

# DC Career and Technical Student Organization Guide





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Postsecondary and Career Education Division  
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## INTRODUCTION

Career and Technical Student Organization (CTSOs) are student lead co-curricular/ extracurricular groups for secondary and/or postsecondary career and technical education (CTE) students that allow them to further their knowledge and skills by participating in activities, events, and competitions. CTSOs work as an integral component of classroom curriculum and instruction, building on career skills and concepts through the application and engagement of students in hands-on demonstrations and real-life and/or work experiences through a CTE program. CTSOs help students develop a career path, as well as a program of study, and give them opportunities to gain skills and abilities through activities, programs, and competitions. Also, students have opportunities to hold leadership positions at the local, state, and national level and attend leadership development conferences to network with other students, as well as business and industry partners. The Office of the State Superintendent of Education (OSSE) will support CTSOs at the state level and through the local Perkins grant application.

OSSE programs of study are comprehensive pathways for delivering academic and technical skills in order to prepare all students for career success and postsecondary education. Programs of study include coursework, as well as opportunities to earn early college credit and industry recognized credentials. Programs of study also provide opportunities for students to participate in work-based learning experiences, service learning, and other leadership roles. When CTSOs are aligned with a CTE program of study, students are able to participate in a comprehensive model that helps them develop a growth mindset support and make seamless transitions to their postsecondary endeavors.

OSSE currently recognizes five of the 11 nationally recognized CTSOs (**FBLA, FFA, SkillsUSA, HOSA, and TSA**). Local education agencies (LEAs) and Institutions of Higher Education (IHEs) with Perkins-funded CTE programs of study, are required to promote, organize, and financially support CTSOs. The purpose of this guide is to reflect OSSE's vision and the commitment to CTE and CTSOs in the D.C.. For more information about CTSOs, contact **Candice Mott – Performance Accountability Coordinator**, at [candice.mott@dc.gov](mailto:candice.mott@dc.gov).

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## NATIONAL CTSO OVERVIEW

All state CTSO organizations have a corresponding national entity to support the overall implementation and governance at the national, state, and local level. The National Coordinating Council for Career and Technical Student Organizations (NCC-CTSO) is the coalition of national CTSOs serving CTE students and teachers in one or more of the sixteen (16) career clusters identified in the National Career Clusters Framework. The Association of Career & Technical Education (ACTE) works closely with the NCC-CTSO to share and coordinate CTE resources. National CTSOs are comprised of eleven (11) not-for-profit organizations, specifically authorized by the U.S. Congress in the Perkins Act. OSSE currently recognizes five of the 11 nationally recognized CTSOs (FBLA, FFA, SkillsUSA, HOSA, and TSA).



## NATIONAL CTSO OVERVIEW

**Business Professionals of America (BPA)** is one of the CTSOs for students pursuing careers in business management, office administration, information technology and other related career fields. BPA has 43,000 members in over 2,300 chapters in 23 states. BPA is a co-curricular organization that supports business and information technology educators by offering co-curricular exercises based on national standards. The Workplace Skills Assessment Program (WSAP) prepares students to succeed and assesses real-world business skills and problem solving abilities in finance, management, IT and computer applications. It is BPA's showcase program and facilitates students demonstrating their career skills at regional, state and national conferences in 72 competitive events. Some of BPA's other major programs include the National Leadership Academy, Officer Elections and scholarships. The Torch Awards Program and BPA Cares Program recognize students and chapters, respectively, for their leadership and service to their chapter and community.



**BPA**  
**614-895-7277**  
**[www.bpa.org](http://www.bpa.org)**

**DECA** prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe. With over a 60 year history, DECA has impacted the lives of more than ten million students, educators, school administrators and business professionals since it was founded in 1946. Their strong presence in this country has resulted into a brand that people identify as a remarkable experience in the preparation of emerging leaders and entrepreneurs. DECA's mission is to prepare emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. DECA's values are competence, innovation, integrity and teamwork.



**DECA Inc.**  
**703-860-5000**  
**[www.deca.org](http://www.deca.org)**

## NATIONAL CTSO OVERVIEW

**Educators Rising** **Educator's Rising**, formerly known as **Future Educators Association (FEA)**, is an international student organization dedicated to supporting young people interested in education-related careers. Founded in 1937, Educators Rising has helped thousands of students develop the skills and strong leadership behaviors that are found in highly-qualified educators over the past 75 years. By staying true to its mission while incorporating the latest in technology and education research, Educators Rising continues to help: ☑ Attract exemplary future educators and begin averting teacher shortages at a local level, particularly within the areas of math, science, and special education; ☑ Encourage students from diverse cultural and ethnic backgrounds to enter the education profession; and ☑ Elevate the image of teaching and promote it as a challenging and rewarding career.

**Educators Rising**  
800-776-1156  
[www.futureeducators.org](http://www.futureeducators.org)



**Family, Career and Community Leaders of America (FCCLA)** is a nonprofit national career and technical student organization for young men and women in Family and Consumer Sciences education in public and private school through grade 12. Everyone is part of a family, and FCCLA is the only national Career and Technical Student Organization with the family as its central focus. Since 1945, FCCLA members have been making a difference in their families, careers, and communities by addressing important personal, work, and societal issues through Family and Consumer Sciences education.

Today more than 182,000 members from 5,253 chapters are active in a network of associations in 48 states, including Puerto Rico and the Virgin Islands. Chapter projects focus on a variety of youth concerns, including teen pregnancy, parenting, family relationships, substance abuse, peer pressure, environment, nutrition and fitness, teen violence, and career exploration. Involvement in FCCLA offers members the opportunity to expand their leadership potential and develop skills for life — planning, goal setting, problem solving, decision making, and interpersonal communication — necessary in the home and workplace.

**FCCLA**  
703-476-4900  
[www.fcclainc.org](http://www.fcclainc.org)



## NATIONAL CTSO OVERVIEW

**Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL)** is a nonprofit 501(c)(3) education association with a quarter million students preparing for careers in business and business-related fields. The association has four divisions:



- Future Business Leaders of America (FBLA) for high school students;
- FBLA-Middle Level for junior high, middle, and intermediate school students;
- Phi Beta Lambda (PBL) for postsecondary students; and
- Professional Division for businesspeople, FBLA-PBL alumni, educators, and parents who support the goals of the association.

FBLA-PBL inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences.

**FBLA - PBL**  
**800-325-2946**  
**[www.fbla-pbl.org](http://www.fbla-pbl.org)**

**HOSA-Future Health Professionals** is a national student organization recognized by the U.S. Department of Education and the Health Science Education Division of ACTE. HOSA's two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA's goal is to encourage all health occupations instructors and students to join and be actively involved in the HSE-HOSA Partnership. HOSA provides a unique program of leadership development, motivation, and recognition exclusively for secondary, postsecondary, adult, and collegiate students enrolled in HSE programs. HOSA is 100% health care! Since its inception in 1976, HOSA has grown steadily reaching over 165,000 members through 47 chartered HOSA State Associations, Puerto Rico, Washington, D.C. and Italy.



**HOSA-Future Health Professionals**  
**(800) 321-HOSA**  
**[www.hosa.org](http://www.hosa.org)**

## NATIONAL CTSO OVERVIEW

**The National FFA Organization (formerly known as the Future Farmers of America)** envisions a future in which all agricultural education students will discover their passions and build on that insight to chart a course for their education, careers and personal futures. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. In 1988 the official name of the organization was changed from “Future Farmers of America” to “The National FFA Organization” to reflect the growing diversity of agriculture. Today, agricultural education prepares students for successful careers and a lifetime of informed choices in global agriculture, food, fiber and natural resources systems. FFA is one part of the three-component model for school-based agricultural education. The other two parts of the model include the agricultural education classroom/laboratory and supervised agricultural experience.



**National FFA Organization**  
**317-802-6060**  
**[www.FFA.org](http://www.FFA.org)**



**SkillsUSA** is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. We help each student excel. A nonprofit national education association, SkillsUSA serves middle-school, high-school and college/postsecondary students preparing for careers in trade, technical and skilled service (including health) occupations. SkillsUSA empowers its members to become world-class workers, leaders and responsible American citizens. SkillsUSA improves the quality of our nation’s future skilled workforce through the development of Framework skills that include personal, workplace and technical skills grounded in academics.

**SkillsUSA**  
**703-777-8810**  
**[www.skillsusa.org](http://www.skillsusa.org)**

## NATIONAL CTSO OVERVIEW

The **Technology Student Association (TSA)** is a national organization devoted exclusively to the needs of students interested in science, technology, engineering, and mathematics (STEM). Open to young people enrolled in—or who have completed—technology education courses, TSA’s membership includes more than 250,000 middle and high school student members in over 2,000 schools spanning 49 states. TSA partners with universities and other organizations to promote a variety of STEM competitions and opportunities for students and teachers. TSA is supported by educators, parents, and business leaders who believe in the need for a technologically literate society. Members learn through exciting competitive events, leadership opportunities, and much more. The diversity of activities makes TSA a positive experience for every student. From engineers to business managers, our alumni credit TSA with a positive influence on their lives.

**TSA**  
**703-860-9000**  
**[www.tsaweb.org](http://www.tsaweb.org)**





# Roles and Responsibilities

## THE STATE

### **DC CTSO Mission and Goals**

All states share common goals in supporting the implementation of career and technical curricula and CTSOs. At the state level, CTSOs are designed to support CTE curricula and the additional training needs of all students.

#### **The following are the shared goals of D.C. CTSOs:**

1. All D.C. CTSO members are enrolled in a state approved program of study.
2. D.C. CTSO provide opportunities for students to develop leadership, career advancement, and technical skills related to specific career areas.
3. Provide opportunities for students to develop the leadership and soft skills necessary for success within their industries, education endeavors, and communities.
4. Strengthen the relationship between D.C. CTSOs and state approved CTE programs; including increasing concentrator participation.
5. Connect the D.C. community to CTE and CTSOs through community service and other meaningful engagement opportunities.

### **OSSE**

OSSE is responsible for creating policy, providing guidance, and supporting the implementation of CTSOs for the District.

#### **OSSE will:**

- Approve what CTSOs are supported in D.C.;
- Align CTSOs to courses, course standards, and programs of study to improve CTE programs;
- Create and support policy and procedures that influence the successful implementation of CTSOs in D.C.;
- Ensure funds allocated through Perkins are utilized appropriately when supporting CTSOs;
- Support LEA/IHE Directors and CTSO State Advisors/Directors with strategic planning and programming to for the successful implementation of CTSOs in D.C.
- Engage community and industry stakeholders to support DC CTSO programming; and
- Implement the following activities:
  - Provide professional development and technical assistance to LEAs/IHEs and local CTSO advisors
  - Provide stipends for DC CTSO State Advisors/Directors
  - Sponsor the DC CTSO State Leadership Conference and other state level leadership activities for students

## THE STATE

### State Advisors/Directors

DC CTSO State Advisors/Directors are responsible for providing leadership and technical assistance to local CTSOs, managing state CTSO activities, and partnering with the national CTSO. Each state CTSO conducts activities according to its national CTSO bylaws.

**The responsibility of the CTSO State Advisor/Director includes, but is not limited to, the following areas:**

- Communication to internal/external stakeholders as the state leadership of their CTSO;
- Professional development, training, and technical support for advisors;
- Budget and finance for the state affiliate/association;
- Report activities to OSSE (January and June);
- Maintain CTSO finances and bylaws;
- Support recruitment and increase CTSO membership in D.C.;
- Research and implement best practices pertaining to CTSOs and CTE;
- Develop college/career programming aligned to CTE programs of study and individual CTSO standards of practice (e.g. student leadership and personal development activities, state-level competitions, community service, and additional opportunities for contextual instruction, work-based learning, and real-world application); and
- Establish and support state officer activities

\*Additional roles and responsible are outlined in the MOA between OSSE and the State Advisor/Director.

### What is Perkins?

The federal legislation that funds career and technical education (CTE), the Carl D. Perkins Career and Technical Education Act, which reauthorized in 2018 as the Strengthening Career and Technical Education Act for the 21<sup>st</sup> Century (Perkins V).

### Its purpose?

- Develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary students enrolled in CTE programs of study, primarily by building on the efforts of states and localities to develop challenging academic and technical standards;
- Promote the development of services and activities that integrate academic, career, and technical instruction, and that link secondary and postsecondary education for participating CTE students;
- Increase state and local flexibility in providing services and activities designed to develop, implement, and improve CTE;
- Disseminate national research, and providing professional development and technical assistance, that will improve CTE programs of study, services, and activities;
- Conduct technical assistance that promotes leadership and professional development to improve the quality of CTE teachers, faculty, administrators and counselors;
- Support partnerships among secondary schools, postsecondary institutions, area CTE schools, local workforce investment boards, business and industry and intermediaries
- Provide individuals with the skills to keep the United States competitive; and
- Increase the employment opportunities for special populations.

## DC CTSO/OSSE CTE Program of Study Alignment

Program of Study	Aligned CTSO
Accounting	FBLA
Aerospace Engineering (PLTW)	TSA/SkillsUSA
Animation	TSA/FBLA/SkillsUSA
Architectural Design	TSA/SkillsUSA
Army Cybersecurity Junior Reserve Officers' Training Corps (JROTC)	TSA/SkillsUSA
Audio/Video Production	TSA/FBLA
Automotive Technology	SkillsUSA
Barbering	SkillsUSA
Biomedical Science (PLTW)	HOSA
Biotechnology	HOSA
Business Information Management	FBLA
Business Management	FBLA
Carpentry	SkillsUSA
Child Care and Development	FCCLA/Educators Rising
Civil Engineering and Architecture (PLTW)	TSA/SkillsUSA
Computer Integrated Manufacturing (PLTW)	TSA/SkillsUSA
Computer Maintenance Technician	SkillsUSA
Computer Science (AP)	TSA/FBLA
Computer Science (PLTW)	TSA/FBLA
Computer Science and Software Engineering (PLTW)	TSA/SkillsUSA
Construction Management	SkillsUSA
Cosmetology	SkillsUSA
Culinary Arts	SkillsUSA
Digital Electronics (PLTW)	TSA/SkillsUSA
Digital Media	TSA/FBLA/SkillsUSA
Electrical Technology	SkillsUSA
Energy and Natural Resource Technology	FFA
Environmental Sustainability (PLTW)	TSA/SkillsUSA
Finance	FBLA
Foreign Service and Diplomacy	FBLA
Graphic Design and Illustration	TSA/SkillsUSA
Health Science: Certified Nursing Assistant	HOSA
Health Science: General	HOSA
Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR)	SkillsUSA
Horticulture Science	FFA
Hospitality Services	SkillsUSA
Law Enforcement	SkillsUSA
Marketing	FBLA/DECA
Networking	SkillsUSA
Plumbing Technology	SkillsUSA
Public Management and Administration	FBLA
Teacher Education and Training	FCCLA/Educators Rising
Welding	SkillsUSA

## THE LOCAL LEVEL

### LEAs/IHEs

CTSO participation is required of all D.C. Perkins funded CTE programs of study. The LEA/IHE is financially and legally responsible for the implementation of CTSOs at the local level.

### **The following are the current LEAs/IHEs implementing Perkins-funded CTE programming in D.C.:**

DC International School  
District of Columbia Public Schools  
Friendship Public Charter Schools  
IDEA Public Charter School  
KIPP DC  
Maya Angelou Public School  
University of the District of Columbia – Community College

### **The roles and responsibilities of the LEA/IHE are the following:**

- Strengthen the academic, career, and technical skills of students by integrating academic and career and technical skills through CTSOs;
- Programmatically and financially\* support CTSOs;
- Financially and programmatically support state officers from the LEA/IHE;
- Ensure funds allocated through Perkins are utilized appropriately when supporting CTSOs;
- Create and implement a strategic plan to increase CTSOs participation within the LEA/IHE;
- Create LEA/IHE policies that are aligned to DC CTSO, OSSE CTE, and that of the organization;
- Uphold LEA/IHE policies pertaining to student participation in activities and the chapter advisor role; and
- Arrange travel for local, state, and national CTSO participation.

*\*LEAs can spend up to 5% of their Perkins allocation on CTSOs.*

### **Chapters and Chapter Advisors**

“Chapters” are the local organizations at the school level. Chapters should be modeled after their national/state organizational structures and is led by a chapter advisor. Chapter advisors function as the facilitator, mentor, and guide for CTSO members. Chapter should be led by students and it is advisor’s role to handle those items students cannot, such as signing of contracts, arranging for bus transportation, handling permission slips and medical forms, and arranging for payment for various activities. At the chapter level, the student membership is represented by a chapter officer team, individuals who are elected from the chapter’s membership. The positions vary from CTSO to CTSO, but in common, all chapter teams are led by a president. Each member of this officer team has specific roles as outlined by the CTSO, but in general, it is this team, who is responsible for chapter activities, following the established constitution and bylaws of the organization, and engaging chapter members.

## THE LOCAL LEVEL

### Chapter Advisors Role

CTSO chapter advisors are the most important persons pertaining to the implementation of CTSOs. Chapter advisors take the initiative to sponsor and implement chapters within their organizations.

#### **The following are the roles of the local chapter advisor:**

- Support monthly chapter meetings activities led by students;
- Arrange work-based learning opportunities and travel;
- Collaborate with stakeholders that can help facilitate CTSO activities;
- Create a sense of community among students to recruit/retain members;
- Help chapter officers and members carry out chapter responsibilities;
- Have current knowledge of CTSO-related policies, documents, and publications from the CTSO and LEA;
- Co-create documents and governance for the CTSO chapter;'
- Assist with the fiscal management of the CTSO chapter;
- Support chapter finances through fundraising;
- Review the career and technical education curriculum and determine how best to fully integrate CTSO activities into the classroom;
- Encourage and facilitate participation in state and national competitive events programs; and
- Adhere to LEA/IHE policies pertaining to funding, resources, travel, and chapter implementation

## ADDITIONAL ACTIVITIES AND ROLES

### State Officers

The selection process and requirements for state officer positions vary across each CTSO as outlined in their bylaws; however the expectations for each state officer remain consistent throughout all CTSOs. The State Advisor/Director and the Chapter Advisor share the responsibility of the state officer and LEAs/IHEs must commit to supporting the state officers from their organization (programmatically and financially).

State officers are expected to do the following:

- Attend all assigned meetings, activities, and events throughout the year
- Demonstrate good behavior and professionalism at all times while representing the organization;
- Promote the organization in a positive, exciting, and enthusiastic manner; and
- Develop an annual plan of work and work with the CTSO State Advisor/Director to perform duties and assignments during state officer meetings and respective CTSO events



# Membership

## CTSO MEMEBERSHIP

### Types of Membership

National and state CTSO organizations share the responsibility of establishing CTSO dues. Each CTSO has their own types of membership; however **membership dues typically fall in the following categories:**

- National (required)
  - Individual
  - Bulk (eg. School wide membership registration)
- State (optional)

### **National Membership Dues Amounts/Deadlines (2021-2022)**

TSA (Open): \$10

SkillsUSA (Aug 1):

- Students \$8
- Instructors \$20

HOSA (January 1): \$10

FBLA (March 1): \$6

FFA (March 1): \$7

### **State Membership Dues Amounts and Deadlines**

- DC CTSOs are currently not collecting state membership dues

*\*DC CTSO recommends paying dues by December 31 to maximize the benefits of membership in all the organizations. Students can be members of multiple CTSOs.\**

**Contact your organization's CTSO State Advisor/Director and/or the CTSO National office for more information pertaining to membership.**



# Expenditures and Funding

## EXPENDITURES

The following is the list of allowable expenditures for Perkins funds pertaining to CTSO implementation. State and local CTSO organizations can fundraise and use other funding sources to support non-allowable expenditures. LEAs/IHEs may use up to 5% of their Perkins funding to support the implementation of CTSOs.

<b>Allowable</b>	<b>Non-Allowable</b>
Travel to local and domestic conferences, trainings, and competition	Local Lodging (<50 miles)
Domestic Lodging (>50 miles)	Membership Dues
Conference/ Training Registration	Food and Entertainment
Per Diem	Clothing that results in being the property of the student (eg. CTSO T-shirts)
Equipment/Supplies	SWAG
Uniforms (eg. SETof SkillsUSA blazers)	Social/Entertainment Activities
Stipends	Fundraisers
Parent Engagement (when appropriate)	
Marketing (eg. CTSO Banner)	

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# Getting Started!

## GETTING STARTED

Starting a CTSO can be a rewarding and/or stressful experience. However, a well executed plan can alleviate many of the concerns a new chapter advisor experiences. Please review the information below to support LEAs, IHEs, and new chapter advisors in implementing CTSOs.

STEP	ACTION
Understand CTSOs	<ul style="list-style-type: none"> <li>Review the DC CTSO Guide</li> <li>View the website of your chosen CTSO</li> <li>Speak with the DC CTSO State Advisor/Director</li> <li>Consider reading “The CTSO Competition Companion” By: Rachael Man</li> </ul>
Seek Approval	Speak with the following stakeholders in this order <ol style="list-style-type: none"> <li>1. DC CTSO State Advisor/Director</li> <li>2. Campus Administrator(s)</li> <li>3. LEA/IHE CTE Leader/Liaison</li> <li>4. School-Level Stakeholders (teachers, students, and etc).</li> </ol>
Plan – Phase 1	<ul style="list-style-type: none"> <li>Review CTSO competition and organizational activities to align with course standards, industry certifications, and technical skills attainment.</li> <li>Create a Program of Work for the year</li> <li>Establish chapter structures such as procedures for travel, financial processes, and reports.</li> <li>Participate in CTSO training</li> </ul>
Establish Your Chapter!	<ul style="list-style-type: none"> <li>Recruit students</li> <li>Select officers (review procedure with state advisor/director or national office)</li> <li>Establish chapter procedures and bylaws</li> </ul>
Plan – Phase II	<ul style="list-style-type: none"> <li>Allow students to review and revise the Program of Work</li> </ul>
Training	<ul style="list-style-type: none"> <li>Members, advisors, and chapter officers participate in training to ensure chapter success.</li> <li>Members should participate in local, state, and national leadership and training opportunities,</li> </ul>
Make a presence!	Now that the chapter is established, look for ways to increase the chapter’s footprint on your campus!

## GETTING STARTED - RESOURCES

### The Meeting Agenda

Meeting agendas are usually created by the President. Agendas communicate the goal of the meeting to attendees and serve as a guide to keep the meeting on track and on schedule. Draft agendas should be prepared several days prior to the actual meeting so that advance copies may be distributed to those expected to attend.

Sample agenda:

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

### Ideas for Professional Development and College and Career Activities

- Attending regular chapter meetings
- Inviting guest speakers from industry
- Working with industry advisory committee members
- Going on field trips to industry or to job sites relating to training
- Developing chapter handbook
- Following up with former members
- Attending chapter workshops
- Hosting official ceremonies
- Studying parliamentary procedure
- Holding open forums
- Visiting other chapters
- Holding debates
- 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

## GETTING STARTED - RESOURCES

### Ideas for Community Service

- Participating in the national or state CTSO community service project
- Running a clean-up, paint, fix-up project
- Assisting a family in need
- Holding a “get out the vote” drive
- Sponsoring a community fund drive
- Assisting other school groups with activities
- Improving school or campus facilities

### Ideas for Fundraising/Funding

- Local Sponsorships
- Service/Rent-Some-Muscle
  - Wash and wax cars
  - Ask a local business to match funds raised through a car wash held on property
  - Before a school dance, host a beauty salon for hair, nails, makeup
  - School selfie-museum
  - Campus move-in
- Events
  - Battle of the Bands
  - Cutest Dog/Ugliest Dog Beauty Pageant
  - Pumpkin Carving Event/Carving Contest
  - Chili Cookoff
  - Fashion Show
  - Student vs Teacher or Parents Sports event (eg. Basketball)
  - Host a 5K Fun Run/Walk-a-thon/Dance Marathon/Bowl-a-thon/Lock-in/Bike Race
  - Talent Show
  - Community Pancake Breakfast/Spaghetti Dinner/Cook-Off (Best BBQ, Best Chili, etc.)
  - Donation based non-uniform day
  - Halloween Party or Masquerade Ball
  - Cypher or Verzuz
  - Karaoke or Movie Night
  - Homecoming Dance
- Sales
  - FanCloth
  - DoubleGood Popcorn
  - Otis Spunkmeyer
  - Krispy Kreme

## GETTING STARTED - RESOURCES

### Program of Work

Chapters develop a to plan and organize the activities and goals of the chapter. Ideally, the Program of Work is developed by students and facilitated by the chapter advisor. However, when initially starting a chapter, the chapter advisor may have more of a role (Phase I vs Phase II planning).

Activities in the Program of Work should be ones that allow students to develop as leaders by building skills in communication, organization, planning, and evaluation. Developing a Program of Work also helps create a positive learning environment by establishing a well-defined sense of purpose within a classroom or CTE program. Through the Program of Work, students learn how to accept responsibility, work as a team, manage multiple tasks (budgeting, promotion, etc.), and how to deal with successes and failures. Programs of Work will vary from organization to organization – and even from chapter to chapter – but as a general rule, the **basic elements of a balanced program of work are:**

Membership

National CTSO Initiatives

Technical Skills and Knowledge

Work-Based Learning

Community Service

Leadership

Please see the chart on page 25 to begin creating your CTSOs program of work. Be sure to take into consideration any parameters or policies pertaining to you LEA/IHE. You can download a **sample Program of Work template** [here](#).

## GETTING STARTED - RESOURCES

### Program of Work Components

Component	Activities	Resources
<b>Membership</b>	Recruitment Retention	DC CTSO State Advisor/Director National CTSO Office/Website LEA/IHE Director or Liaison School Community (Administration, Students, Parents, and other Stakeholders)
<b>National CTSO Initiatives</b>	National CTSO Scholarships, Awards, Service Projects, College and Career Activities	National CTSO Office/Website DC CTSO State Advisor/Director
<b>Technical Skills and Knowledge</b>	State Leadership Conference National Leadership Conference Competition Preparation	National CTSO Office/Website Regional CTSO Chapters DC CTSO State Advisor/Director
<b>Work- Based Learning</b>	Guest Speakers Industry Visits State Leadership Conference National Leadership Conference Competition Preparation	National CTSO Office/Website CTSO Competitions LEA/IHE Director or Liaison Regional CTSO Chapters DC CTSO State Advisor/Director
<b>Community Service</b>	Be Creative! Allow students to plan.	National CTSO Office/Website Align to CTSO competition Consult LEA/IHE Community Service Liaison DC CTSO State Advisor/Director
<b>Leadership</b>	Establish Chapter Officers Chapter Meetings (biweekly/monthly)	National CTSO Office/Website Regional CTSO Chapters School Colleagues (ie. ROTC or SGA) DC CTSO State Advisor/Director

## DC CTSO STATE ADVISORS/DIRECTORS

**Tashik Faruq**  
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**Collegiate**  
[TFaruq@friendshipschools.org](mailto:TFaruq@friendshipschools.org)  
FBLA

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