UNITE TO SERVE
2016-17 CTSO Project
- Advocacy
- Career Awareness
- Literacy

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"Unite to Serve Overview

Project Description:

"Unite to Serve" is a statewide project designed by Kentucky's Career and Technical Student Organizations (CTSO) for implementation during the 2015-2016 school year. The overall goal is to have all Career and Technical Student Organizations within a school work together to serve their school or community. After a very successful eleven years of "Unite to Read," this project was expanded to "Unite to Serve." Categories within "Unite to Serve" include **Advocacy**, **Career Awareness,** and **Literacy**. Complete descriptions of each category are on the following pages.

CTSOs may complete one, two, or all three components of "Unite to Serve." Recognition will be offered at State leadership conferences based on the following levels:

- **Gold Level**: All CTSOs at a school worked together on at least one project in each category (Advocacy, Career Awareness, and Literacy)
- **Silver Level**: All CTSOs at a school worked together on at least one project in two of the three categories (Advocacy, Career Awareness, and Literacy)
- **Bronze Level**: All CTSOs at a school worked together on at least one project in any of the three categories (Advocacy, Career Awareness, and Literacy)

To receive recognition, a completed Program Evaluation Form highlighting activities and accomplishments of "Unite to Serve" must be submitted to Reeca Carver by March 1, 2016.

Project committees should be organized. A committee might be composed of a representative from each organization or an organization might be responsible for a particular committee. In either case, all participating organizations should have representation on all committees. Suggested committees include: Publicity, Community Involvement, Parent Involvement, Program Planning, and Finance and Budget.

Public Relations

These projects are a wonderful opportunity to get local publicity for all student organizations. Activities could be publicized in your local and school newspapers. Local business sponsors should know the kind of publicity they will receive.

The Publicity Committee could develop a plan for inviting parents and children to the "Share a Story" night; community businesses for career awareness; flyers and brochures for advocacy. Contact should be made with the local school principals to discuss the proper protocol for publicizing events. Consider presenting the project to the local Board of Education. These meetings are highly publicized in local papers. You might also plan

activities in conjunction with PTO, Booster Club and Open House meetings. This could help with getting a larger attendance.

The "Unite to Serve" logo can be used as a t-shirt design to be worn at activities. Shirts could be purchased with donations from local businesses in exchange for business names being placed on the back of the shirt.

Suggested Time Frame:

Project activities may occur throughout the school year as fits local school district calendars; however, a suggested timeline for "Unite to Serve" is as follows:

August	Begin the planning process for "Unite to Serve"
September	Each school will need to complete a School Participation Form and **submit the online form by September 30, 2016. Watch for more information to be sent from your state adviser when the form is available.**
	Launch a publicity campaign for "Unite to Serve"
October	Literacy Project Month suggested
November	Career Awareness Project Month suggested
February	Advocacy-CTE Month suggested
March 1	Program Evaluations due to State Adviser in order to be recognized at State leadership conferences.

Activity Suggestions to Encourage CTSO Member Participation:

- Competitions among student organizations to see which organization has the most participation.
- Plan a social activity at the end of "Unite to Serve" to celebrate accomplishments and goals.
- Develop a "Unite to Serve" website, Facebook Page, or other form of social media to post updates on project and organization activities.
- Create a "Unite to Serve" bulletin board.
- Host a "Unite to Serve" poster contest.
- Or, use your own imagination to create exciting activities designed to increase student opportunities to serve in relation to Advocacy, CTE Careers, and Literacy.

<u>Participants</u>:

Kentucky Department of Education, Office of Career & Technical Education; Kentucky Association Career and Technical Education; 50,000 middle/high school members of the following Career & Technical Education Student Organizations (CTSOs): Agriculture (FFA); Future Business Leaders of America (FBLA);
Marketing Education (DECA); Family, Career and Community Leaders of America (FCCLA);Educators Rising (FEA); Health Occupations Students of America (HOSA); Technology Student Association (TSA); and Skills USA.

<u>State Contacts</u>:

If at any time you need assistance, please contact your student organization state advisor for assistance at (502) 564-4286 or Reeca Carver:
DECA- Mike Hamilton Michael.hamilton@ky-deca.org
FBLA- Connie Witt connie.witt@education.ky.gov
FCCLA- Reeca Carver reeca.carver@education.ky.gov
FFA- Matt Chaliff matt.chaliff@education.ky.gov
HOSA – Elizabeth Bullock elizabeth.bullock@education.ky.gov
TSA- To Be Announced
Skills USA- Larry Johnson larry.johnson@education.ky.gov

CTSO ADVOCACY

Overview

CTSO Advocacy is an optional project within "Unite to Serve." As with the overall goal of "Unite to Serve," this project should include all Career and Technical Student Organizations, with each working together to advocate for Career and Technical Education (CTE). This could include anything that creates awareness of or support for CTE.

There are several types of projects that CTSOs could pursue to advocate on behalf of Career and Technical Education (CTE). Some ideas are:

- Develop a general promotional brochure of flyer that advocates student involvement in their career path through a CTSO.
- Set up a CTSO booth at the local fair or festival.
- Create banners or posters to display through the schools advocating all CTSO organizations.
- Reach out into the community to advocate for CTE or CTSOs.
- Sponsor a community project that advocates for CTE or CTSOs and seeks to raise visibility and enhance image.

As you can see from the above list, advocacy can take different forms, but at its basic form advocating is promoting something you believe in or want to see happen and convincing others to agree and support your idea, position or proposal. Regardless of the advocacy effort you wish to pursue -- whether targeting fellow students to increase their awareness of CTE and CTSOs, seeking to convince parents or the value of CTE as a program of study or CTSOs as an important activity for participation, or more traditionally reaching out to policy makers and the general public to make changes or obtain support -- there are basics in organizing, developing a strategy, and putting the plan into action common to all.

What follows is a review of those steps. Not all of them may be appropriate for your purposes, and you can choose the project you wish to pursue, whether simple or more detailed. But remember there are a few items necessary for this to be a "Unite to Serve" project.

- Include ideas that will advocate for all CTSO organizations at your school.
- Select a coordinator for your project who can keep all organizations and partners informed.
- Organized project committees with representatives from all CTSOs. The committee tasks will be based on the project's needs.
- There are no separate participation forms required.

Identifying the Issue

The standard who, what, when, where, why and how questions must be answered when identifying the issue.

The "what" is very important and can become the theme of an issue-awareness, grassroots advocacy campaign. What exactly is being done that requires action? There are national, state and local issues, but as former House Speaker Thomas P. (Tip) O'Neil said, "All politics is local." It is not possible to focus on winning unless you know exactly what it is you want to win? What is the issue?

Analyzing the Problem

Any analysis of the issue or problem must include the source of the issue. Who or what created the issue in the first place? This is not always as easy. Here, the why of the problem may be a consideration, if only to clarify the source and the level of concern behind the proposal.

Proper analysis allows focusing on the source and intent of the problem. This is a necessary step before any attempt to alter or stop a course of action. Uncertainty about the exact nature of the problem will prohibit focusing on an appropriate action.

It is important to understand not only the what of the proposal but also the who that is behind it and the why, or motivation, leading to the proposal being made. Sometimes those insights can help guide specific actions or identify coalition partners. Identification and analysis are keys to any successful endeavor. John Naisbitt, author of Megatrends and a noted futurist, called these keys strategic goals. Naisbitt further believes it is impossible to plan any endeavor unless a specific goal is known and understood. To paraphrase the Koran, If you don't know where you are going, any path will get you there.

Define and analyze. Define and analyze. Define and analyze. Know what accomplishment is expected before creating a game plan. Understand the problem and know the goal. This is essential. Plans without goals are meaningless. Organizations or businesses must create a picture – a tactical vision – of the goal or mission. One of the most perfect examples of vision was President John F. Kennedy's declaration to place a man on the moon by the end of the decade of the 1960s. Everyone clearly understood the goal. Plans were implemented to meet it.

Having defined and analyzed the issue, next is identification of the campaign's focal point. It is time to concentrate on strategy.

Developing a Strategy

All campaigns require planning. The strategy depends on planning. Developing a strategy will involve all of the elements of any action-oriented effort. The following questions must be answered:

How Can the Problem Be Solved? The how probably will involve who or what. Who can resolve the problem? Will this involve legislative, administrative or legal action? Is a new law necessary? It is something that an administrative ruling could correct? Is it a problem that must be dealt with through court actions such as injunctions? Is the problem national, state or local? Targeting the Kentucky General Assembly is not a solution if the situation is a result of U.S. Congressional action. Never lose sight of the primary target.

What Resources Exist? Resources are both material (money, publications, geography, etc.) and human. Both are needed in order to run an effective campaign. Are there enough people who agree with the goal, issue or position, willing to actively work on it? Are there individuals who can communicate the message? Often there are enough people to work but little in the way of money.

Money should not be a discouraging factor but may affect the allocation of resources. It undoubtedly will affect strategy. Are there contacts with the media, legislative representatives, the business community, local elected boards and commissions, and any one whose voice or influence can be helpful? How much will it cost (in time, money and manpower) to reach them?

Who Are Potential Allies? There are very few victories without the support of others. Look around for someone else working toward the same or similar goals. Who are these people — veterans' organizations, unions, associations, civic organizations, business groups?

What Is the Timetable? Answering the when question determines how fast the plan must be started. Every campaign must have some time parameters, otherwise individuals may become frustrated and the campaign will become disorganized. The timetable should be carefully calculated but also should be flexible enough to allow for adjustments. The length of the campaign probably will depend on the strength of the opposition and the timeliness of the campaign, but it could involve actions necessitated by the timing of the public-policy process. Will the legislature adjourn? Is the committee about to clear the bill? The degree of opposition varies from issue to issue, and the sooner organization and action occur the better it is.

Determining a Course of Action

There is more to any issue campaign than just jumping in and flailing away. It is a contest for people's minds. It starts with a plan or strategy. Once the questions outlined in the

previous section are answered, concentrate on single strategy and course of action. The strategy should be based on the available resources, including the resources of allies, and the strength of the opposition. The strategy is similar to a road map – what is the destination, how to get there, and how long will it take? Concentrate on the goals and objectives.

It also is wise to have a fall-back or alternative strategy should unanticipated roadblocks or detours arise. Needless to say, this type of planning accepts and demands flexibility.

The strategy defines the campaign elements. Tactics include organization, special events, letter writing, personal contacts, etc. Keep in mind the ultimate outcome may be somewhere between the opponent's position and the position set in the campaign goal. Choose the course wisely and be persistent.

Action Elements. The essence of successful action is choosing appropriate methods of accomplishing the goals — methods capable of zeroing in on the target or goal. As an artillery sergeant may request, "I like to know what direction to point my cannon." There are many methods of attacking problems. The following are some proven examples of proven tactics or courses of action:

1. **Building Coalitions** - Campaigns are rarely successful without the support of other organizations. Solo actions on an individual's or group's part are obviously self-seeking; therefore, the wholehearted support of other organizations is important. Identify potential allies. Look around for others working toward the same or similar goals. Likely there already exist partnerships for other purposes. Examine whether these partnerships also can serve the target goal. Should communication be pursued with other organizations that may have similar goals?

   Don't be satisfied with finding one campaign partner. The more members in a coalition, the stronger the partnership will be. There also is strength in variety. The broader the alliance, the more power it projects toward goal accomplishment. It is simply not necessary or even rational to restrict partnerships to like organizations. It is prudent to look beyond the traditional linkages to other organizations and associations. This can create a powerful alliance sending a common message that the goal is important to a vast and diverse number of people. Identifying and publicizing such support compels legislators to support requests for action.

   CAUTION: If unable to identify common allies, perhaps it is time to reconsider whether to attempt a campaign that no one else supports. The lack of allies may be an indicator that the position has to be restated to be understood by or appeal to a broader coalition — in other words, put it in their language, avoid "buzzwords" or jargon.

2. **Public Relations -** Positive public relations is essential to any successful issue campaign. Success will, in fact, depend as much on how the campaign is perceived by other people as it does on actual performance. Public relations consists primarily of the information distributed about the issue, including basic background on the sponsoring organization(s). This includes issue briefs, position papers, public-policy statements, etc. Public relations also is the impression made when visiting legislators and administrative officials or working with the public and the media.

3. **Media Campaigns -** Important to success in dealing with the news media will be the rapport established with the media representatives at each news outlet in a geographic area. Contact all news outlets – newspapers, news bureaus, radio stations and television stations that may have an interest in the issue. Make an effort to meet editors, managers, news directors and reporters at each of these outlets. Be prepared to state positions in a clear and concise manner. Leave them with concise and easy-to-follow information about the issue and the supporting organizations.

   Follow up on the contacts. Remember the press needs stories and insights into public-policy issues just as badly as the campaign needs positive press. But it must appeal to their interest with good stories, good quotes, etc. In that light, don't forget the "lifestyle" or feature section in the newspaper where human- interest stories are printed. They often are positive and can leave a good impression about the quality people who work in the system and the important jobs they perform for the overall good of the community. Promote the successes achieved by students.

   Remember to treat media contacts with the utmost respect. They are professionals and deserve to be treated as such. Tell the truth. Answer all questions. If the answer isn't known, say so, but volunteer to help find the answer and follow up. This establishes credibility, which can be shattered if a request is left unanswered. Avoid talking "off the record," because it is difficult to set clear rules for how the non-attributed information can or will be used. Treat all news outlets impartially. Don't play favorites. Always compliment, never criticize.

4. **News Releases** - The news (or media) release is a time-honored method of contacting the media. It should be a record of action — an event that has just happened, is happening or is about to happen. The news release should be viewed as an invitation for media contact, a starting point for the news outlet.

   The news release should be short and to the point, with the "lede" (opening paragraph) containing the essential facts. The release should contain the following information:
   • Who is involved?
   • What happened or is going to happen?
   • When will it (or did it) happen?

- Why is it of news value to readers or listeners?
- How will it (or did it) happen, and how will it influence the public?

Feature stories are close cousins of news releases. They are generally human interest stories and may deal with successful placement or learning activities, community projects, special events, accomplishments, etc.

5. **Advertising** - The term advertising is not commonly associated with career and technical education. Schools and educational programs seldom place ads in newspapers or purchase commercial time on radio or television. If thought of in generic terms, however, advertising is simply to "make publicly and generally known." Taken in that context, everyone is constantly in the business of advertising. Don't be afraid to use these marketing tools in the campaign if the finances exist and the message will be effectively distributed through advertising.

Brochures are a part of advertising. In them, you can show off your skills and accomplishments.

Dealing with Legislators

1. **Letter Campaigns -** Letters are a good way to inform legislators about issues and provide details on positions. Letters (sent by regular mail, fax or e-mail) make a difference to legislators. A legislator's mail represents a major listening post. Letters are also a method of asking the legislator his or her view on issues. It is a method to encourage legislators to respond to questions and concerns. Don't be afraid to ask what their position is on an issue and why. Here are a few tips.
   - Use personal or business stationery with a correct return address. Envelopes are discarded.
   - Keep the letter brief with one issue; use one page, if possible.
   - State the purpose clearly in the first paragraph.
   - Use your own words. DO NOT send copied letters.
   - Letters don't have to be literary or polished; weight is given to sincerity.

2. **Contacting Legislators** - Members of Congress and state legislators are your representatives, but they cannot represent you if they do not know your views. Contact your representatives. Visit with them. One-on-one contact is the most effective form of communication. A face-to-face meeting is the best way to show sincere interest in an issue. This may not be possible with U.S. senators and representatives, but it is possible with members of the Kentucky General Assembly. They love to hear from constituents. They value meeting with educators and students. They want photos of them posing with students published in local newspapers.

Keep these points in mind when meeting with legislators:
- Plan the visit.
- Make an appointment.
- Be on time and be prepared to wait (they have busy schedules, and unexpected things occur; don't take it
- personally).
- Provide written materials.
- Ask for the legislator's support.

Don't forget the legislator's personal or committee staff. These are the people having the most influence with the legislator. Work with them even when you the legislator is known personally. They are there to serve the legislator and the constituents. Use them. And don't forget to offer to help them. Become a contact point and resource for them about the public-policy issues important to the overall goal — the ideal is to become a trusted resource for the legislator and staff.

Suggested Activity

Hosting an Open House - Consider opening the school to the news media and members of the legislature. Schedule an event to showcase the school and what happens on a daily basis. The objective is to convince people what takes place is essential for society and the economy. It is done better there than anywhere else. An open house can bring people together and can provide an emotional uplift for everyone.

There is no need for this to be a gala event. The purpose is simply to show off the good points in an everyday environment. Many may not show up, but that should not be discouraging.

Follow Up

Send thank-you notes to those that assisted with making your project a success. Submit a news article and pictures about the completed project to a local newspaper. After the selected project, all stakeholders meet to evaluate the project. Discuss successes, failures, suggestions for the next year, etc. Have a designated person take notes and provide a written copy of these notes to each CTSO.

Submit the Project Evaluation to state adviser of each organization by February 28, 2017.

CTSO CAREER AWARENESS

Project Overview

CTSO Career Awareness is an optional project within "Unite to Serve." As with the overall goal of "Unite to Serve," this project should include all Career and Technical Student Organizations within a school working together to educate students on the career pathways available to them as they advance to high school as well as the Career and Technical Student Organizations affiliated with these pathways. Although middle schools are the suggested audience, the organizations may select an audience appropriate to their project.

Getting Started at the School or District

- At the beginning of the school year, a planning meeting should be held between leaders of all groups.

- A Project Coordinator should be selected as a contact person for the appropriate school or district. This individual should be a chapter adviser from one of the student organization programs or the Career and Technical Education Coordinator. Any communication or correspondence pertaining to this joint effort will be directed to this individual.

Sample Project Process (Career Fair)

- At the beginning of the school year, a planning meeting of advisers and representatives from each CTSO is suggested to determine which school(s) will be targeted and the school contact (Family Resource Center Director, Guidance Counselor, etc.) to be involved with the project. Committee representatives from each CTSO should be appointed at this time.

- Project committees having representation from all student organizations should be formed with a chair appointed for each committee. Committees should be based on specific needs within the project and develop a plan to achieve these goals. Suggested committees include, but are not limited to, the following:

  • Publicity (to participants and media)
  • Schedule (the flow of the day—# of sessions, # to attend each session, rotation schedule of participants)

- Handouts (any information to be distributed to participants prior to or during the Career Fair)
- Setup (how will the booths be organized, decorated, manned, etc.)
- Career Representatives (the community professionals to be invited to attend representing each career)

- After determining the school(s) to be targeted, a meeting should be scheduled with the school contact, project coordinator, and committee chairs to discuss specifics of the project. Determine the date, time, location (gymnasium, library, cafeteria), and grade level(s) to attend the Career Fair.

- Following the meeting with the school contact, committee chairs meet with their committees to develop guidelines and responsibilities for each CTSO.

- Individual CTSOs meet to determine careers to be represented within their areas in order to fill the allocated spots, determine the community professionals to represent the careers, decide which CTSO member(s) will be responsible for creating signs/materials necessary for setting up the individual booths.

- Committees meet to compile information from individual CTSOs and complete any work specific to the committee (invitations to professionals, articles for newspaper, etc.)

- Host the Career Fair.

- Follow up with thank-you notes to presenters, participating school, and anyone else who helped with the project.

Suggested Activities for a Career Fair

- Develop a general brochure or flyer promoting the Career Fair.
- Develop a booklet containing each career represented as well as each CTSO represented with space for participants to record facts about each booth visited.
- Create a display for each booth.
- Have a CTSO member work at each booth with the professional.
- Create a fact sheet about each CTSO (requirements for membership, community service, competitions, dues, etc.)
- Invite local media to cover the event.

Other Suggested Career Awareness Activities

- Each CTSO develop modules of careers within the CTE pathways available in their program areas. These modules could be in the form of PowerPoint presentations, videos, handouts, etc. Have these modules available for teachers to use in their classrooms.

- Prepare and perform skits demonstrating a variety of CTE careers with their specific program areas.

- Develop presentations of careers available within the individual pathways offered within the local district. Present to local civic and community organizations in order to raise awareness of CTE.

- Any project that facilitates career awareness directly related to each CTSO area as the CTSO members work together in the planning, implementation, and evaluation of the project.

Follow Up

- Send thank-you notes to those that assisted with making your project a success.
- Submit a news article and pictures about the completed project to a local newspaper.
- After the selected project, all stakeholders meet to evaluate the project. Discuss successes, failures, suggestions for the next year, etc. Have a designated person take notes and provide a written copy of these notes to each CTSO.
- Submit the Project Evaluation to state adviser of each organization by February 28, 2017.

CTSO Literacy
Primary - 3rd Grade Emphasis

Project Overview

The "Literacy" statewide project is designed to encourage a joint effort of all Kentucky Student Organizations within a school. The project was developed with a Primary-3rd grade emphasis, using the "Share a Story" concept.

Getting Started at the School or District

- At the beginning of the school year, a planning meeting should be held between leaders of all groups.
- A chapter advisor from one of the organizations should be selected as the project coordinator.

Sample Project Process

- Every participating school or district will conduct a "Share a Story" program one night during the month of October, or a time frame that best fits your school's calendar.
- All CTE student organizations from a local high school/middle school and area technology center will join together to plan, organize, and participate in the event.
- The purpose of the activity is to demonstrate a variety of ways to read a book such as listening to someone read the story, watching it on video, and completing a project that relates to the story.
- The project should be hosted at an elementary school, library, or location of choice. If multiple elementary schools are within a district, the Project Committee should select one school for the project. If, however, your district and CTSO membership is large, activities could be planned for multiple schools. This project promotes literacy with elementary children, so it is important to serve as many as possible.
- Select a book for your "Share a Story" night. Local school librarians or reading coordinators may have suggestions. The following is a list of past books used:

Bernstein Bears Trouble with Money	How Much is a Million
Caps for Sale	Lemonade for Sale
Click Clack Moo Cows that Type	Little Freddie Goes to the Derby
Curious George Takes a Job	Magic School Bus
Five True Horse Stories	Murphy Meets the Treadmill
Good Enough to Eat	The Juice Box Bully
Gregory the Terrible Eater	

- The Share a Story night activity needs to be held in a large room such as a gym or cafeteria. Each student organization will be responsible for one of the activity booths.

Suggested Activities for Sample Project

- Community or school leader reading the book
- Video Booth set up to show story
- Art Booth making puppets or other art project
- Art Wall with students drawing pictures of what they learned from the book - Puppet Show depicting the story of the book.
- Communication Booth where students can Twitter what they learned
- Petting Zoo with live animals
- "Make Your Own Storybook" Booth
- Parent Booth with information/handouts for parent

Other Suggested Literacy Activities

- Organize a book exchange for a literacy project. Have students donate books, DVDs, or magazines from home.
- Sponsor a reading night at the local public library. Students can discuss books they are currently reading, and/or the librarian can discuss new books and authors of interest to teens.
- Sponsor a Totally Literate Tuesday (TLT). Each Tuesday everyone in class stops and reads for 20 minutes.

Follow Up

- Send thank-you notes to those that assisted with making your project a success.

- Submit a news article and pictures about the completed project to a local newspaper.

- After the selected project, all stakeholders meet to evaluate the project. Discuss successes, failures, suggestions for the next year, etc. Have a designated person take notes and provide a written copy of these notes to each CTSO.

- Submit the Project Evaluation to state adviser of each organization by February 28, 2017.