CTSO

Career and Technical Student Organizations

A Reference Guide

Third Edition

2008

The CTSOs gratefully acknowledge the contributions of the following people who were instrumental in the creation of this guide:

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1

Historical Overview of CTSOs

The concept of an organization designed to support students learning a vocation has its roots in the activities of such institutions as trade guilds and apprenticeship societies common in the 18th and 19th centuries. In more contemporary history, the development of career and technical education (formerly vocational education) and the career and technical student youth organization (formerly vocational student organization) can be chronicled through a number of relevant Federal laws. The information below outlines the federal role in career and technical education from current law back to its inception in 1917.

Carl D. Perkins Vocational and Technical Education Act of 2006

The 2006 Perkins Act, an updated version of earlier Perkins laws passed in 1998, 1990, and 1984, is the vehicle for providing federal support for career and technical education. The Perkins Act provides resources to secondary and postsecondary career and technical education programs to support innovation and program improvement. States receive Basic State Grant funding that is then distributed to eligible recipients, including high schools, area career and technical schools, and community and technical colleges. The new act provides an increased focus on the academic achievement of career and technical education students, strengthens the connections between secondary and postsecondary education, and improves state and local accountability. The Perkins Act specifically

includes career and technical student organization activities as allowable use of funds at the state and local level.

Vocational Educational Act of 1963

This act and its subsequent amendments of 1968 and 1976 specified that vocational student organizations were an essential part of vocational instruction; vocational education, therefore, became a legitimate recipient of federal and state grant funds for the purpose of providing leadership and support to vocational student organizations and applicable and appropriate activities. (Hale, 1990.)

Public Law 81-740 (1950)

This law, referred to as Public Law 740, federally chartered a vocational student organization, thereby establishing the relationship of a vocational student organization to industrial arts education. It also officially tied the U.S. Office of Education to vocational student organizations by allowing employees of the U.S. Office of Education to be hired for the purpose of working with student organizations. Although this law chartered only one student organization (the vocational agriculture student organization), it established the pattern of treating existing and future vocational student youth organizations as integral parts of vocational education. (Hale, 1990.)

"George Acts"

These acts (1929, 1934, 1936, and 1946) were a series of laws that supplemented and continued the appropriations for vocational education started by the Smith-Hughes Act. Of the four acts, the most important to youth organizations was the George-Barden Act of 1946, also known as the Vocational Education Act of 1946. This act was the first to mention a vocational student organization by name, and it specifically stated that funds could be used for vocational agriculture teacher activities that were related to the vocational agriculture

student organization. (Hale, 1990.)

Smith-Hughes Act (1917)

This act, often referred to as the "Granddaddy Act" of vocational education, provided the foundation for vocational student organizations. Although the act did not specifically mention student organizations, it provided funds for vocational agriculture teachers whose duties included advising and supervising a vocational student organization. (Hale, 1990.)

CTSOs Today

Today, the career and technical student organization (CTSO) is regarded as an integral part of career and technical education. CTSOs play an important part in preparing young people to become productive citizens and to assume roles of leadership in their communities. These organizations provide a unique program of career and leadership development, motivation, and recognition for secondary and post-secondary students enrolled, or previously enrolled, in career and technical education programs.

Educators have found that the CTSO is a powerful instructional tool that works best when it is integrated into the career and technical education curriculum by a trained professional. The dedicated instructor provides organized curriculum-oriented activities that help students gain career, leadership, and personal skills that maximize employability and the ability to become productive citizens in the workforce, home, and community. Ten CTSOs are widely recognized:

- Business Professionals of America (BPA)
- Distributive Education Clubs of America (DECA)
- Future Business Leaders of America–Phi Beta Lambda (FBLA–PBL)
- Family, Career and Community Leaders of America (FCCLA)
- Health Occupations Students of America (HOSA)

- National FFA Organization (FFA)
- National Young Farmer Educational Association (NYFEA)
- National Postsecondary Agricultural Student (PAS) Organization
- SkillsUSA (formerly Vocational Industrial Clubs of America)
- Technology Student Association (TSA)

The National Coordinating Council for Career and Technical Student Organizations (NCC-CTSO)

The members of the National Coordinating Council for Career and Technical Student Organizations (NCC-CTSO) are the executive directors of the nationally recognized CTSOs and representatives of supportive organizations, including:

- Association for Career and Technical Education
- National Association of State Directors of Career Technical Education Consortium

The mission of the council is threefold:

(1) to identify and coordinate activities that are mutually beneficial to career and technical student organizations and their members

(2) to share information that will enhance the development of career and technical education students

(3) to strengthen career and technical education.

Sources for this section:

Hale, Karen J., *The National Association of the Vocational Industrial Clubs of America: Development of a National Organization, 1965–1990*. Ph.D, diss., University of Akron, 1990, 202–213.

Analysis of Relationship of U.S. Office of Education and Vocational Student Organizations. Vocational Industrial Clubs of America, 1977.

The Perkins Act of 2006: The Official Guide. Association for Career and Technical Education, 2006.

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CTSO Links to Federal Programs

Since President Woodrow Wilson signed the first national vocational education act in 1917, the federal government has provided funding for vocational education. (Over the years, vocational education has evolved into career and technical education.) The initial modest investment in 1917 of approximately $7 million now has grown to more than $1.2 billion.

The Carl D. Perkins Career and Technical Education Act of 2006 (otherwise known as the Perkins Act) provides funding for career and technical education through fiscal year 2012. The Act specifies required and permissible uses of these funds for activities at the local and state levels. The following listing highlights some of these required and permissible uses of funds and describes how CTSOs might help to successfully carry out these activities.

State Leadership Activities

This section of the Perkins Act details 9 required and 17 permissible uses of leadership funds. CTSO activities fit in many of these required and permissible uses.

Required Use of Funds

■ *Professional development programs*—Each CTSO, as part of its national and regional meeting program, provides professional development opportunities for teachers and advisors. To qualify as professional development, workshops and in-service training must be high quality, sustained, intensive, and classroom-focused; help improve student achievement; help

teachers stay current with the needs, expectations, and methods of industry; and help develop rigorous and challenging integrated curricula, among other requirements.

■ *Support for career and technical education programs that improve academic, and career and technical skills of students*—CTSOs provide a venue for hands-on, contextual learning of classroom curriculum and help students see the "real world" value of what they study in their academic classes. Students have the opportunity in work settings to use career skills they have learned in the classroom.

■ *Support for forging partnerships among local education agencies, postsecondary institutions, adult education providers, and other entities such as employers, labor organizations, intermediaries, and parents*—CTSOs promote dialogue among relevant groups for the purpose of fostering partnerships and unified support for the career and technical education program.

Permissible Use of Funds

■ *Career guidance and counseling programs*—Each CTSO has programs that supplement and complement the curriculum of its specific discipline. Through their work with guidance counselors, CTSOs provide a valuable component to the career guidance process.

■ *CTSOs*—Depending on the requirements within a specific state, it is possible that funds may be used to support activities of CTSOs, including travel for chapter advisors and students, and the purchase of instructional materials. Federal funds granted to CTSOs must be used to improve the career and technical education program.

■ *Education and business partnerships*—CTSOs provide students with opportunities to work with local businesses, in cooperative programs and through job shadowing.

Local Leadership Activities

While Perkins funds are distributed to school districts and community colleges through a prescribed formula based on factors such as poverty and population, how the funds are used once they get to the local level is different in every community. The federal law includes several required uses of funds and lists many permissible uses of funds. In reviewing these activities, you will see a broad array of possibilities for ways in which CTSOs can participate in the Perkins Act.

Required Use of Funds

■ *Strengthen academic and career and technical skills of students through integration of academic and career and technical programs*—CTSO programs enhance both academic, and career and technical education course work. Through hands-on, contextual learning experiences, classroom lessons become more relevant for students by providing a "real world" value.

■ *Provide programs that address all aspects of an industry*—Through job shadowing and cooperative programs, students have the opportunity to learn about varied aspects of an industry.

Permissible Use of Funds

■ *Involve parents, businesses, and labor organizations in planning, implementing, and evaluating CTE programs*—Parents of CTSO student members frequently get involved as chaperones, event judges, or sponsors of CTSO activities; also, through CTSO programs, students are exposed to business and labor leaders in their communities. A natural consequence of adult/student interaction through CTSOs is increased support for career and technical education.

■ *Provide career guidance and academic counseling*—The mission of each CTSO includes career guidance for its members.

■ *Assist career and technical student organizations*—Depend-

ing on the requirements within a specific state or local school district, it is possible that funds may be available to support CTSO activities, such as travel for chapter advisors and students, or the purchase of instructional materials.

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Overview of the CTSOs

The responsibility for CTE instructional programs and related activities, including CTSOs, rests with state and local education agencies. The United States Department of Education allows states to use Federal Carl D. Perkins funds to provide leadership and support for the CTE student organizations.

Business Professionals of America

Year founded: 1966

Membership divisions: Secondary, Post-secondary, Middle Level

Total annual membership: 50,000+

States with chapters: AK, DE, FL, ID, IL, IN, IA, KS, LA, MA, MI, MN, MT, NM, NY, NC, OH, OK, RI, TN,TX, VT, WI

Local chapters: 3000+

International chapters: N/A

Applicable course work:

Accounting, Administrative Support, Office Systems/Procedures, Computer Security, Word Processing, Banking & Finance, Database Applications, Desktop Publishing, Digital Media, Economics, Entrepreneurship, Financial Analysis, Financial Math, Computer Programming, XHTML, Global Marketing, Graphic Design, Human Resource Management, Legal Office Procedures, Medical Office Procedures, Network Design, Parliamentary Procedure, PC Servicing, Presenta-

tion Management, Small Business Management, Software Engineering, Spread Sheet Applications, Video Production, Web Applications, Web Site Design

Focus areas of chapters: Co-curricular business/IT learning, competition, leadership/professional development, community service

Competitive program levels: Secondary, Post-secondary, Middle Level

Future national conferences:

Reno, NV, May 7–11, 2008

Dallas, TX, May 6–10, 2009

Anaheim, CA, May 5–9, 2010

Washington, DC, May 4–8, 2011

Chicago, IL, April 25–29, 2012

Conference participants: 5,000+

Mission statement/goals:

To contribute to the preparation of a world-class workforce through the advancement of leadership, academic, citizenship, and technological skills; prepare students to be effective associates and committed business leaders by educating, validating, and motivating on an individual basis; to develop the business, communication, technical, and leadership skills needed to contribute and compete in the workplace today and tomorrow.

The organization's ties to curricula:

Works with curriculum publishers and a classroom educator advisory council

Executive Director: Kirk W. Lawson

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Columbus, OH 43231-4021

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DECA—An Association of Marketing Students

Year founded: 1946

Membership divisions: High School (marketing education in secondary institutions); Delta Epsilon Chi (marketing education in technical and post-secondary institutions); Professional (educators and administrators); Alumni (former high school and Delta Epsilon Chi members)

Total annual membership: 201,000

States with chapters: 50 plus District of Columbia, Guam, Puerto Rico

Local chapters: 6,000

International chapters: Canada, Germany, Mexico

Applicable course work: Marketing/Administration and Management/Finance/ Hospitality

Focus area of chapters: Career and professional development, community service, leadership skills

Competitive program levels: Local, state, regional, national

Future national conferences:

Anaheim, CA, April 29–May 2, 2009

Louisville, KY, April 24–27, 2010

Orlando, FL, April 30–May 3, 2011

Salt Lake City, UT, April 28–May 1, 2012

Conference Participants: 15,000 per conference

Mission Statement/Goals:

The mission of this organization is to enhance the co-curricular education of students who have an interest in marketing, management, and entrepreneurship. DECA seeks to help students develop skills and competence for marketing, finance, hospitality, management, and entrepreneurial careers, build self-esteem, experience leadership, and practice community service. DECA is committed to the advocacy and the growth of business and education partnerships.

The organization's ties to curricula:

DECA supports and contributes to classroom learning through its co-curricular materials and chapter activities such as mentor training, structured work plans, and competitive events (including classroom projects that simulate real-life business situations). DECA provides educators with a means to measure student growth and the attainment of identifiable career skill competencies. DECA rewards and recognizes its student members, thus increasing their motivation and self-esteem. DECA is a viable link between business and education.

Executive Director:	Dr. Edward L. Davis
Address:	DECA Inc., 1908 Association Drive, Reston, VA 20191-1594
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E-mail:	decainc@aol.com
Website:	www.deca.org

Future Business Leaders of America–Phi Beta Lambda (FBLA–PBL)

Year founded: 1942

Membership divisions: Future Business Leaders of America (high school); FBLA-Middle Level; Phi Beta Lambda (PBL) (postsecondary); Professional Division (alumni and professional community)

Total annual membership: 250,000

States with chapters: 46, plus District of Columbia, DoDDS Europe, Mariana Islands, U.S. Virgin Islands, Puerto Rico

Local chapters: 6,000+

International chapters: Bermuda, Canada, Cayman Islands

Applicable course work: Entrepreneurship, Finance, Management, Marketing, Computer Applications, Networking, Programming, Communications, Web, Ethics, and basic business

Focus areas of chapters: Leadership, Entrepreneurship, Career Development, Community Service, Communications, Business Partnerships, Technology

Competitive program levels: Local, District/Regional, State, National

Future national conferences:

Atlanta, GA, June 26–29, 2008

Minneapolis, MN, November 7–8, 2008

Washington, DC, November 14–15, 2008

Phoenix, AZ, November 21–22, 2008

New Orleans, LA, November 21–22, 2008

Anaheim, CA, June 25–28, 2009

Nashville, TN, July 14–17, 2010

Conference participants: 15,000

Mission statement/goals:

Our mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs.

The organization's ties to curricula:

The activities, programs, and competitions endorsed by FBLA–PBL, Inc., correspond to and are co-curricular with the approved business syllabi of state departments of education, correlate with the National Standards for Business Education as put forth by the National Business Education Association (NBEA) and the U.S. Department of Education Career Clusters. FBLA–PBL is committed to facilitating the transition of its members from their educational development into their career paths. FBLA–PBL allows members to demonstrate and validate their mastery of essential business concepts, skills, and knowledge.

President and CEO: Jean M. Buckley

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Website: www.fbla-pbl.org

Family, Career and Community Leaders of America (FCCLA)

Year founded: 1945

Membership divisions: Middle level, high school, alumni and associates, and honorary

Total annual membership: 220,000+

States with chapters: 50, including District of Columbia, U. S. Virgin Islands, and Puerto Rico

Local chapters: 7,000+

International chapters: Future Homemakers of Japan, FHJ

Applicable course work: Family and Consumer Sciences classes including human relations; food production services; early childhood development; textiles and apparel; housing, interiors and furnishings; hospitality; financial literacy; health and nutrition; and tourism and recreation

Focus areas of chapters: Career Connection, Community Service, Families Acting for Community Traffic Safety (FACTS), Families First (family relations), Financial Fitness, STOP the Violence (Students Taking On Prevention), Student Body (nutrition and fitness), and various leadership programs and opportunities

Competitive program levels:

STAR Events (Students Taking Action with Recognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation. STAR Events offer individual skill devel-

opment and application of learning through the following activities:

• Cooperative—teams work to accomplish specific goals

• Individualized—an individual member works alone to accomplish specific goals

• Competitive—individual or team performance measured by an established set of criteria.

Participants will receive national recognition items including achievement medals, certificates, and a press release for local media. Recognition levels are: Gold Medal (Highest level); Silver Medal; Bronze Medal

Future national conferences:

National Leadership Conferences:

• Nashville, TN, July 12–16, 2009

• Chicago, IL, July 4–8, 2010

• Anaheim, CA July 10–14, 2011

National Cluster Meetings: Held across the country each November.

Conference participants: 1,000–5,500

Mission statement/goals:

FCCLA's mission is to promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. Our goals are:

• To provide opportunities for personal development and preparation for adult life

- To strengthen the function of the family as a basic unit of society
- To encourage democracy through cooperative action in the home and community
- To encourage individual and group involvement in helping achieve global cooperation and harmony
- To promote greater understanding between youth and adults
- To provide opportunities for making decisions and for assuming responsibilities
- To prepare for the multiple roles of men and women in today's society
- To promote Family and Consumer Sciences and related occupations

The organization's ties to curricula:

FCCLA students plan, carry out, and evaluate projects and activities that achieve leadership development and success. The "end products" (portfolios, project reports, recognition) offer relevant and authentic means to assess student learning. FCCLA is an integral part of the Family and Consumer Sciences education program. In local schools, chapter projects and activities stem from and enhance Family and Consumer Sciences programs of study. FCCLA chapters give students extended learning opportunities for knowledge application, leadership training, community involvement, and personal growth. FCCLA offers a variety of national programs to guide and motivate students as they develop projects of relevance and results.

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E-mail: mbenjamin@fcclainc.org

Website: www.fcclainc.org

Health Occupations Students of America (HOSA)

Year Founded: 1976

Membership divisions: Secondary; Postsecondary/Collegiate; Professional; Alumni; Honorary; Members-at-Large; and, Middle School (beginning in 2008–09)

Total annual membership: 95,500

States with chapters: 47 including the District of Columbia and Puerto Rico

Local chapters: 2,700

International chapters: N/A

Applicable course work: Health Science Education

Focus areas of chapters: Career opportunities in the health care industry

Competitive program levels: Local, state, regional, national

Future national conferences:

Dallas, TX, June 18–21, 2008

Nashville, TN, June 24–27, 2009

Orlando, FL, June 23–26, 2010

Conference participants: 6,000 delegates, judges and Friends of HOSA of which 4,500 are competing in HOSA events

Mission statement/goals:

The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing op-

portunities for knowledge, skill, and leadership development of all health science technology education students, therefore, helping students to meet the needs of the health care community.

The organization's ties to curricula:

HOSA is 100 percent curricular. All competitive events are designed with Health Science resources with content and rubrics approved by the health care industry.

Executive Director: Dr. Jim G. Koeninger

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Phone: 972-874-9962; 800-321-HOSA (4672)

E-mail: hosa@hosa.org

Website: www.hosa.org

National FFA Organization

Year founded: 1928

Membership divisions: Active student members; Alumni

Total annual membership: Student members: 500,823; Alumni: 45,399

States with chapters: All 50 states, plus Puerto Rico and the U.S. Virgin Islands

Local chapters: 7,358

International chapters: None

Applicable course work:

FFA is an intra-curricular, not an extra-curricular activity. To be eligible for FFA membership, students

must be enrolled in agricultural education classes through their schools. FFA also provides leadership development lessons and conferences to enable students of all ages and levels to pursue personal growth and leadership opportunities.

Focus areas of chapters:

Local chapters are encouraged to actively implement the mission and strategies of the organization, concentrating on three divisions: Student development, Chapter development, and Community development. The concept of "giving back" through community service and servant leadership is a key focus area of FFA chapters.

Competitive program levels:

FFA confers a series of degrees on its members who meet qualifying criteria. They are: Discovery Degree, Greenhand Degree, Chapter FFA Degree, State FFA Degree, and the highest degree FFA confers: The American FFA Degree. More than 3,000 members each year receive the American FFA Degree.

In addition to these degrees, FFA provides competitive events including:

• The National FFA Proficiency Award program, in which members can individually demonstrate their proficiency in key industry areas.

• Career Development Events, in which members, individually or in teams, compete for national honors in areas ranging from public speaking to agricultural mechanics to forestry.

Future national conferences:

The National FFA Convention is the nation's largest annual student gathering:

- Indianapolis, IN, Oct. 22–25, 2008
- Indianapolis, IN, Oct. 21–24, 2009
- Indianapolis, IN, Oct. 20–23, 2010
- Indianapolis, IN, Oct. 19–22, 2011
- Indianapolis, IN, 2012 TBD

Conference participants: 53,631 in 2007

Mission statement/goals:

The National FFA Organization is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.

The organization's ties to curricula:

FFA is an intra-curricular, not an extra-curricular activity. To be eligible for FFA membership, students must be enrolled in agricultural education classes through their schools.

National FFA Advisor and CEO: Dr. Larry D. Case

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Phone: 317-802-6060

E-mail: contact Julie J. Adams
jadams@ffa.org

Website: www.ffa.org

National Young Farmer Educational Association (NYFEA)

Year founded: 1982

Membership divisions: none; members range in age from 18 years plus

Total annual membership: 3,500

States with chapters: 22

Local chapters: 500

Applicable course work: American agriculture education

Focus areas of chapters: Leadership training, community service

Competitive program levels: local, state, national

Future national conferences:

Baltimore, MD, Dec. 11–13, 2008

Conference participants: 900

Mission statement/goals:

The mission of this organization is to promote the personal and professional growth of all people involved in agriculture. NYFEA strives to develop and provide educational and leadership opportunities to its membership and others. It provides a national framework to inspire personal achievement and strengthen agricultural leadership, the result of which may foster economic growth.

The organization's ties to curriculum:

The NYFEA uses the venues of classroom instruction and distance learning to promote leadership training, agricultural awareness, and literacy in adult students throughout America's rural and urban communities.

Executive Vice President: Gordon Stone

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Website: www.nyfea.org

National Postsecondary Agricultural Student Organization (National PAS Organization)

Year founded: 1980

Membership divisions: Collegiate (postsecondary)

Total annual membership: 1,300

States with chapters: 18

Local chapters: 56

Applicable course work: Agriculture, agribusiness, horticulture, and natural resources

Focus areas of chapters: Leadership and intellectual development, technological literacy, ethics, and education/industry relations

Competitive program levels: Local, state, regional, national

Future national conferences:

Hershey, PA, March 11–14, 2009

St. Louis, MO, March 10–13, 2010

Conference participants: 750

Mission statement/goals:

The National Postsecondary Agricultural Student Organization provides opportunities for individual growth, leadership, and career preparation.

The organization's ties to curriculum:

The National PAS Organization promotes activities that help its members make appropriate career choices, identify and acquire the technical skills needed for a successful career, and develop leadership and management skills.

Executive Director: Jeff Papke

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Indianapolis, IN 46278-1370

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Fax: 317-802-5350

E-mail: jpapke@nationalpas.org

Website: www.nationalpas.org

SkillsUSA

Year founded: 1965 (formerly known as the Vocational Industrial Clubs of America)

Membership divisions: High school (students); college/post-secondary (students); professional (educators and administrators); and alumni

Total annual membership: 300,000+

States with chapters: 50, plus Guam, Puerto Rico, and the U.S. Virgin Islands

Local chapters: 15,000+

International chapters: none

Applicable course work: Technical, skilled, service, and health occupations education

Focus areas of chapters: Program of work includes professional development, business partnerships, community service, public relations, and competitions in occupational and leadership areas

Competitive program levels: Local, district, state, national, international (official U.S. representative to the WorldSkills Competition)

Future national conferences:

Kansas City, MO, June 21–27, 2009

Kansas City, MO, June 20–26, 2010

Kansas City, MO, June 19–25, 2011

Kansas City, MO, June 24–30, 2012

Kansas City, MO, June 23–29, 2013

Kansas City, MO, June 22–28, 2014

Moving to Louisville, KY, in 2015

Conference participants: 14,000

Mission statement/goals:

SkillsUSA is an applied method of instruction for preparing America's high performance workers in public career and technical programs. It provides quality education experiences for students in leadership, teamwork, citizenship, and character development. It builds and reinforces self-confidence, work attitudes, and communications skills. It emphasizes total quality at work: high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.

The organization's ties to curricula:

Through integrated curricula, competitive events, and leadership training activities, SkillsUSA ensures that the education of America's skilled workers meets the demands of the ever-evolving workplace. The organization builds partnerships and opens communication between educators and employers. Its local chapter program promotes occupational, academic, and employability skill development. The Professional Development Program for high school students and the Career Skills Education Program for college students teach the essential workplace skills identified by employers and the U.S. Secretary of Labor's Commission on Achieving Necessary Skills (SCANS). SkillsUSA

also offers a series of 46 technical assessments through the Work Force Ready System (for more information visit www.workforcereadysystem.org).

Executive Director: Timothy W. Lawrence

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Leesburg, VA 20177-0300

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E-mail: anyinfo@skillsusa.org

Website: www.skillsusa.org

Technology Student Association (TSA)

Year founded: 1978 (formerly AIASA, American Industrial Arts Student Association)

Membership divisions: High school, middle school

Total annual membership: 150,000

States with chapters: 47, District of Columbia

Local chapters: 2,000

International chapters: Scotland, Germany, and Peru

Applicable coursework: STEM (science, technology, engineering, and mathematics) education

Focus areas of chapters:

Technological literacy and excellence through competitive event preparation and competition; leadership opportunities through chapter, state, and national officer programs; leadership training through the annual DuPont Leadership Academy as well as state level leadership training programs; community service opportunities through a national service project and/or local service project initiatives; White Star membership program

recognition of chapter members who demonstrate leadership through mentoring new chapters; Chapter Excellence Award program recognition of chapters that exceed membership requirements to provide an exemplary program; Gold/Silver/Bronze Achievement Award program designed to motivate and recognize student members for high effort in a school's technology education program; the Technology Honor Society recognition of TSA members who excel in academics, leadership, and service to their school and community.

Competitive program levels: High school, middle school

Future national conferences:

Denver, CO, June 2009

Orlando, FL, June 2011

Nashville, TN, June 2012

Conference participants: 5,000

Mission statement/goals:

The Technology Student Association fosters personal growth, leadership, and opportunities in technology, innovation, design, and engineering. Members apply and integrate science, technology, engineering, and mathematics (STEM) concepts through co-curricular activities, competitive events, and related programs.

TSA has identified the following goals to be achieved by the 2010/11 school year.

• Ensure competitions focus on STEM principles and education standards.

• Increase exposure of TSA through mutually beneficial relationships.

• Define and create leadership programs that are unique to TSA.

• Market TSA's new image to maximize recognition.

The organization's ties to curricula:

Directives at the federal and state levels focus on providing avenues for initiatives such as STEM (science, technology, engineering, and mathematics) education. TSA helps technology teachers meet the criteria for STEM education goals through an exciting program that includes technology activities, competitions, leadership, and teamwork for students. In addition, all TSA activities are correlated to the Standards for Technological Literacy, as set forth by the International Technology Education Association.

TSA and F1 in Schools collaborate to provide the F1 Challenge to promote high-technology engineering skills and teamwork. The F1 Challenge is open to middle and high school level students nationwide and internationally. F1 team members learn and work in CAD, CAM, and CNC programs as they perform various activities at each phase of the five-step process to design, analyze, make, test, and race the 1/20th scale F1 car.

Executive Director:	Dr. Rosanne T. White
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Role of the National, State, and Local CTSO

The Carl D. Perkins Career and Technical Education Act of 2006 defines a CTSO as an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program. CTSOs operate on local, state, and national levels.

The National CTSO

The national CTSO should:

- Provide activities that are integral to the program area served by the CTSOs.
- Offer leadership development opportunities to members at the local, district, state, regional, and/or national levels.
- Conduct professional development programs for state advisors, local advisors, and teachers.
- Develop a curriculum-based national program of work, including materials and competitive events, designed to recognize excellence in performance.
- Maintain a public awareness and outreach program that will project a positive and professional image of the CTSO to promote the value of career and technical education.
- Serve as a national advocate for career and technical education with public policy makers, business and industry leaders, and the general public.

The State CTSO

At the state level, CTSOs share the mission and purpose

of their respective national organizations. The state CTSO should:

- Manage the operation of the state CTSO in a manner consistent with state/national constitutions and bylaws, within state policy guidelines.
- Maintain linkages and collaborative efforts with teachers.
- Help recruit chapter advisors and student members.
- Plan and implement programs that support the career and technical education curriculum.
- Adopt sound fiscal and organizational practices that ensure accountability.

Recommended responsibilities of the state CTSO:

- Manage the operation of the state CTSO in a manner consistent with state/national constitutions and bylaws, within state policy guidelines.

  —Establish and maintain a structure and system of governance (involving all stakeholders), as empowered by the state Department of Education or other applicable state agency.

  — Develop an annual business plan and budget to support quality programs.

  —Provide staffing and logistical support necessary to implement the business plan within budget parameters.
- Maintain linkages and collaborative efforts with teachers.

  —Establish a state-wide communications system.

  —Provide training opportunities to advisors that are related to the role of CTSOs.

  —Provide an annual report on programs and finances to all stakeholders.
- Help recruit chapter advisors and student members.

  — Set measurable annual targets for advisor and student recruitment.

—Incorporate recruitment in all planning activities.

- Plan and implement programs that support the career and technical education curriculum.

  —Participate in the development of CTSO program standards.

  —Evaluate student and teacher interests and needs on a regular basis.

  —Incorporate programs into planning activities that meet student/teacher needs.

  —Initiate strategies that build program participation.

- Adopt sound fiscal and organizational practices that ensure accountability.

  —Adopt and implement a full disclosure policy on all financial matters.

  —Cooperate fully with those responsible for the annual state audit and evaluation.

  —Provide for fiscally sound accounting and audit procedures.

The Local CTSO

The effectiveness of a CTSO is greatly dependent upon the work and vision of the local chapter advisor. Without dedicated, committed, and student-oriented career and technical education instructors, CTSOs would be hindered in their efforts to have an impact on young people. Because CTSOs are integral to the career and technical education program and curriculum, CTSO advisors should:

- Understand the important role the CTSO has in furthering the goals of career and technical education.
- Develop, refine, and evaluate materials, methods, and techniques used by local, state, and national organizations.
- Encourage students to be active members of their CTSO.
- Allow the chapter to be student-led rather than instructor-led.

- Be innovative, creative, and flexible in managing the CTSO.
- Collaborate with support groups that can facilitate CTSO and career and technical education program activities.
- Create a sense of community among students who are enrolled in a career and technical education program by encouraging them to become members of a CTSO chapter.
- Actively promote career and technical education and CTSOs in the community.
- Provide a learning environment that will complement and reinforce—rather than compete with or duplicate—career and technical education training.
- Work cooperatively with students and teachers to develop skilled leaders.
- Encourage students to learn from both successful and not-so-successful activities.
- Help chapter leaders carry out their responsibilities.
- Have current knowledge of CTSO-related policies, documents, publications,
- Assist with the fiscal management of the CTSO chapter.
- Review the career and technical education curriculum and determine how best to fully integrate CTSO activities into the classroom.
- Encourage student members to employ group consensus making principles in an effort to overcome difficult problems facing the chapter.
- Encourage members to elect an officer team that is able and willing to provide leadership for the chapter.
- Assist in the development of an effective officer team.
- Facilitate the development of a meaningful program of work that will guide the chapter for the membership year.
- Encourage members to take full advantage of the benefits of CTSO membership.

- Encourage members to participate in state and national competitive events programs.
- Facilitate participation in local, district, state, and national competitions.
- Help members plan, organize, and conduct fund-raising projects that will finance chapter activities not supported by school funds.
- Use chapter activities to develop and refine leader and follower skills in students.
- Encourage parents to get involved in chapter projects and activities.
- Secure approval for activities and programs from local, state and national agencies, when appropriate.
- Provide ongoing counsel and advice to chapter members and officers.
- Provide advice, support, and service to state and national CTSOS.

State Authorities for Career and Technical Education

Each state has its own structure for governing career and technical education. Many states use their departments of education, while some use workforce development or labor department authorities. In some states, career and technical education is governed by the same officials responsible for elementary and secondary education, while in other states it is governed by the officials responsible for postsecondary education. To find out the specific authority for career and technical education in your state, contact one of the national CTSO offices or other information resources listed in this booklet.

CTSOs are eager to work with states that are building, reinforcing, and updating state infrastructures supporting career and technical education. CTSOs are a function of the state

and the goal of the national CTSOs is to service and support the states and local units. The national CTSOs hold among their highest priorities to ensure effective relationships with state agencies to bring the highest quality career and technical education to students across the nation. Any state seeking assistance need only contact any or all of the national CTSO organizations listed in this directory for immediate response and action.

Regardless of the specific players involved in an individual state, CTSOs continue to strive for strong and effective working relationships with state officials to help reach our common goals of benefiting all students interested in seeking career and technical education. With this in mind, CTSOs offer the following suggestions for building strong relationships between CTSOs and state authorities for career and technical education.

The State Agency and the CTSO

In many states, the state agency responsible for career and technical education has an established partnership with CTSOs.

• Because CTSOs have significant proven potential to be an integral component of the curriculum, most states historically have embraced CTSOs as part of the state infrastructure and have provided support as such. This relationship shows a strong connection between CTSO activities and the state goals for career and technical education. The CTSOs recommend a charter relationship between the state and national CTSOs.

State agencies can utilize the vast potential of CTSOs to improve teaching and learning by ensuring that CTSO activities are integrated into school programs as co-curricular components of career and technical education.

• This might include state curriculum development and professional development activities as well as evaluation processes. CTSOs also can be helpful as participants in advi-

sory groups. In promoting CTSOs, state agencies will help to promote strong, relevant, and effective career and technical education.

Through specific references in the Perkins Act, a state agency may be able to provide federal funds to support CTSO activities.

• Such support depends on state policies as well, and therefore may differ from state to state. State and local funds may also be available. Incorporating CTSO activities into state plans for career and technical education will serve as a foundation for linking CTSO activities with student achievement and will, in turn, show a strong justification for providing financial support to CTSOs. Further, state agencies can ensure that their relationship with CTSOs remains strong and effective by participating in oversight and evaluation activities of each CTSO in conjunction with the national CTSO.

State agencies are in critical leadership roles and can provide highly valuable expertise and guidance to CTSOs.

• Myriad and sometimes confusing state and national policies present challenges for local CTSO advisors. Providing specific points of contact in the state agency for each CTSO will help to ensure a stronger understanding of all requirements and will provide a highly beneficial feedback mechanism to get information from the local level to the state, which will help greatly with accountability for the use of public funds supporting career and technical education. In addition, state points of contact can assist in the development of program standards to ensure that all CTSO activities are striving for the highest levels of student achievement.

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Appendix

NASDCTEC Statement of Policy: Career and Technical Student Organizations

The National Association of State Directors of Career Technical Education Consortium maintains a relationship with career and technical student organizations and encourages cooperation and support in strengthening programs of career and technical education, tech prep, and school-to-work. Recognizing that career and technical student organizations provide students with employability skills, business partners, community outreach, leadership opportunities, school-to-career solutions, and comprehensive programs in career majors, the National Association of State Directors of Career Technical Education Consortium endorses implementation of career and technical student organizations as an integral part of the instructional program.

In view of this belief, this policy represents the position of the National Association of State Directors of Career Technical Education Consortium:

1. The National Association of State Directors of Career Technical Education Consortium recognizes the educational programs and philosophies embraced by the career and technical student organizations, the following career and technical organizations are an integral part of career and technical education instructional programs:

Business Professionals of America
National DECA

Future Business Leaders of America–Phi Beta Lambda
National FFA Organization
Family, Career and Community Leaders of America
Health Occupations Students of America
National Postsecondary Agriculture Student Organization
National Young Farmer Educational Association
SkillsUSA
Technology Student Association

2. The National Association of State Directors of Career Technical Education Consortium recognizes total student development as being necessary for successful roles in society and for entering the labor market.

3. The National Association of State Directors of Career Technical Education Consortium encourages its membership to endorse, support, and promote the growth of career and technical student organizations within states in an effort to improve workplace and leadership skills of students.

4. The National Association of State Directors of Career Technical Education Consortium encourages involvement of career and technical student organizations in efforts to strengthen career and technical education.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL AND ADULT EDUCATION

THE ASSISTANT SECRETARY

September 21, 2006

Dear Colleagues:

The Office of Vocational and Adult Education (OVAE) maintains a close relationship with the career and technical student organizations (CTSOs). We recognize that the past performance and future potential of your organizations are compatible with the challenging objectives of education in the 21s1 century, and we support your objectives and want to involve the thinking of all of the CTSOs in the improvement of career and technical education. On behalf of OVAE, I welcome the cooperation and support from your organizations in strengthening the goals of *No Child Left Behind* through your effective career technical education programs: stronger accountability for results, more freedom for states and communities, encouraging proven educational methods, and more choices for parents.

OVAE recognizes that the educational programs and philosophies embraced by the following CTSOs as being an integral part of career and technical education instructional programs:

- Business Professionals of America
- DECA
- Future Business Leaders of America-Phi Beta Lambda
- National FF A Organization
- Family, Career and Community Leaders of America
- Health Occupations Students of America
- National Postsecondary Agricultural Student Organization
- National Young Farmer Educational Association
- Technology Student Association
- SkillsUSA

In addition, OVAE recognizes the concept of total student development as being necessary for all career and technical education students to assume successful roles in society and to enter the labor market. Our office will facilitate technical and supportive services to assist your organizations

through state agencies in their efforts to improve the quality and relevance of instruction, develop student leadership, enhance citizenship responsibilities. eliminate sex and race discrimination and stereotyping, and serve students of special populations.

OVAE recognizes that the responsibility for career and technical instructional programs and related activities, including career and technical student organizations, rests with the state and local education agencies. Further, we look forward to working together to increase the principles of *No Child Left Behind* and the *President's American Competitiveness Initiative.*

Sincerely,

Troy R. Justesen, Ed.D.

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