) who functions as a facilitator/mentor/guide for the students. The chapter should be LED primarily by the students and only GUIDED by the advisor(s); it is the 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 typically represented by a six- to eight-person chapter officer team. The chapter officer team is comprised of individuals who are elected from the chapter’s membership, usually at the beginning of a school year. The standard officer positions are: President, Vice President, Secretary, Treasurer, Reporter, and Sergeant at Arms. Each member of this leadership



---

team has specific roles which are detailed later in this guide, 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 (these will also be discussed in greater detail later on). Beyond the six basic officers listed above, some chapters may choose to add a Parliamentarian and/or a Historian (which are mentioned in national TSA documents), or they may choose to mirror the Colorado state model and appoint two Officers at Large.

## ***Traditions and Symbols***

Like many organizations, TSA has developed a set of traditions that have grown, developed, and evolved as the organization has grown and matured. Traditions are deeply embedded in human culture, aiding in forming the structures and foundations of families, society and organizations. They contribute to a sense of belonging, bringing individuals together while reinforcing values such as integrity, education, personal responsibility, and a strong work ethic. Traditions and symbols for an organization include the mission statement, the motto, and the creed, as well as the organization's emblems and its colors.

## ***Mission Statement***

A key tool to any business is that of the mission statement: a short statement of an organization's purpose, identifying the scope of its operations, its goals and the philosophies underlying them. TSA's mission statement is: *"The Technology Student Association enhances personal development, leadership, and career opportunities in STEM, whereby members apply and integrate these concepts through intracurricular activities, competitions, and related programs."*

## ***Motto***

A motto is a short expression of an organization's guiding principles – a phrase that is appropriate to or indicative of its character. TSA's motto is: *"Learning to lead in a technical world."*

## ***Creed***

A creed is a set of fundamental beliefs or aims that guide an organization's actions. TSA's creed is:

*"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."*



## *National Emblem*



The TSA emblem is a rectangular shape with three parts. The middle section and largest part of the emblem contains the letters TSA in a very large, bold print. The letters are white on a blue background. Below these letters and about 1/3 the size, is the name of the association – Technology Student Association – in white letters on a red background. The top portion of the emblem is a blank, red, rectangular shape, the same size as the bottom area. This portion is intentionally left blank so that each state can put its own name on the emblem if desired.

## *National Colors*

The colors of TSA shall be scarlet (red), white, and blue (navy). Scarlet (red) represents the strength and determination of the technology education students and teachers to obtain their goal. White represents high standards, morals, and religious beliefs. Blue (navy) represents the sincerity of the technology education students and teachers in obtaining a greater knowledge of our technological world.

## *State Emblem*



As with the national emblem, the state emblem represents the members of the state association. The emblem of Colorado TSA consists of the National TSA logo with blue gradient shading. Surrounding the emblem shall be blue, white-capped mountains with the word “Colorado” at the bottom. In the top right hand corner there is a red letter “C” filled in with a yellow center. The emblem is a modern, futuristic symbol that represents the association’s commitment to technology and its impact on the future.

## *State Colors*

The colors of Colorado TSA shall be specifically these colors: scarlet red, white, and navy blue. Scarlet (red) represents the strength and determination of the technology students and teachers to obtain their goal. White represents the high standards, morals, and beliefs we hold. Blue (navy) represents the sincerity of the technology education students and teachers in obtaining a greater knowledge of our technical world.



---

## Chapter 3: Establishing a New Chapter/ Integration in the Classroom About TSA

### *Introduction*

Building a TSA chapter doesn't happen by accident. The strength and vitality of a chapter happens because the advisor understands and believes in the opportunities the organization presents and takes an active role in promoting TSA. Once the chapter is established, the advisor may be surprised at how little effort it will take to draw students to not only the organization but also the CTE program with which it is linked; students involved in TSA will promote it themselves and word will spread like wildfire.

### *First Steps*

When first establishing a new chapter, it is critical that both the chapter advisor AND school administration have a firm grasp on the fact that TSA is NOT a “club.” TSA is a professional student organization dedicated to developing the technical skills of a student, as well as their leadership abilities. Yes, there is a competitive component to TSA, but that is only one facet of the organization as a whole.

It is also essential that both the chapter advisor AND the school administration have a true commitment to the TSA program. Without the support of either one, a TSA chapter is not likely to succeed. However, once a school determines they are truly committed to starting and maintaining a TSA chapter, the next step would be to contact the state advisor. The state advisor's job is to help chapter advisors by providing them with resources and technical assistance.

Initially, it's best to schedule a meeting where the state advisor visits the school to meet with the teacher(s) and administrator(s) who will be involved with the TSA program. The state advisor can answer any questions about how TSA works and how it could fit into the existing school culture. The state advisor also has a wealth of resources to share to help successfully launch a chapter, including being a resource during initial meetings with students/parents. The state advisor and the state officers have a prepared presentation on TSA which covers the opportunities and benefits of being a member. The average presentation lasts approximately an hour, but it can be tailored to fit a school's particular needs. Visit the COTSA website at [www.cotsa.cccs.edu](http://www.cotsa.cccs.edu) to schedule an officer visit.

After the initial meeting with the state advisor, the next step would be to hold an informational meeting with students. Recruiting efforts should begin as soon as possible after deciding to form a chapter. It's important to keep in mind that since TSA is designed to be an integral part of the CTE program, it must be open to all students who have access to that program. Any student who benefits from TSA services and materials should be an active member of the organization.

Some students may choose to not participate in TSA activities/events outside the classroom. However, all students enrolled in the CTE program can and should benefit from TSA-related in-class activities. After all, all CTSOs should be natural extensions of the CTE program and all TSA activities relate to the skills and content being taught in the CTE classroom. Whether they choose to participate beyond the classroom is up to the individual student; the advisor's task is to provide the opportunity. Chapter advisors will find that some students will gladly take the lead from the very beginning, while others may choose not to.



Chapter advisors should work to build a chapter's membership and increase student awareness of TSA as soon as possible after deciding to form a TSA chapter. Ideally, chapter advisors should start promoting TSA in the spring of the year for the following fall, but sometimes that isn't possible. In such an instance, advisors should be prepared to hit the ground running in August or September. The state advisor can and will work with chapter advisors to ensure recruiting efforts remain on right track!

### *The Informational Meeting*

For the first informational meeting, anyone who is interested in TSA should be invited. Students who have expressed interest should be encouraged to bring a friend. It is critical to ensure that administrators are also invited to this meeting. As stated before, if either the chapter advisor or the school's administrators do not see the value of TSA, then the chapter will not be successful. Having administrator "buy-in" from the start will go a long way to building a strong foundation for a school's chapter. Where possible, advisors should invite parents to come since they can be some of a chapter's most enthusiastic supporters and stakeholders.

This initial meeting is a good time for the state advisor and/or state officers to visit. They have a prepared presentation about the organization and are eager to discuss, from a student perspective, the benefits of being a member of TSA and specifically address the opportunities available. They can also answer questions regarding the conferences and specific competitive events. As a side note, food is always good and is sure to draw people, so, if possible, snacks are a good idea for this meeting.

### *Affiliation*

Chapter advisors should have a couple of meetings before taking the next steps to ensure the students who are interested actually show up! Many students may express interest, but won't follow through. Advisors should have a relatively stable number of students before proceeding on to actually affiliating the chapter with the national office. If an advisor registers a large number of students as members but they don't show up, the chapter may end up paying more than necessary when it comes to affiliation fees.

### *Leadership Structure*

A key point to remember is that TSA is a student-led organization; it is not student-run. To that end, some form of student leadership structure or team should be established which can handle those matters that fall under student control (e.g., chapter activities like social events, community service opportunities, etc.). However, there will always be some aspects of the organization over which the chapter advisor must maintain control. For example, students cannot make hotel and bus reservations, collect permission/medical information forms, sign checks, or take care of affiliation with the national office. This structure is important for both the students and the overall health of a chapter.

The student leadership structure, also referred to as the officer team, is a group of student members and typically consists of a President, Vice President, Secretary, Treasurer, Reporter, and Sergeant at Arms. Titles may vary somewhat from chapter to chapter, but their task is essentially the same: Together with the advisor, the chapter officer team develops a plan for membership recruitment for the coming year, plans chapter activities and discusses financial leadership opportunities necessary to support and achieve the chapter's overall goals and objectives.

The way the initial leadership team is selected will vary from chapter to chapter (some may appoint the very first one, other chapters may take volunteers, and still others may hold an election). However they are selected, this initial group of leaders is a key component into laying the foundation of a strong chapter

## *Online Affiliation*

The official affiliation process begins once a chapter has an officer team in place as well as members (for some schools, these two groups might be one and the same). Affiliating a chapter is as easy as visiting the national TSA website and entering some basic information about the chapter, student names, and advisor contact information. To affiliate, go to <http://www.registermychapter.com/tsa/nat/> and follow the on-screen instructions.

Before a chapter affiliates, it's important to have a fairly stable membership base. Having stability makes affiliation easier since the number of students a chapter has determines the price of affiliation. The more members a chapter has, the less the per student affiliation fees will be. Here's how it breaks down:

- **Red CAP**
  - ▶ The most basic level is the RED CAP (Chapter Affiliation Program). At this level, a chapter affiliates up to ten members by paying a flat fee (additional members may be added during the year for a fee). The membership fee for Red CAP is \$100 at the national level plus state dues. This option is great for chapters with 10 or fewer members. If a chapter has fewer than 10 students, the fee is still \$100 fee plus state dues.
  
- **White CAP**
  - ▶ If a chapter has between 11-25 students, the program that might be attractive is the WHITE CAP (Chapter Affiliation Program). At this level, a chapter affiliates eleven or more members by paying a per member White CAP fee for state and national dues. The membership fee for White CAP is \$10 per member at the national level plus state dues.
  
- **Blue CAP**
  - ▶ If a chapter is larger than 25 students, the most cost-effective way to affiliate is the BLUE CAP (Chapter Affiliation Program). At this level, a chapter affiliates an unlimited number of members in a school for a flat fee. This option is popular in chapters where students rotate through a STEM class for a portion of the year. The membership fee for Blue CAP is \$350 at the national level plus state dues.



## *Champion Fund*

If this is a chapter's first time affiliating, it may be able to take advantage of the TSA Champion Fund – a one-of-a-kind opportunity to bring the Technology Student Association to middle and high schools where money to pay for membership dues poses a challenge. Through the Champion Fund, approved schools are allocated payment for their TSA chapter membership dues for one school year. During that time, the recipient chapters can experience what the Technology Student Association has to offer including leadership opportunities, competitive events, and chapter activities. The chapter then also has time to establish fiscal supports either through the development of business/industry partnerships or through financial leadership activities. Submitted Champion Fund applications are reviewed by a committee at the national office to determine eligibility and are processed on a first come/first served basis depending upon available funding. Schools receiving financial support from the Champion Fund are kept anonymous. For more information on the Champion Fund and the selection criteria, please visit: <http://www.tsaweb.org/The-Champion-Fund>.

## *Frequently Asked Questions Regarding Affiliation*

Here are the answers to some frequently asked questions when it comes to chapter affiliation:

- **What happens if a chapter grows? How does that change in membership affect a chapter?**

A chapter can grow to the next level of affiliation simply by adding members to the roster and paying the difference in dues to the national office.

- **Can a chapter have fewer than ten members?**

A chapter may initially affiliate as a Red CAP with fewer than ten members and then add members (up to ten) during the year at no additional charge. This allows chapters to implement activities and opportunities which include committees, teamwork and leadership. Once the chapter exceeds the limit of 10 members, they automatically become a White CAP chapter once the difference in dues is paid to the national office.

- **Do advisors pay a membership fee?**

All chapter advisors pay a \$10 advisor fee, per chapter, at the national level and any applicable state fee. All affiliated advisors will receive access to TSA curricula, leadership materials and competitive event guides. Each chapter must have at least one affiliated advisor.

- **Is there a deadline for membership?**

Members can be added at any time during the year. However, in Colorado, in order to be eligible to participate in the state conference, members must be affiliated with the national office by January 1.





---

- **How can chapter members be added?**

Members can be added at any time during the year when the chapter advisor logs back into the chapter's membership record using his or her username and password. When a Red CAP goes beyond 10 members, it automatically becomes a White CAP once the additional fees are paid. Red CAP and White CAP may change to Blue CAP at any time during the year by paying the difference in fees. Blue CAP may add members at any time at no additional cost.

- **If a member drops out of a chapter during the year can another student be substituted?**

Substitutions or refunds for membership are not permitted.

## *After Affiliation*

The chapter is now affiliated. Now what? If the chapter is brand new, the first item of business is to draft a constitution and a set of bylaws. These documents will govern how the chapter handles issues that may arise (e.g., like how to elect officers or fill a vacant officer position) and how the chapter conducts regular business. If a chapter is already established, the student leadership structure should have been spelled out in the existing bylaws, and the chapter officers should have been elected/appointed to their positions according to that document.

It is important that a chapter have a set of bylaws for the organization. Having one clearly spells out the policies and procedures to be followed and will head off any potential problems down the road with students/parents/administrators/board members should someone challenge the policies and procedures of the organization. Also, having the students craft such a document (with the guidance of the advisor) is an excellent exercise in leadership!

Templates for creating chapter constitution/bylaws are available from the state advisor and on the Colorado TSA website. Chapters are free to use and adapt the templates to suit their specific chapter needs.

Once the documents have been drafted, they must be voted on, or ratified, by the student membership. It may take several attempts to get a final copy of the documents drafted and ratified, but it will be worth it in the end. These documents should not be created and then 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.

When the documents are ratified, a copy should be placed on file with the state advisor. The reason for filing a copy with the state office is to ensure that should an advisor leave a chapter, the new advisor will have a copy available to help them keep the chapter going, and not have to start over from scratch.



## *Establishing the Chapter*

When it comes to integrating the TSA chapter into the classroom, 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 – hence the term “intracurricular.” TSA has a wealth of leadership lessons teachers can immediately incorporate into their existing curriculum – either as daily lessons or enrichment opportunities. Advisors need to keep in mind that TSA is designed to be implemented as an integrated part of the curriculum and TSA activities – whether they are related to community service or technical skill – should be natural outgrowths of the CTE program. All of TSA’s activities and competitive events are geared specifically to seamlessly mesh with a program’s technical content.

Many new advisors are stumped on how to integrate the CTSO into the curriculum, but in reality, most probably already have elements of it in place. The purpose of a TSA chapter is to assist students in developing into leaders in their school, community, and eventually the world of work, in addition to showcasing their technical and professional talents through competitive events. It is essential that both advisors and students alike understand that being part of a TSA chapter is NOT solely about competitive events and projects.

Yes, TSA does have a series of technical skill competitions, as to all CTSOs, that are specific to its career cluster. Common to all CTSOs, though, 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!

## *Getting Started*

To get started, advisors should examine TSA’s competitive events and identify those that specifically apply to their course content. Some events may be VERY similar to activities/projects that the advisor is already using in the normal course of business in his/her class. In such a case, integration of the activity/project becomes simple – a slight modification here and there and – viola! The project the student created for the class also can be used for competition if the student so chooses. On the other hand, some activities simply may not be a good fit; they may not be natural extensions of the program’s technical content (e.g., fashion design in a construction classroom).

Once key activities have been identified, advisors/teachers should select one or two and see how they (or the lesson plans) can easily be tweaked to fit existing curriculum. Experienced advisors will often take the TSA 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 they usually come with very clear and specific rubrics.



However, when first consciously implementing TSA activities in the classroom, advisors should be cautioned not to “force” an activity; the activity **MUST** be a natural fit or extension of the curriculum. If it doesn’t enhance, extend or enrich what the students are learning in the classroom, then the value of the activity is diminished and the activity becomes a barrier to chapter success.

When intentionally integrating CTSO activities, advisors are cautioned to not 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. Advisors should start with one or two activities related to what’s going on in his/her classroom and see how they can mesh with existing lessons to make a more meaningful lesson. Soon, opportunities to implement more activities will emerge.

### *The Workings of a Chapter*

But how does a chapter actually work? Answers will vary from chapter to chapter. Each chapter is like a snowflake – each unique and different in its look and application. Some chapters meet every day, some meet once a week, and still others have classes built right into the schedule specifically for TSA. How TSA is configured is up to the individual advisor and the school administrators; it’s a matter of what works best in each specific school and situation.

Keep in mind that not every student in a class may be an official member of TSA, but that doesn’t mean they can’t benefit from participation in a TSA-integrated activity. After all, **EVERY** student in a CTE program that has TSA should have access to the chapter – and that includes the curriculum. Regardless of whether the students are dues-paying members of TSA or are just taking the CTE class as an elective, they can all benefit from high quality instruction. However, if a student **IS** a dues-paying member of the chapter, then they have additional opportunities to showcase their skills and talents at a higher level – hopefully without much, if any, additional work!

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

- Use brain-starters, bell-ringers, sponge activities – whatever you call them – that use information specific to TSA. For example, TSA’s Technology Bowl event quizzes students on random technology facts. Put up sample questions on the board/screen from that event as the starter activity.
- Pull a page from the leadership lessons and have a discussion question that gets them thinking about a particular topic related to science, technology, engineering, arts or mathematics (e.g., “Should stores carry genetically modified foods? Why or why not?”)
- For a keyboarding class, instead of using just boilerplate text for warm-up exercises, supply students with manuscript copy that contains current information about the school’s TSA chapter and/or its activities. When possible, use the names of national, state, and local, staff, including national, state and local chapter officers. This will help familiarize students with the individuals who are a part of the organization on all levels.



- 
- Put up posters, calendars, banners, trophies, awards, etc., about TSA. These sorts of visual stimuli help reinforce the importance and value of the chapter. 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 National TSA whenever possible. There are a great many resources available that provide teachers with lessons of varying lengths to use between units, at the end of a term, or even as substitute lesson plans 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 TSA competitive events.
  - If a school is really ambitious, a TSA-specific class can be offered – a single course that focuses specifically on TSA and TSA activities and events. In the class, students become more informed about and more actively aware of the goals of the organization and develop and refine leadership skills. Several schools have done this to great effect, but as stated earlier, the mechanics of the chapter should be configured to best suit the school's situation and needs.



---

## *Financial Leadership*

Leadership development in any CTSO will include financial literacy and financial leadership. As with any professional organization, there are costs tied to the association's activities. In the case of TSA, those costs may include, but are not limited to, dues, uniforms, supplies, travel, lodging, meals, etc. The question then facing advisors is: "Where does that money come from?" Gone are the days of schools and districts fully funding all student activities. Today, more often than not, the funds come from the students themselves. However, that doesn't mean that the students have their parents write a check. Part of TSA's leadership program is learning how to be fiscally responsible, and to do that, chapters utilize "financial leadership activities" (not fundraisers – there is a difference) where students learn the process of how to plan, promote, execute, evaluate, and report on an event.

As with the activities and projects, 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.") Financial leadership activities will be addressed in greater detail later in this guide.



---

## Notes:

---

## Chapter 4: Creating a 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 members participate in various 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

Here are a few suggestions to help create a strong presence for a TSA chapter:

- Utilize any bulletin board space available in and out of class to call attention to TSA meetings, activities and accomplishments.
- Make sure TSA 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 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 chapter-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 the Reporter on the officer team (with advisor supervision!). Students will find this, along with the scrapbook/blog mentioned earlier to be invaluable – especially when it comes time to prepare documentation for the LEAP leadership program (see the LEAP INTO LEAP section of this guide for more information). It's also handy to have to help promote 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 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 the chapter secretary send out periodic updates to the school and district administration about TSA events and accomplishments.
  - Organize or participate in a community service project that involves the entire school, not just TSA members. During the event, make sure TSA is prominently mentioned. Participation in Colorado TSA's Fleece for Fighter's fleece blanket campaign is one such opportunity, or a chapter may choose to participate in or hold a Relay for Life event.
  - Use school display cases to showcase TSA competitive event entries and/or awards.
  - Choose a TSA day and wear TSA spirit wear to school. After the state conference is a great time for this – students 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., TSA chapter members could give a demonstration in a math or science class to show a hands-on application of a theory). TSA members should wear TSA apparel on that day to emphasize the connection to the chapter.
  - Invite school and/or district administration to a TSA meeting, demonstration or as chaperones 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 (FBLA, FCCLA, FFA, DECA, SkillsUSA and HOSA) 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 your school's TV news.
  - Make sure to be available to talk with students about TSA and ensure that chapter members have the opportunity to speak to their experiences in TSA as much as possible. They will share information about the TSA chapter, what members do and how much fun it is.
  - 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 and state officers to help with this!





---

## Chapter 5: Chapter Leaders and Officers

### *Introduction*

As pointed out previously, advisors should establish a student leadership team early on in the process of establishing a TSA 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*

At the chapter level, the student leadership team, also called the “officer team,” usually consists of six to eight students. This officer team should be made up of members who are elected from the chapter’s membership, typically at the beginning of the school year. While that is the ideal situation, there are as many ways to establish an officer team as there are chapters. Ideally, this process would be established in the chapter’s bylaws, but to get started, chapters may:

- have the advisor select several key students to serve as the inaugural officer team and then carry out elections every year thereafter (as outlined in the bylaws)
- select their officers by application/interview by an outside committee
- have the advisor appoint the officer team yearly
- mirror the state and national model and actually hold a full election each year

Officer teams have as their core the standard positions of: President, Vice President, Secretary, Treasurer, Reporter, and Sergeant at Arms. Some chapters may choose to add a Parliamentarian and/or a Historian. Some may even appoint Officers at Large (which mirrors the state model). How a chapter decides to select a student leadership team is up to the chapter’s membership; advisors need to be certain the procedures for selecting the officer team are clearly stated in the chapter’s bylaws for future reference.

### *Bylaws*

The first task that the inaugural officer team should tackle is the creation of chapter bylaws. The bylaws are documents that serve as guides to the operation of a chapter; chapter officers and advisors will refer to the bylaws repeatedly during the course of a school year – to resolve disputes, handle business, elect next year’s officers, etc., so their creation should be a top priority. The specifics of the bylaws and their development will be discussed later in this guide and samples and templates are available through the state advisor. Once that document has been created, it needs to be ratified, or voted upon by the membership.



---

## *Program of Work*

Whether the chapter is new or very established, the next immediate order of business is for the officers and the chapter advisor to discuss and establish the chapter goals. Using chapter member input, they need to determine what they want to accomplish as a chapter during the year. In what activities will they participate? This list of activities is called a Program of Work – it’s essentially a calendar of all the activities a chapter wants to accomplish tied to a specific timeline. A well-balanced Program of Work will include at least one activity from each of the following areas:

- Professional Development - Guest speakers, field trips, etc.
- Employment Opportunities for students in the workplace (e.g., internships, job shadows, etc.)
- Community Service
- Public Relations - Getting word out about the chapter and its activities, community service projects, social activities, and state/national conferences.
- Social Activities
- State/National Conferences
- Financial Leadership Activities

The Program of Work should be as detailed as possible, but should include some room for adjustment. It’s with the advisor’s help that students can choose activities which are specific, measurable, achievable, relevant, and timely (S.M.A.R.T.). More information about how to write S.M.A.R.T. goals can be found here: <https://www.mindtools.com/pages/article/smart-goals.htm>.

Note that Financial Leadership Activities are included last on the Program of Work, right after the State/National Conferences. There are two reasons for this:

- First, participation at state and national conferences is not mandatory, but highly encouraged. After all, attendance at the conference is like a grand payoff after the students put in all that work...so why wouldn’t someone attend? There are dozens of reasons to attend a state/national conference including, but not limited to recognition by business/industry/peers as well as social interaction – students learn from other students in a “neutral playing field” often forming friendships that span state and national borders
- Second, if a chapter does decide to go to the state or national conference, there will be expenses, so the chapter will need to account for them in their overall budget.



As mentioned previously in this guide, Financial Leadership Activities are far more than fundraisers. Just like the rest of the Program of Work, the Financial Leadership activities should be specific and intentional and tied directly to the activities outlined Program of Work. By establishing a full, detailed Program of Work (which outlines ALL the chapter’s activities for a year) and determining a cost for each of the activities, a chapter can plan an activity (or series of activities) that has/have a specific, measurable financial goal. Advisors are cautioned against creating a never-ending cycle of Financial Leadership Activities or failing to plan so that raising funds for chapter activities becomes a crisis.

In addition to developing a sense of financial literacy/financial leadership, a good Financial Leadership Activity is one linked directly to the work the students are doing inside the classroom (e.g., a computer class may offer a clinic to the community on how to use a specific software package). Students not only get the opportunity to practice the technical skills they have learned from their classes in real-life settings, but also have to plan, promote, execute, evaluate and then report on the 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.” Financial Leadership Activities challenge students to weigh needs versus wants, and then prioritize their goals. Once completed, a Financial Leadership Activity then makes the students to reflect on the experience and develop new goals for the future. This would not be the case for the standard magazine or wrapping paper fundraiser. After all, when was the last time a student reflected on their work during a magazine sale?

## *Officer Team Training*

As stated previously, the core of any CTSO is leadership development. However, the challenge of developing student leadership potential can be one of the most difficult things a chapter advisor faces. 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 to 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, the state advisor, or state/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.

In addition, Colorado TSA offers numerous opportunities for students and advisors alike. Chapters can take advantage of state and national training workshops, like the annual Fall Leadership Conference. Here students gain knowledge in how and when to be a leader, as well as gain insight into L.E.A.P. (Leadership. Education. Achievement. Personal Growth.) – TSA’s leadership program.



---

The Fall Leadership Conference is typically one day of leadership training provided by a national leadership trainer, the state officer team and the state advisor. The Fall Leadership Conference is open to all TSA members (even those who have not fully affiliated yet!). For information on the current year's Fall Leadership Conferences, please consult the Colorado TSA website at [www.cotsa.cccs.edu](http://www.cotsa.cccs.edu). The Fall Leadership Conference isn't just for students, either. Teachers have the opportunity for professional development as well. While the students are in training with a national leadership trainer, advisors work with the state advisor on a variety of topics ranging from chapter management to competitive events.

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

Again, when considering implementing training, it's important to consider the structure of a chapter. What is presented in this guide are merely suggestions and chapter advisors are encouraged to modify the material to best fit their programs and circumstances.

But, 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 as outlined in the Program of Work should be considered. As a rule of thumb, it's best to conduct officer training as soon as possible after the election is completed.

When setting up a leadership structure, some schools set their officer teams 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 formal 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 being selected for their 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.

## *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 into resources such as other chapter advisors, the state advisor, the state officer team advisor, the state officers themselves, or business and industry partners would be 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 (e.g., have the state officers come 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 or write a resume.

## *The Content*

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:

- ▶ TSA as an Organization
- ▶ Professional Image/Appearance
- ▶ Basic Officer Duties
- ▶ Opening/Closing Ceremonies/Parliamentary Procedure
- ▶ Goal Setting
- ▶ Communication Skills
- ▶ Team Building

The following sections cover these areas in more detail.

### ***TSA as an Organization***

This information can be gathered from several sources, including the Colorado TSA and National TSA websites, the national competitive events guide, and the state Call to Conference. Things the students should know include: the national organization's mission statement, the motto and creed, and the organization's (both state and national) emblems' and colors' meanings. Additional information may include basic facts about the organization, including: the year TSA was founded; who the executive director, national officers, state director, and state officers are; what proper professional attire is for both males and females; locations of the state/national conferences; qualifications to be a member; what the state and national service projects are; and basic parliamentary procedure.

### ***Professional Image/Appearance***

One of the most important lessons TSA 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. For more information or leadership lessons, please visit the My TSA tab link on the National TSA website (<https://www.registermychapter.com/tsa/nat/MyTSA.aspx>) or contact the state advisor.



---

## *Basic Officer Duties*

One of the key elements of training should be the duties and roles of the chapter officers. Chapter officers can either make or break a chapter and it's important that they realize how large a part they play in the chapter's overall success.

First and foremost, advisors need to emphasize that TSA is a student-led organization; it is not student-run. There are many things they, as officers, can do, but there are some, due to laws and other regulations, that they cannot. It's important that they understand the limits of their offices.

As discussed throughout this guide, there are traditionally six main officer positions in a TSA chapter: President, Vice President, Secretary, Treasurer, Reporter, and Sergeant at Arms. Two optional positions have made an appearance in TSA officer teams: Historian and Parliamentarian, but they are rarely used.

In Colorado, at the state officer level, there are two appointed officer positions (Officers at Large) that are selected by the state officers, state officer team advisor and the state advisor as "officers in training." The expectation is that with additional leadership training, these Officers at Large will gain enough experience and confidence to run for state office the following year, bringing that experience to the new state officer team. Chapters may choose to have additional officers beyond the six main positions if they so choose; it is a matter left up to chapter members to decide what is best for the chapter overall given their particular circumstances.

Officer training is a good time for a chapter advisor to establish expectations for the officer 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 certainly 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. This is where the chapter's bylaws come in should an officer not fulfill his/her duties and need to be removed from office.

A great place to begin officer training is with a defining of each of the officers' roles. While a chapter's officer team 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/bylaws (and each chapter is strongly advised to develop these documents before the chapter grows beyond its infancy). What follows is a generic description of the six main officers' roles, which can be expanded or contracted depending on the chapter's structure and goals.



---

## **President**

*“The symbol of my office is the gavel. The duties vested in me by my office are to preside at all regular and special meetings of this organization and to promote cooperation in carrying out the activities and work of our organization.”*

It is the duty of the president to preside at all meetings; to make necessary committee appointments including the designation of a committee chairperson; to develop a program of work for the term of office; and to be available, as necessary, in promoting the general welfare of TSA.

### Tasks:

- Preside at and conduct meetings according to parliamentary procedure (Robert’s Rules of Order, Newly Revised).
- Appoint committees and serve as ex-officio (non-voting) member of each.
- Keep the meetings moving in an efficient manner.
- Call upon other officers to take the chair when necessary or desirable.
- Keep association activities progressing in a satisfactory manner.
- Represent the association in outside activities.
- Serve as a member of the state association advisory committee.

## **Vice-President**

*“The symbol of my office is a star, and it is the duty of my office to see that we always have a strong membership, a good work program, and are alert to the welfare of our chapter.”*

It is the duty of the Vice-President to serve in any capacity as directed by the president; to accept the responsibility of the president as occasion may demand; and to be available, as necessary, in promoting the general welfare of TSA.

### Tasks:

- Assist the President
- Accept the responsibility of the president in the event of absence or succeed the president in case of vacancy.
- Serve as chairperson of the membership and program committee.
- Meet with and be responsible for all committees.





---

## Secretary

*“The symbol of my office is the pen, and it is my responsibility to see that accurate and proper records are kept of all business and correspondence of this association.”*

It is the duty of the Secretary to serve in any capacity as directed by the President; to record proceedings of all meetings; and to be available, as necessary, in promoting the general welfare of TSA. The Secretary is the keeper of all records; they record and read all minutes, send out meeting notices, prepare agendas for all meetings, take and record all votes, and assist the President in any way necessary.

Tasks:

- Prepare and read the minutes of each meeting.
- Count and record member votes.
- Read correspondence and communications at meetings.
- Keep association permanent records.
- Post notices to members pertaining to association activities and send invitations to guests.
- Be responsible for association correspondence.

## Treasurer

*“The symbol of my office is a balanced budget, and it is the duty of my office to keep accurate records of all funds and see that our financial obligations are met promptly.”*

It is the duty of the Treasurer to serve in any capacity as directed by the President; to keep records and membership reports; and to be available, as necessary, promoting the general welfare of TSA. It should be noted that technically the treasurer never really handles any money – that’s a task left to the chapter/ state advisor due to legal requirements/liabilities on the handling of money.

Tasks:

- Report the financial standings at each meeting.
- Keep an accurate record of receipts and payments.
- Obtain and present ideas and suggestions for increasing the treasury and financing activities.



## Reporter

*“The symbol of my office is the beacon tower, and it is my duty to see that our school, community, and national association have a complete report of our organization’s activities.”*

It is the duty of the reporter to serve in any capacity as directed by the president; to accumulate and keep up-to-date information on the history of the association; to prepare articles for TSA publications, professional magazines and journals, newspapers and other news media; to contact other association members concerning news items for publication; and to be available, as necessary, in promoting the general welfare of TSA.

### Tasks:

- Prepare articles for publication.
- Contact members to obtain news regarding the association.
- Contact personnel in charge of other publications and provide copy conforming to their requests.
- Act as historian (in the absence of a Historian) of the association by keeping an association publications archive.
- Assist with planning and arranging association exhibits.
- Act as editor of association publications with the responsibility of developing and publishing, including social media.

## Sergeant-At-Arms

*“The symbol of my office is the “hearty handshake”, and it is my responsibility to see that the assembly is comfortable and properly welcomed. It is also my duty to serve as doorkeeper for this organization.”*

It is the duty of the sergeant-at-arms to serve in any capacity as directed by the President; to assist in the preparation and control of the meeting place, in the event that a parliamentarian is not appointed by the President; to assist in conducting all meetings according to parliamentary procedure as set forth by the current edition of Robert’s Rules of Order, Newly Revised; and to be available, as necessary, in promoting the general welfare of TSA.

### Tasks:

- Serve as parliamentarian for the association (if a Parliamentarian is not present).
- Arrange meeting rooms and care for association paraphernalia.
- Be responsible for the comfort of those present at all meetings.
- Assist officer candidates prior to and during elections.
- Arrange entertainment, refreshments, and other details related to meeting programs.
- Serve as chairperson of the welfare committee.



---

## *Opening/Closing Ceremonies / Parliamentary Procedure*

TSA, like the other CTSOs, 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. Chapter meetings are usually governed by Robert's Rules of Order. This set of parliamentary procedures helps officers develop their leadership qualities, practice democracy, and learn to grow into responsible citizens with professional attitudes and training. For members, the use of parliamentary procedure helps ensure an efficiently run meeting that doesn't waste their valuable time.

Parliamentary rules, outlined in Robert's Rules of Order Newly Revised, specify 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 of Order, Newly Revised, for reference and utilize the rules in chapter business meetings.

Despite how daunting it may look at first, learning Robert's Rules isn't difficult, and in fact TSA has made it a fun challenge by developing a competitive event called Chapter Team to test students' knowledge of Robert's Rules as they perform the task of opening a meeting holding a brief meeting and the perform closing ceremonies. This is a great place to start for chapters. The event includes illustrations detailing the meeting setup and includes language for officers to open and close the meeting as well as the specific order of business.

Official TSA Opening/Closing ceremony information can be obtained as part of the Chapter Team event in the national competitive events guide. For Parliamentary Procedure, some of the best resources include these: *Robert's Rules of Order Newly Revised*, *Robert's Rules of Order Newly Revised In Brief*, *The Complete Idiot's Guide to Roberts' Rules*, and *Robert's Rules for Dummies*. Additional resources include the Colorado TSA State Office as well as the Colorado Association of Parliamentarians. TSA's opening/closing ceremony and the use of parliamentary procedure are covered in the chapter in this guide titled: Plan and Conduct Chapter Meetings.



---

## Goal Setting

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 TSA, 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 RELEVANT. The goals set by the officers or the chapter should matter to them as well as align to other relevant goals. A relevant goal is one toward which the students will 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*

Correspondence from any TSA 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 a stakeholder in the success of the TSA 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 TSA 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, TSA 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 TSA members are the best spokespeople for a TSA 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 a speech. Among them are:

- Don't let them use notes. Good orators 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 about the presenter 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 to handle 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 TSA, 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 any 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 an 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 a speech, but too much of it will greatly distract from the overall message.
- Make eye contact with the audience to make them feel more involved.
- Smile and use a confident stance to 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 was said.
- Use humor that 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 tempo of speech to emphasize ideas.
- Use visual aids or props effectively. 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, making sure that 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 listening, and should be emphasized during training. This skill is equally important as public speaking – sometimes more so. Make sure officers understand that listening takes effort and energy, but good listeners will pick up on information and facts that others do not.

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

- Look directly at the speaker while he/she is speaking. Try making eye contact as much as possible.
- Ask questions to clarify.
- Show interest 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 TSA 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. Team building exercises are available through national TSA's leadership curriculum; there are numerous lessons advisors can use both for officer training and in the classroom to help create effective, productive teams.

Another way to build team spirit is 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 TSA – through an activity like hiking or biking, or just 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, which will aid them far beyond their participation in TSA. The skills that they have learned about and started to develop are PoWeRful (PWR) standards – they are the Postsecondary Workforce Readiness standards that business and industry are looking for in future employees.

It is the duty of the chapter advisor is to seek out opportunities for officers to practice their skills in real-world settings.

Here are some ideas:

- Let the officer team conduct presentations to the student body or individual classes on the value of TSA or career and technical education.
- Let the officer team conduct presentations to elementary school or middle school students on the value of TSA 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.



---

## Notes:



---

## Chapter 6: The Care and Feeding of a State Officer

### *Introduction*

Developing a TSA chapter is no easy task, and putting together a strong, successful leadership team is quite the accomplishment. However, when a chapter is able to put forth a successful state officer candidate, a major milestone has been reached. It shows that a chapter has invested extensive time, energy and resources in their student leaders.

### *Duties and Responsibilities*

Being elected to a Colorado TSA state office is a great honor; the membership of the association entrusts the leadership of its organization to a handful of officers. But with this great honor come duties and responsibilities. Duty is defined as “the conduct, obedience, loyalty, and submission required of an officer.” Responsibility is defined as the “reliability and moral accountability for duties expected of an officer.” Together, duty and responsibility convey the conduct and performance appropriate to all Colorado TSA officers.

Regardless of which office is held, the duties and responsibilities as a Colorado TSA officer are as follows:

- ▶ Act in a manner befitting the office, both in person and in all online activities
- ▶ Behave in a professional manner at all times when wearing Colorado TSA or TSA-related clothing
- ▶ Understand the mission and goals of Colorado TSA
- ▶ Understand the Colorado TSA constitution and bylaws
- ▶ Understand the TSA motto and creed and know it from memory
- ▶ Be familiar with the organizational structure and policies of COTSA
- ▶ Understand and correctly use parliamentary procedure
- ▶ Memorize appropriate ceremonies and rituals
- ▶ Attend all meetings
- ▶ Be prepared to conduct Colorado TSA meetings
- ▶ Be prepared to serve as a speaker
- ▶ Be loyal to Colorado TSA
- ▶ Assist other officers in accomplishing their tasks
- ▶ Practice good speaking and writing skills when representing Colorado TSA
- ▶ Be helpful, respectful, and responsible at all times



---

To become a state officer takes a lot of work on the part of the students. In order to be an eligible candidate for state office, the student must meet the following qualifications:

They must remain in good academic standing and maintain academic eligibility throughout their term of office

- They must have attended at least one state conference prior to the year they apply to run for office.
- To apply for the position of Colorado TSA President, a student must have attended at least one state AND one national conference prior to the year they intend to run for office.
- They must be able to attend several required functions: The CTSO State Officer Training (June), National TSA conference (June), Fall Leadership Conference (Fall) and the Colorado TSA State Conference (Spring). If a student is unable to attend all of these functions (except for very rare exceptions such as documented family emergencies beyond the officer's control), they will be removed from office.
- The student must arrange for two letters of recommendation which must be received by February 1. The recommendations must come from the chapter advisor and one from another teacher or individual who is not a member of their family or who lives in the same household. These letters of recommendation should come directly from the recommender's professional (school district or similar) email address. It does NOT need to be a formal letter or an attachment.
- They must submit a photo from the waist up in full TSA formal attire (blue blazer with TSA patch affixed to left breast, royal blue shirt, red TSA tie for gentlemen, gray pants or skirt) against a plain background.
- If a candidate is seeking to become an Officer at Large, they still need to follow these requirements. The Officer-at-Large candidates do not run a campaign, have a campaign booth, or deliver a speech. The candidates are interviewed and chosen by the state advisor, state officer team advisor and the newly elected state officer team following the state conference.

After a successful, completed application is filed, the state officer candidate must mount an official campaign; including a two-minute prepared speech to give in front of the membership at the state conference, creating a poster board to display on a campaign table during a Meet and Greet event. Following the opening sessions of the state conference, they meet with the general membership and talk one-on-one about why they should receive the members' votes. Candidates may (but are not required to) give out campaign materials during the Meet and Greet, but a candidate may not spend more than \$50 on materials for distribution. The officer candidate is responsible for any clean up from their distributed materials.

No candidate may campaign in any way until they are announced as candidates at the opening sessions of the state conference. This includes unsolicited interaction on social media. Any candidate found to be in violation of this rule will be removed from the ballot.



---

The election is then held at the state conference by ballot vote. Successful candidates will be announced and installed as state officers at the awards ceremony.

First, please be aware that the new state officer has very real responsibilities commitments to Colorado TSA as a state organization, and the success of their term will be tied to how seriously they take those responsibilities. There are meetings, school visits and out of town conferences they will need to attend, and it is critical they have the advisor's assistance in making the student available for those assignments.

Each officer (including the Officers-at-Large) will have a have a Microsoft Surface checked out to them to use during their term. Parents will be required to sign a "Surface Use Agreement" which outlines the terms and conditions of using the Surface. They may use the Surface at school or home, but any damage is their responsibility. They are expected to bring it, fully charged, to all meetings, trainings and conferences.

State officer meetings are usually held monthly, and times and locations will be determined as an officer team in conjunction with the state advisor and state officer team advisor. Officers who are more than 30 miles away from the meeting location do have the option of participating in a Google Hangout for the meeting. These meetings are required, and officers who miss 3 meetings will be excused from the team. Meetings for officers are held under executive session. This means that they are often told or discuss and work on things that are not able to be released to the public. Therefore, advisors should not ask for or expect any information to be carried back from a state officer; they will not be able to tell their advisor what is discussed and to ask only puts unnecessary stress on the officer.

Several times throughout the school year, mostly in the fall and late spring, schools request visits from the state advisor to help get their chapters up and running, for chapter TSA events, or for chapter leadership training. State officers are asked to be available for these as requested throughout the year. These will usually occur after school, but occasionally, officers may need to miss school or leave school early in order to attend one of these functions. The chapter advisor is asked to assist in making sure every officer is able to do their part in assisting with these visits. Depending on the location of the school, an overnight stay may be required, and Colorado TSA will cover any costs associated with such a visit. State officers are asked to assist with at least two school visits throughout the year.

In addition to meetings and school visits, there are multiple events that are required of every officer. Failure to attend any of these for any reason besides a documented emergency beyond the officer's control will result in an officer's removal from the officer team. Please note that vacations or family functions with the exception of crises are NOT acceptable excuses, and any student who is unable to fully commit to attending the events listed above should not run for or apply for a position on the state officer team.

The first mandatory event occurs shortly after the state conference. This is State Officer Training. The state officers gather for a three-day training session. All successful candidates MUST attend this training. The training dates are dependent on the availability of the trainers. At this meeting, the students receive leadership training (how to lead a state association, public speaking, etc.) and other state-required training (such as equity training, sexual harassment training, etc.).



---

The second mandatory event will come at the end of June when National TSA holds its annual conference. This is where the state officers will get the first real taste of being a leader; in addition to being a competitor, the state officer will also have multiple duties they must fulfill to the state delegation during the conference, like leading the delegation meetings and assisting with national leadership training. State officers are required to travel with their chapter to nationals, and they (or their parents or chapters) are responsible for travel costs to and from the national conference. It is the responsibility of the chapter advisor to register the state officer for the national conference – including any events they may be competing in at the national conference.

Officers may NOT travel alone to the national conference. There are many liabilities to the chapter, chapter advisor and the state association in allowing a state officer to travel out of state unattended. Chapter advisors please note: by putting forth a state officer candidate or recommending an Officer-at-Large candidate, the chapter advisor agrees that they will be attending the national conference, escort the officer at the airport, deliver the officer to the national conference hotel, and will return them to their parents after the conference.

Financially, the officer and their parents and/or chapter are responsible for the officer's national conference registration (which will be reimbursed to the school in the fall after the national conference by Colorado TSA) and their airfare. Should the chapter participate in any activities before or after the conference, the officer or their parents would also be responsible for any cost associated with those activities, including any hotel stay before or after the dates of the conference. Colorado TSA will reserve and pay for hotel accommodations for the state officers during the dates of the national conference. The state officers will stay together at the conference hotel and their responsibilities to the state take precedence over any chapter activities with the exception of competitions. It is advised that state officers not compete in more than three (3) events at the national level due to their state responsibilities.



---

## *Voting Delegates – State Conference*

In Colorado, all students registered for the state conference are considered voting delegates. State officers should NOT be considered in a chapter's count during roll call. State officers and officers at large are counted separately during roll call.

## *Voting Delegates – National Conference*

At the national level, each chapter in attendance at the national conference gets two votes. In addition, the state receives 6 votes for each elected state officer position (President, Vice President, Secretary, Treasurer, Reporter and Sergeant-At-Arms). Therefore, those six officers should NOT be voting delegates from their chapter. Officers-At-Large do not have a vote as state officers, as they are a state-only officer, and therefore ARE required to be one of their chapter's two votes. Delegates must be registered in advance by the chapter advisor during the national conference registration process. If a state officer is registered as a state officer in the registration system, they will be automatically registered as a voting delegate and will receive a voting delegate ribbon before the business meeting. State officers (with the exception of the Officers-at-Large) should receive a state officer ribbon, member, and any other ribbons that are applicable in their chapter's registration packet, but will NOT receive a voting delegate ribbon. Officers-at-Large DO, however, receive their voting delegate ribbons (and all other ribbons) from their chapter advisor. Please make sure to choose students who will follow through with their delegate duties. Students who do not show up cost the state their vote for any new business that comes before the delegation.

## *Dress Code*

All state officers will be given two state officer shirts: an oxford button down and a polo, both of which will be worn over dress pants. State officers will also have a nametag with their name and state office on it. All state officers also need to have their own formal attire (navy blazer with patch, tie for males, royal blue shirt, gray pants [or skirts for females], black socks or hosiery and black shoes). If a chapter checks out formal uniforms, please assure that the state officer either purchases the necessary items or has well-fitting items checked out to them for the entirety of their term.

Any time a state officer is representing TSA – either at the state or national level - their state office should take priority over any chapter office they hold. On the formal attire, the state officer will have a lapel pin with a dangler representing their office; this lapel pin should take precedence over any office they hold at the chapter level.



---

## Notes:





---

## Chapter 7: 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.

### *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?)

### *Before the Meeting*

It's a good idea to review the TSA competitive event Chapter Team before you hold a meeting. The contest is a great outline for how to run/hold a meeting and it means that a chapter's meetings can serve as great practice for the competition.

### *Who's In Charge? Officer Roles*

Keeping in mind that TSA is a student-led organization, the people in charge of the meeting should be the chapter officer team – not the advisor. Granted, the first meeting would probably be led primarily by the advisor to establish ground rules and guidelines for future meetings. After that, though, the meeting should be directed by the chapter president and his/her officer team.

While a chapter's leadership team, or officer team, function as a unit to help guide a chapter, each officer has specific duties to fulfill. To be selected as a chapter, state, or national officer is a great responsibility and should not be taken lightly, but that doesn't mean that the students shouldn't have some fun along the way.

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. However, what follows is a generic description of each officer's role. These descriptions can be expanded or contracted depending on the chapter's structure and goals, but is at least a starting point for new chapters.



---

There are traditionally six main officer positions: President, Vice President, Secretary, Treasurer, Reporter, and Sergeant at Arms. Two optional positions have made an appearance in TSA officer teams: Historian and Parliamentarian, but they are rarely used. To serve in one of the officer positions at the state or national level, a student must be a high school member, but that doesn't mean that a student at a middle school cannot be a chapter officer! Quite the contrary – that's where they get to get their first taste of how to lead an organization!

At the state level of Colorado TSA, the positions of Historian and Parliamentarian are not used; instead, there are two appointed officer positions (Officers at Large) that are selected by the state officers, state officer team advisor and the state advisor as “officers in training.” The expectation is that with additional leadership training, the Officers at Large will gain enough experience and confidence to run for state office the following year, bringing that experience to the new state officer team. State officers serve for a period of one year and may serve multiple terms.

Here's a breakdown, in general of each of the officer positions and their roles within the officer team:

### **President**

*“The symbol of my office is the gavel. The duties vested in me by my office are to preside at all regular and special meetings of this organization and to promote cooperation in carrying out the activities and work of our organization.”*

It is the duty of the president to preside at all meetings; to make necessary committee appointments including the designation of a committee chairperson; to develop a program of work for the term of office; and to be available, as necessary, in promoting the general welfare of TSA.

Tasks:

- Preside at and conduct meetings according to parliamentary procedure (Robert's Rules of Order, Newly Revised).
- Appoint committees and serve as ex-officio (non-voting) member of each.
- Keep the meetings moving in an efficient manner.
- Call upon other officers to take the chair when necessary or desirable.
- Keep association activities progressing in a satisfactory manner.
- Represent the association in outside activities.
- Serve as a member of the state association advisory committee.



---

### *Vice-President*

*“The symbol of my office is a star, and it is the duty of my office to see that we always have a strong membership, a good work program, and are alert to the welfare of our chapter.”*

It is the duty of the Vice-President to serve in any capacity as directed by the president; to accept the responsibility of the president as occasion may demand; and to be available, as necessary, in promoting the general welfare of TSA.

Tasks:

- Assist the President
- Accept the responsibility of the president in the event of absence or succeed the president in case of vacancy.
- Serve as chairperson of the membership and program committee.
- Meet with and be responsible for all committees.

### *Secretary*

*“The symbol of my office is the pen, and it is my responsibility to see that accurate and proper records are kept of all business and correspondence of this association.”*

It is the duty of the Secretary to serve in any capacity as directed by the President; to record proceedings of all meetings; and to be available, as necessary, in promoting the general welfare of TSA. The Secretary is the keeper of all records; they record and read all minutes, send out meeting notices, prepare agendas for all meetings, take and record all votes, and assist the President in any way necessary.

Tasks:

- Prepare and read the minutes of each meeting.
- Count and record member votes.
- Read correspondence and communications at meetings.
- Keep association permanent records.
- Post notices to members pertaining to association activities and send invitations to guests.
- Be responsible for association correspondence.



### **Treasurer**

*“The symbol of my office is a balanced budget, and it is the duty of my office to keep accurate records of all funds and see that our financial obligations are met promptly.”*

It is the duty of the Treasurer to serve in any capacity as directed by the President; to keep records and membership reports; and to be available, as necessary, promoting the general welfare of TSA. It should be noted that technically the treasurer never really handles any money – that’s a task left to the chapter/ state advisor due to legal requirements/liabilities on the handling of money.

#### Tasks:

- Report the financial standings at each meeting.
- Keep an accurate record of receipts and payments.
- Obtain and present ideas and suggestions for increasing the treasury and financing activities.

### **Reporter**

*“The symbol of my office is the beacon tower, and it is my duty to see that our school, community, and national association have a complete report of our organization’s activities.”*

It is the duty of the reporter to serve in any capacity as directed by the president; to accumulate and keep up-to-date information on the history of the association; to prepare articles for TSA publications, professional magazines and journals, newspapers and other news media; to contact other association members concerning news items for publication; and to be available, as necessary, in promoting the general welfare of TSA.

#### Tasks:

- Prepare articles for publication.
- Contact members to obtain news regarding the association.
- Contact personnel in charge of other publications and provide copy conforming to their requests.
- Act as historian (in the absence of a Historian) of the association by keeping an association publications archive.
- Assist with planning and arranging association exhibits.
- Act as editor of association publications with the responsibility of developing and publishing, including social media.



---

### ***Sergeant-At-Arms***

*“The symbol of my office is the “hearty handshake”, and it is my responsibility to see that the assembly is comfortable and properly welcomed. It is also my duty to serve as doorkeeper for this organization.”*

It is the duty of the sergeant-at-arms to serve in any capacity as directed by the President; to assist in the preparation and control of the meeting place, in the event that a parliamentarian is not appointed by the President; to assist in conducting all meetings according to parliamentary procedure as set forth by the current edition of Robert’s Rules of Order, Newly Revised; and to be available, as necessary, in promoting the general welfare of TSA.

#### Tasks:

- Serve as parliamentarian for the association (if a Parliamentarian is not present).
- Arrange meeting rooms and care for association paraphernalia.
- Be responsible for the comfort of those present at all meetings.
- Assist officer candidates prior to and during elections.
- Arrange entertainment, refreshments, and other details related to meeting programs.
- Serve as chairperson of the welfare committee.



---

## *The Meeting Agenda*

Meeting agendas are usually created by the President and prepared by the Secretary. 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. The Program
9. Announcements
10. 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 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, clear and understandable, but precise in the information they provide.



---

Here's what should go into the minutes, according to Robert's Rules of Order (via *Robert's Rules for Dummies*):

The first paragraph should include:

- The kind of meeting (regular, special, annual, adjourned regular, adjourned special, and so forth)
- The name of the organization
- The date, time, and location of the meeting (don't list the location if it's always the same)
- A statement confirming that the organization's regular presiding officer and secretary are present (or giving the names of the persons substituting for them)
- A mention of whether the previous meeting's minutes were read and approved (and the date of that meeting, if it wasn't a regular meeting)

If the minutes are incorrect, they can be corrected. However, the corrections are not recorded in the current meeting, but in the previous minutes to be corrected. It is sufficient to say in the current meeting's minutes that the minutes of the previous meeting were "approved as corrected."

The body of the minutes should include:

- All main motions (except ones that are withdrawn), along with the name of the member making the motion, but not the name of the person who seconded the motion.
- Motions bringing a question again before the body (except for ones that are withdrawn).
- The final wording of the motions, either as adopted or disposed of. If it's appropriate to include mention of debate or amendment, you can note these items parenthetically.
- The disposition of the motion — including any adhering amendments — if it's only temporarily disposed of.
- Information about the vote.
- Counted vote.
- Roll-call vote.
- Ballot vote.
- Secondary motions not lost or withdrawn, where necessary for clarity (example motions include Recess, Fix Time to Which to Adjourn, Suspend the Rules, Postpone to a Particular Time, Ballot Vote Ordered, and so on). Allude to the adoption of secondary motions by saying, "A ballot vote having been ordered, the tellers. . . ."



- 
- Notices of motions.
  - The fact that an assembly went into quasi-committee or committee of the whole, and the committee's report.
  - All points of order and appeals and their subsequent dispositions, with reasons given by the chair for the ruling. (Rulings often establish precedent, so a careful record here is important.)
  - The full text of any report that the assembly orders to be entered into the minutes. This situation doesn't happen often because a reference to a written report is usually sufficient for the record.
  - Any of the juicy and disorderly words that a member has said that get him "named" by the chair for being disorderly.
  - The last part of the minutes needs to include the hour of adjournment.

### *Finalizing the Minutes*

The Secretary should keep the following in mind when finalizing the minutes of a meeting:

- The proceedings of a committee of the whole aren't included in the minutes, but the fact that the move into committee occurred, as well as the report of the committee should be included.
- When a question is considered informally, the same information should be recorded as in regular rules. Informality is permitted only in allowing additional opportunities to debate.
- The full text of any report is included in the minutes only if the assembly so orders.
- The name of any guest speaker and the subject of presentation should be included, but no summary of the speaker's remarks should be included.

### *Signing the minutes*

Minutes are to be signed by the Secretary and, if customary, may also be signed by the President. Minutes are a chapter's legal record of its proceedings, and the Secretary's signature establishes evidence of the original document's authenticity.



---

### *Approving the Minutes*

The minutes of one meeting are normally approved at the next regular meeting, following the call to order and opening ceremonies.

When minutes are approved, the Secretary marks the original file copy with any corrections in the margin or retypes the minutes to include the corrections. The Secretary then writes “Approved” on the minutes and adds both his/her initials and the date to the record.

(The above section on minutes is provided via Robert’s Rules for Dummies - <http://www.dummies.com/how-to/content/meeting-minutes-according-to-roberts-rules.html>)

### *Parts of a Meeting*

It is customary for every group to adopt a standard order of business for the meeting. In TSA, this is outlined in the Chapter Team competitive event, but can be modified as necessary for chapter business. (Please note that the script detailed in the Chapter Team event will be the one against which competitors will be graded during competition.)

### *Suggested Order of Business*

As mentioned above, an agenda can serve as a road map for a meeting – to keep it on track and on time. The agenda should follow an order of business; the one provided below is one that should suffice for most TSA meetings, and is used for the Chapter Team competitive event. Some parliamentarians may argue that the TSA model of order of business does not hold true to strict Robert’s Rules of Order, but this is the accepted model that the national and state office uses. What’s truly important, though, is that an organization – whether it’s at the local, state or national level - has a standardized set of rules by which meetings run.

1. The president calls the meeting to order with opening ceremonies.
2. Roll call is taken and a quorum is established.
3. The minutes of the preceding meeting are read by the secretary. Any necessary corrections and/or additions are made and the minutes are approved as read or corrected.
4. The treasurer’s report is received as read and placed on file subject for audit. The chair so states.
5. Committee and officer reports are called for by the chairperson, as necessary. If a committee has no report, let the committee so state.
6. Unfinished business is addressed.
7. New business is addressed.
8. The program, if any, is held at this time. The chairperson presides with the assistance of the program chairperson or the committee chairperson.
9. Announcements.
10. Adjournment with closing ceremonies.



---

## *Opening Ceremony*

At the prescribed time for meetings, the president assumes his/her position behind the rostrum in the front center of the room. Other officers are seated to the left and right of the president. They are seated in the following order from stage left to right: vice president, treasurer, secretary, president, reporter, and sergeant-at-arms.

Here is the script to follow (as presented in the Chapter Team event):

President: (raps gavel twice) Will the meeting please come to order. Mr./Ms. Sergeant-at-Arms, are all the officers in their places?

Sergeant-at-Arms: They are, Mr./Ms. President.

President: (raps gavel three [3] times for assembly to rise) Mr./Ms. Sergeant-at-Arms, please lead the assembly in the Pledge to the Flag of the United States of America.

Sergeant-at-Arms: (leads Pledge to the Flag)

President: (raps once and assembly is seated) Mr./Ms. Secretary, will you please call the roll.

Secretary: Mr./Ms. Sergeant-at-Arms.

Sergeant-at-Arms: Present. The symbol of my office is the “hearty handshake” (officer points to symbol), and it is my responsibility to see that the assembly is comfortable and properly welcomed. It is also my duty to serve as doorkeeper for this organization.

Secretary: Mr./Ms. Reporter.

Reporter: Present. The symbol of my office is the beacon tower (officer points to symbol), and it is my duty to see that our school, community, and national association have a complete report of our organization’s activities.

Secretary: Mr./Ms. President.

President: Present. The symbol of my office is the gavel (officer points to symbol). The duties vested in me by my office are to preside at all regular and special meetings of this organization and to promote cooperation in carrying out the activities and work of our organization. Mr./Ms. Secretary.

Secretary: Present. The symbol of my office is the pen (officer points to symbol), and it is my responsibility to see that accurate and proper records are kept of all business and correspondence of this association. Mr./Ms. Treasurer.



---

Treasurer: Present. The symbol of my office is a balanced budget (officer points to symbol), and it is the duty of my office to keep accurate records of all funds and see that our financial obligations are met promptly.

Secretary: Mr./Ms. Vice President.

Vice President: Present. The symbol of my office is a star (officer points to symbol), and it is the duty of my office to see that we always have a strong membership, a good work program, and are alert to the welfare of our chapter.

*\*\* NOTE: The position of Officer at Large is optional as it is a recognized state officer position within Colorado TSA only. Individual chapters may choose to have an Officer-at-Large or other optional officers (such as a Historian or Parliamentarian) if they so desire. Officers-at-Large are not included in the Chapter Team event.*

Secretary: Mr./Ms. Officer-At-Large.

Officer-at-Large: Present. The symbol of my office is the key and it is the duty of my office to open the doors to new ideas and support the officers and the [local chapter] with duties that promote the general welfare of [local TSA chapter].

Secretary: Mr./Ms. President, all officers are present and in their place.

President: Mr./Ms. Sergeant-at-Arms, do we have guests present?

Sergeant-at-Arms: (If so, introduce guest[s]. If not, state the following:) No, Mr./Ms. President.

President: Mr./Ms. Secretary, we are ready to transact our business.

Teams dispose of the assigned business following the suggested order of business.

### *Closing Ceremony*

President: (raps three [3] times; assembly rises) Mr./Ms. Secretary, will you please

(read) or (lead us in) the TSA Creed.

Secretary: (recites the TSA Creed) (When presented at state and national competitions, the creed may be presented using a more original method.)

President: Will the assembly repeat the TSA Motto after me. (Motto is spoken). Does anyone know of any reason why this assembly should not adjourn? If not, I will entertain a motion to adjourn. (Following motion to adjourn, a second, and a vote). I now declare this meeting adjourned until a special meeting is called or until our next regular meeting (raps once with gavel).



---

## Notes:

## Chapter 8: Leaping into LEAP



### *Introduction*

TSA's leadership program, LEAP – which stands for “Leadership. Education. Achievement. Personal Growth.” is available to all members at no cost. The purpose of LEAP is to encourage students to be the best member they can be as they seek knowledge about themselves, the organization, and their community, while demonstrating leadership. LEAP is a customized program specifically developed for the Technology Student Association. LEAP brings to life the TSA motto, creed, and mission statement.

### *Be. Know. Do.*

“Embrace every opportunity to be reflective, ethical, trustworthy, decisive, confident, optimistic, flexible, and innovative. Strive to know your resources, your community, your chapter, your state delegation, your technological skills, your responsibilities, and your organization. Accept the challenge to do things that support your goals. Communicate, motivate others, advocate for yourself and others, solve problems, think critically, think creatively, act with integrity, serve others, and be a lifelong learner.”

### *How Does LEAP Work?*

TSA has used The Student Leadership Challenge – The Five Practices for Becoming an Exemplary Leader as its leadership training model since 2010. LEAP is applied to The Student Leadership Challenge and will include three opportunity tracks for TSA members: LEAP Competition Engagement, LEAP Legacy Chapter, and Professional Training.

More information on LEAP is available on the national TSA website at: <http://tsaweb.org/competitions-programs/leadership-leap>



## *LEAP Competition Engagement*

For each of the national competitive events, for both middle and high school levels, participants must submit a LEAP document which details the leadership activities and experiences a TSA member has completed as part of each competition. This document provides all TSA members the opportunity to recognize and hone their leadership abilities in addition to their technical skills. During the semifinal round of an event, as part of their interview, their LEAP documentation will be addressed and students will need to answer specific questions related to their leadership experiences. As of 2018-2019, the LEAP documentation is worth 10% of an event's total points.

There are many free resources available on the national TSA website to assist both chapter advisors and students, including a sample of the Student Leadership Challenge. These free resources are applicable to all LEAP activities. Complete Student Leadership Challenge publications are available for purchase, but not required for participation in any aspect of LEAP.

## *LEAP Legacy Chapter*

LEAP Legacy Chapter is a comprehensive leadership recognition program offered to middle and high school chapters as an optional national TSA activity that includes a competition component. Chapters demonstrate – are evaluated on – their involvement in LEAP activities related to the Student Leadership Challenge's five practices for becoming an exemplary leader and their achievements in the core philosophy of “Be. Know. Do.” In fact, many of the leadership activities that chapters currently undertake as part of state-based or national recognition leadership programs will fulfill the LEAP Legacy Chapter recognition program requirements.

To participate, a chapter would complete a LEAP Legacy Portfolio, which consists of a cover page, an activities template and supporting documents, all of which are submitted electronically by chapter advisors via [www.submittable.com](http://www.submittable.com). Portfolio submissions are evaluated by judges assembled by national TSA. Based on minimum qualifying scores, one middle school and one high school per state are selected as semifinalists. Ten middle school chapters and ten high school chapters are then selected to advance as national semifinalists. National semifinalist chapters compete as participants in the TSA Meet and Greet event at the annual national TSA conference. First through third place middle and high school chapters will trophies as well as as cash awards.

## *Professional On-site Training*

The third aspect of the LEAP program is that of professional onsite training. There are multiple opportunities for training available to TSA chapters. The first is through the annual Fall Leadership Conferences which are offered in the first quarter of the school year. Colorado TSA endeavors to provide multiple training opportunities in various locations across the state. Additional professional development opportunities are available at the Spring STEAM Symposium (S3). For more information on the Fall Leadership Conferences or S3, please visit the Colorado TSA website ([www.cotsa.ccs.edu](http://www.cotsa.ccs.edu))

TSA members can also participate in the leadership training offered for free at the annual national TSA conference.



---

## Chapter 9: Developing a Program of Work & 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 TSA 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, the chapter, the school, and 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 plan 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 student organization to student 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 also 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. For TSA, the American Cancer Society is the national service partner. 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. Colorado TSA has established the Fleece Fighters project to create fleece-tie blankets for pediatric cancer patients within our state. More information on the Fleece for Fighters project can be found on the Colorado TSA website and in the annual Call to Conference.
  - **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** – While not mandatory to attend, the various conferences offered by the various student organizations provide students the opportunity to learn and 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, encouraged and planned (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 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 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 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 TSA 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 Project 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*

- ▶ Writing news articles for media outlets (radio/TV)
- ▶ Reaching out to local television and radio stations
- ▶ Creating a chapter newsletter/webpage/blog/social media
- ▶ Hosting an employer banquet
- ▶ Honoring faculty
- ▶ Conducting a chapter membership drive
- ▶ Hosting a school-wide assembly program



---

### *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/cookout
- ▶ Holding a picnic/dance/hay ride
- ▶ Organizing athletic activities
- ▶ Hosting a skating party
- ▶ Conducting a scavenger hunt
- ▶ Sponsoring a talent night
- ▶ Organizing a faculty party
- ▶ Entertaining future members

### *Ideas for Financial Leadership Activities*

- ▶ Sponsoring concession stands/carnival booths/homecoming flower sale
- ▶ Selling greeting cards/school supplies
- ▶ Conducting rummage sales
- ▶ Operating a booth at carnival
- ▶ Sponsoring a dance
- ▶ Operating a secondhand book store
- ▶ Collecting chapter dues



---

## *Sample Calendar for a Program of Work*

NOTE: Chapter advisors 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 TSA competitive events
- ▶ Attend a fall leadership conference
- ▶ Schedule a state advisor/state officer visit

### *October*

- ▶ Hold a chapter meeting
- ▶ Develop a Program of Work and Calendar of Activities
- ▶ Discuss the TSA and various opportunities, including conferences, in class
- ▶ Begin work on LEAP activities/Legacy Chapter portfolio
- ▶ 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
- ▶ Continue work on LEAP activities/Legacy Chapter portfolio

### *December*

- ▶ Hold a chapter meeting
- ▶ Conduct a community service project
- ▶ Conduct a social activity
- ▶ Continue to work on preparing for competitive events
- ▶ Continue work on LEAP activities/Legacy Chapter portfolio

### *January*

- ▶ Hold a chapter meeting
- ▶ Conduct a professional development activity
- ▶ Continue to work on preparing for competitive events
- ▶ Continue work on LEAP activities/Legacy Chapter portfolio



---

## *February*

- ▶ Hold a chapter meeting
- ▶ Participate in state conference
- ▶ Coordinate public relations activities
- ▶ Hold a social activity
- ▶ Finalize work on Legacy Chapter portfolio

## *March*

- ▶ Hold a chapter meeting
- ▶ Coordinate public relations activities
- ▶ Conduct a professional development/employment activity
- ▶ Begin to prepare for national conference attendance
- ▶ Submit Legacy Chapter portfolio

## *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/state officer visit to promote for next year
- ▶ Evaluate the chapter and the overall TSA program including the Program of Work; celebrate successes and achievements

## *June*

- ▶ Hold a chapter meeting
- ▶ Attend the National TSA conference
- ▶ Report success/achievements to local media outlets, school district and school board



---

## ***SAMPLE CALENDAR FOR CHAPTER ADVISORS***

### ***Summer/Early Fall Activities:***

- ▶ Plan for, register and attend professional development opportunities for the coming year:
- ▶ CACTE (Colorado Association for Career and Technical Education) Conference – Usually held in July, CACTE is the state division for the Association for Career and Technical education. Topics of conferences encompass a wide range from best practices to advocacy. (<http://www.cacte.org>)
- ▶ CTEA (Colorado Technical Education Association) Conference – Usually held in the fall of the year, this conference is an opportunity to network with other CTE teachers, exchange best practices and showcase CTE programs. (<http://cteaonline.org/>)
- ▶ ACTE (Association for Career and Technical Education) – Usually held in the late fall, this conference presentations include best practices to advocacy. (<https://www.acteonline.org/>)
- ▶ ITEEA (International Technology Education and Engineering Association) – The parent organization of CTEA, this conference is usually held in the spring of the year. Topics for presentation include best practices, policy and procedure for CTE, and advocacy. (<https://www.iteea.org/>)
- ▶ Plan for upcoming TSA Year
- ▶ Schedule a State Officer visit to kick off the year
- ▶ Affiliate the Chapter with National TSA
- ▶ Meet with chapter officers
- ▶ Develop chapter Program of Work
- ▶ Hold team building activities
- ▶ Develop paperwork for students, parents, and supporters about TSA dues

### ***Fall Activities:***

- ▶ Register for and attend a TSA Fall Leadership Conference
- ▶ Hold first chapter meeting
- ▶ Hold a kickoff event (e.g., pizza night, bowling, etc.)
- ▶ Have students visit and review TSA State and National websites
- ▶ Plan competitive events with students (and begin working on projects)
- ▶ Register the chapter for the State Conference
- ▶ Begin integrating Student Leadership Challenge activities



---

### ***Winter Activities:***

- ▶ Attend CTE Day at the Capitol (in February)
- ▶ Attend the State Conference (in February)

### ***Spring Activities:***

- ▶ Make plans/reservations to attend National TSA Conference (in late June)
- ▶ Work with students to re-work projects for national conference
- ▶ Register for the national conference

### ***Early Summer Activities:***

- ▶ Attend National TSA Conference
- ▶ Report success to local media outlets, school district, and school board





---

## Chapter 10: Preparing Members for Competitive Events

### *Introduction*

When a chapter is affiliated with the national TSA organization, the chapter advisor will receive a log in and password to the national TSA's Manage My TSA's website where they can download copies of the national competitive events guide as well as leadership activities and membership materials.

Also, after affiliation is complete, the Colorado TSA state advisor will be notified of a chapter's affiliation. The state advisor will then contact the chapter advisor via email. One of the benefits of being a member of Colorado TSA is that the state advisor, in conjunction with the state officer team, will be able to visit the chapter at the advisor's request, to lend technical assistance (e.g., kickoff meetings, orientation presentations to students, etc.). In addition, the state office has a wealth of resources to help chapters; advisors are encouraged to make contact with the state office and take advantage of the resources available.

### *Caution!*

When approaching the competitive events, chapter advisors should proceed with caution – it's so easy to think that a CTSO is “just a competition” and have the students focus on just that – to prep them specifically for the competition, or “teach to the test.” TSA, and its sister organizations, however, are far more than “just competitions.” Competitive events should be viewed and treated as a natural outgrowth of the CTE program; the skills the students learn in the classroom should be the same skills they will need to demonstrate as part of any competitive event. Opportunities like the state conference should be viewed as opportunities for the students to showcase the technical AND leadership skills they learned in the CTE program – and not as a “be-all-and-end-all” event.

### *The Rules*

Each competitive event comes with a specific set of rules and each includes a rubric (or grading matrix). The events can either be “national” events or “state only”. “National” events are those that are offered at both the national conference and the state conference. “State only” events are only offered at the state conference and are specific to Colorado.

The rules for each of the events are outlined in the National Competitive Event Guide (for the national events), and the Call to Conference/State Competitive Event Guide. When a chapter affiliates with National TSA, they will receive access to the National Competitive Event Guide; the Call to Conference/State Competitive Event Guide is available on the Colorado TSA website. The Call to Conference/State Competitive Event Guide contains information on the state conference (e.g., registration hotel information, etc.), as well as the competitive event guidelines for the state-only events.



---

Once an advisor has access to both of these documents the real work begins! For the purposes of this document, it will be assumed that a chapter will plan on attending the state conference. Even if a chapter chooses not to attend the state conference, any chapter advisor can still use the TSA activities in the classroom, though on a timeline more conducive to lesson plans and classroom structure.

That said, as discussed earlier, the competitive events are designed to be integrated into the classroom curriculum. However, for some, that may not be an option. For example, the school may not have a technology program or the advisor is a teacher in a completely unrelated area (social studies, for example). In those cases, integrating activities can be a challenge, but advisors shouldn't give up; as a wise man once said, "There always are...possibilities." Advisors should be creative in the implementation of the events and do it when it comes natural and not force it.

However a chapter is configured, the key is to get the events and their related rubrics in the hands of the students. Students should read the rules carefully. At the state level, the rules are updated annually; at the national level, the competitive events are updated every two years, incorporating various changes, additions and deletions/corrections that were made throughout the previous year. Both advisors and students should visit the Updates and Clarification page on the national TSA website regularly to stay on top of the latest rule updates, changes and clarifications that occur after the competitive event guide is published. The updates and clarifications may be found at <http://www.tsaweb.org/Updates-and-Clarification>.

What an advisor cannot do, however, is post the rules and rubrics in electronic form on a school server or website; the copyright on the national rule book prohibits that.

Currently, there are approximately 35 national-level events at the middle school level and another 35 at the high school level. In addition, there are at least a dozen "state-only" events; some are for high school only, some middle school only, and some are open to both levels. There are even four "state-only" events – two at the middle school level and two at the high school level – that are specifically designed to engage elementary students with their middle and high school counterparts. These events feature one-on-one interaction between a middle school student or a high school student and an elementary buddy to build a project or participate in an on-site problem-solving activity.

Initially, it's recommended that students select between four and seven different events. If a student has fewer than four events, when it comes time for the state conference, they may not have enough to do at the conference; more than seven and the students may have too much on their plates. However, the number of events a student selects and can handle truly depends on the type of events the students choose. For example, if an event requires the student to create something and turn it in ahead of the conference, then they should lean more toward the higher end of the range. If a student selects events which have an on-site component at state, then they should lean more toward fewer events as they will more than likely have schedule conflicts which will prevent them from doing well in all of the conflicted events.



---

One thing advisors should keep in mind is that the state conference will happen sooner than anyone will realize (the state conference, after all, is in February), so it's critical that the students get an early start on their various projects so they have as much time as possible to finish them before the state conference.

As stated before, attendance at a state and/or national conference is entirely optional; a chapter does not have to attend. However, a great many benefits can be had through attendance at one of these events. In addition to showcasing their technical and leadership skills through competitive events against other STEM students from across the state and nation, students gain exposure to business and industry professionals (who serve as judges, presenters, exhibitors and volunteers). There have been many cases where students have been hired (in the case of graduating seniors or postsecondary students) right off the competition floor. Opportunities for internships and job shadows also can be had through these valuable contacts. Students are also exposed to a wealth of other careers to which they may not have had access other than through the conference. Interacting with other TSA members from other chapters is also valuable and helps build social skills so vital to the work environment.



---

## Notes:



---

## Chapter 11: Planning for Conferences

### *Introduction*

Colorado has one of the fastest growing state associations within TSA, and all members in good standing are eligible to participate in any and all of the various conferences offered. There are several conferences offered throughout the year, including Fall Leadership Conferences, the State Conference, the Spring STEAM Symposium (S3), and the National Conference.

### *Fall Leadership Conferences*

In the fall of each year, Colorado TSA hosts several one-day Fall Leadership Conferences across the state. It is recommended that new advisors attend one of these conferences because in addition to training opportunities for students, the Fall Leadership Conferences also provide a great opportunity for advisors to receive professional development as well as updated information from national and state TSA. Topics for advisors include new competitive event updates, new initiatives from the national office, membership recruitment and retention, curriculum integration, and more. Information and dates about the Fall Leadership Conferences are posted on the Colorado TSA website at [www.cotsa.cccs.edu](http://www.cotsa.cccs.edu).

For students, the Fall Leadership Conferences provide students with valuable leadership skills, including how to communicate, how to work effectively as a team, and how to develop critical problem-solving skills. The goal of the Fall Leadership Conferences is to plant the seed of leadership that students will then take back to their local chapters where they will nurture and grow those skills over the course of the year. Participants also will receive guidance and training on LEAP – the comprehensive national leadership program.

### *State Conference*

In Colorado, an annual state conference is held in mid- to late-February. At this conference, for which all TSA members are eligible, students test their technical and leadership skills with the best STEAM students from across the state.

The State Conference is a three-day event, starting Thursday morning and going until early afternoon on Saturday. Typically, the conference is held the weekend right after President's Day in February. More information on specific dates and times is available on the Colorado TSA website at [www.cotsa.cccs.edu](http://www.cotsa.cccs.edu).

Each year, a Call to Conference/State Competitive Event Guide is issued ahead of the conference. This document serves several important functions. First, it is a comprehensive guide for advisors that they should reference throughout the school year. Within its pages, advisors can find all the information regarding the state conference, including hotel rooming information, room rates, conference forms, etc., a chapter needs to get ready for the conference.



Second, the Call to Conference contains the rules and rubrics for all of the STATE-ONLY competitive events. The state-only events have been developed by Colorado TSA staff in conjunction with advisors and business and industry representatives from all over our state. They supplement the competitive events presented in the National TSA Competitive Events Guides. Each year, the state-only events are reviewed and revised and new events are added while some events are retired.

The Call to Conference is sent to advisors via email at the start of the school year and is available on the Colorado TSA website.

### *Spring STEAM Symposium (S3)*

The Colorado TSA Spring STEAM Symposium (S3) is a one-day professional development conference positioned halfway between the annual state conference and the national TSA conference. S3's schedule is filled with extended professional development and chapter leadership training along with hands-on workshops from business and industry professionals, a capstone symposium, peer-to-peer round-tables, portfolio reviews, a photography show, a film festival and more.

S3 differs from both the annual TSA Fall Leadership and State Conferences. At the Fall Leadership Conference, students are introduced to basic leadership skills as well as the LEAP leadership program offered through National TSA. At the annual State Conference, the focus is on conducting the association's business, interacting with business and industry professionals, and participating in competitive events. However, chapters have been requesting more in-depth chapter and leadership development - something Colorado TSA did not have the capacity to provide at the Fall Leadership or State Conferences. To address that need, S3 was developed; it's a conference in a symposium format where TSA chapters can receive additional professional development AND further showcase their skills and talents in areas that aren't covered by TSA's competitive events at either the national or state level. There may be some instances where S3 events and activities may mirror or overlap already-existing events within TSA's competitive events. However, with S3, we are able to remove some of the restrictions that throttle creativity and open up a whole host of opportunities for students to make new cross-disciplinary connections.

For more information about S3, please visit: <http://cotsa.cccs.edu/s3/>.

### *National Conference*

In late June every year, National TSA hosts its conference. At this event, TSA members from all over the United States, plus several other countries, come to compete in competitive events in the national competitive events guide. This is a five-day conference (a somewhat supercharged version of the state conference) which changes venues each year, rotating between cities like Washington, D.C., Orlando, FL, Nashville, TN, and Dallas, TX.



---

## Chapter 12: Resources

### Introduction

There are many resources available for a chapter. Chapter advisors should try to use as many as possible to make the job of advising a chapter much easier.

### State Advisor

The first, best resource is the state advisor. The state advisor is a link directly to the national office which sets policy, procedure as well as develops leadership programs and competitive events. The state advisor is also in charge of setting up and managing the various programs and conferences in the state. The state advisor can provide technical assistance in setting up the chapter, assist with kickoff events, and even serve as a mentor for new advisors.

### State Officers

The Colorado TSA State Officer team is a dedicated team of students who have been elected by the state association's membership to represent them on a local, state, and national stage. As part of that charge, the state officers are available as a resource for chapters. State officers are available for a variety of tasks – from a simple good-will visit to local chapter kickoffs or training. Advisors can schedule a state officer visit by contacting the state advisor or online at <http://bit.ly/2fc0DYA>.

### Websites

- Colorado TSA website: [www.cotsa.cccs.edu](http://www.cotsa.cccs.edu)
  - ▶ Benefits of Implementing a CTSO: <http://cotsa.cccs.edu/the-benefits-of-implementing-a-career-and-technical-student-organization/>
  - ▶ Fall Leadership Conference: <http://cotsa.cccs.edu/fall-leadership-conference/>
  - ▶ State Conference Info: <http://cotsa.cccs.edu/colorado-tsa-state-conference/>
  - ▶ Spring STEAM Symposium (S3): <http://cotsa.cccs.edu/s3/>
- National TSA website: [www.tsaweb.org](http://www.tsaweb.org)
  - ▶ Affiliation Info: <http://tsaweb.org/membership/affiliation-and-dues>
  - ▶ High School Competition Info: <http://tsaweb.org/competitions-programs/tsa/high-school-competitions>
  - ▶ Middle School Competition Info: <http://tsaweb.org/competitions-programs/tsa/middle-school-competitions>
  - ▶ VEX Robotics Competition: <http://tsaweb.org/competitions-programs/vex-robotics>
  - ▶ Junior Solar Sprint Competition: [http://tsaweb.org/competitions-programs/junior-solar-sprint-\(jss\)](http://tsaweb.org/competitions-programs/junior-solar-sprint-(jss))
  - ▶ TEAMS (Tests of Engineering Aptitude, Math and Science): <http://tsaweb.org/competitions-programs/teams>



- 
- ▶ Competitive Event Themes and Problems: <http://tsaweb.org/competitions-programs/tsa/themes-problems>
  - ▶ Competitive Event Updates/Clarifications: <http://tsaweb.org/competitions-programs/tsa/competition-updates>
  - ▶ National Conference Info: <http://tsaweb.org/events-conferences/2019-national-tsa-conference>

### *Other Resources*

- *Robert's Rules for Dummies*: <http://www.dummies.com/how-to/business-careers/Running-Your-Business/Business-Travel-Events/Robert-s-Rules.html>
- *Robert's Rules Online*: <http://www.rulesonline.com/>
- *Robert's Rules Quick Reference*: <http://www.robertsrules.org/>
- *The Official Robert's Rules of Order Website*: <http://www.robertsrules.com/>





---

## Notes:



---

## Notes:



---

## Notes:

