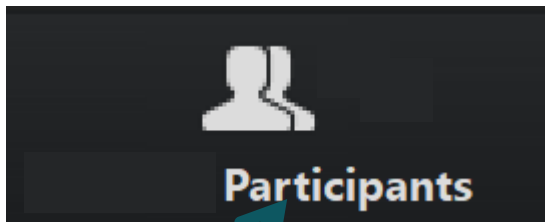
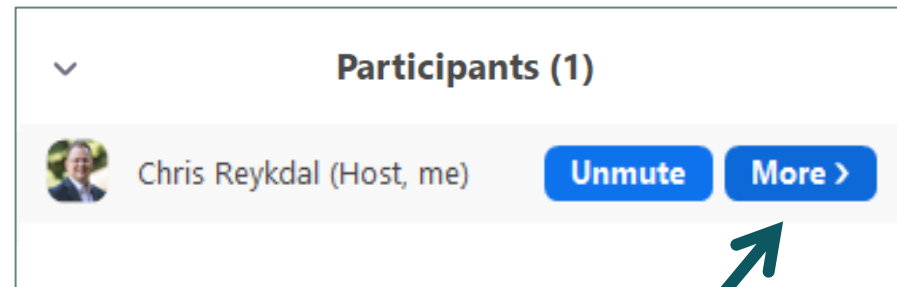


We are happy you are here!

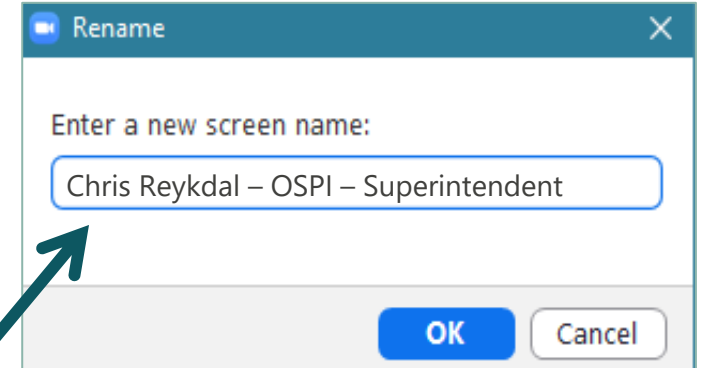
1. Click on
Participants in the
Zoom menu.



2. Find your name in
the participants list.
Choose **More**.
Click **Rename**.



3. **First** and **Last Name** -
District/Organization -
Role



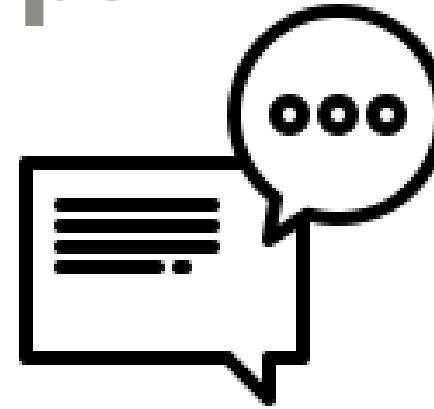
Quick Tips



If on Zoom, please **mute** yourself to minimize background noise



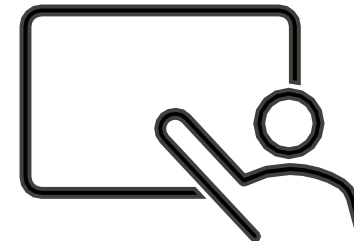
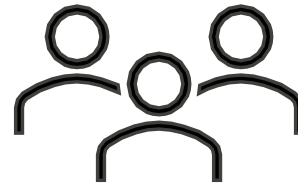
You may access the **slides** for this session in the **Whova** app



Please use the **Whova chat and Q&A features** to pose questions or provide responses to prompts



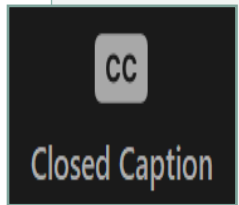
You can send follow up **questions** to cte@k12.wa.us



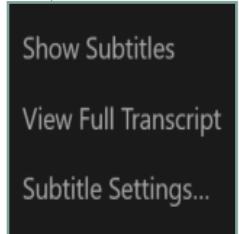
Speakers and attendees may be joining this presentation from **multiple** locations. Please access the session link through WHOVA.



Closed Captioning is Available Today



You may turn subtitles On or Off by clicking the arrow on the “Closed Caption” icon at the bottom of your screen.



Then you can click “Show subtitles”.



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of
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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

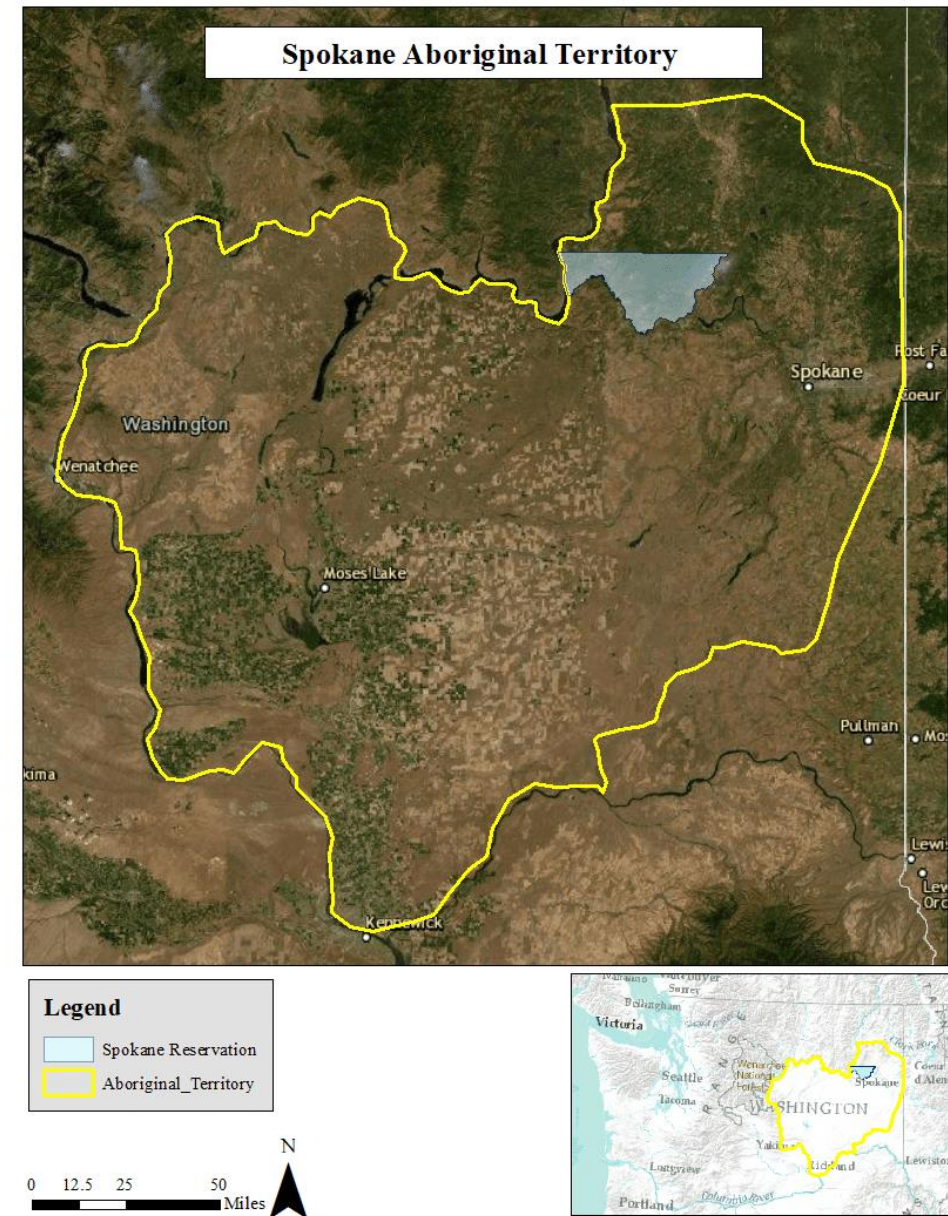


Washington Office of Superintendent of
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“The Spokane Tribe of Indians vision is to achieve true sovereignty by attaining self-sufficiency. We will preserve and enhance our traditional values by living and teaching the inherent principles of respect, honor and integrity as embodied in our language and life-ways. We will develop strong leadership through education, accountability, experience and positive reinforcement.”

<https://spokanetribe.com/>

- Members of the Tribe engage with schools, universities, businesses and the public to offer trainings, lessons, and cultural competency. Visit [here](#) for more information.
- Visit the Preservation Program [site](#) to build an understanding of what you can do to help support preservation efforts
- Visit the Spokane Tribal Language and Culture Program [site](#) to learn more about the program’s mission to restore and revive the Spokane Tribal language for present and future generations for the Spokane Tribal Community



2021 WA-ACTE Summer Conference

Health Science and Family and Consumer
Sciences Program Update



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Acronyms:

HOSA-Future Health Professionals (Formerly: Health Occupation Students of America)	HOSA
Washington Career and Technical Sports Medicine Association	WCTS MA
Health Science Career & Technical Educators	HSCTE
Career and Technical Education	CTE
Career and Technical Student Organizations	CTSO
Family, Career, and Community Leader of America	FCCLA
Family and Consumer Sciences	FCS
Washington FCS Educators	WA- FACSE
American Association of FCS	AAFCS

Plan for Today:



OSPI Update



Health Sciences Update



Family and Consumer Sciences Update



Contact Info



Questions



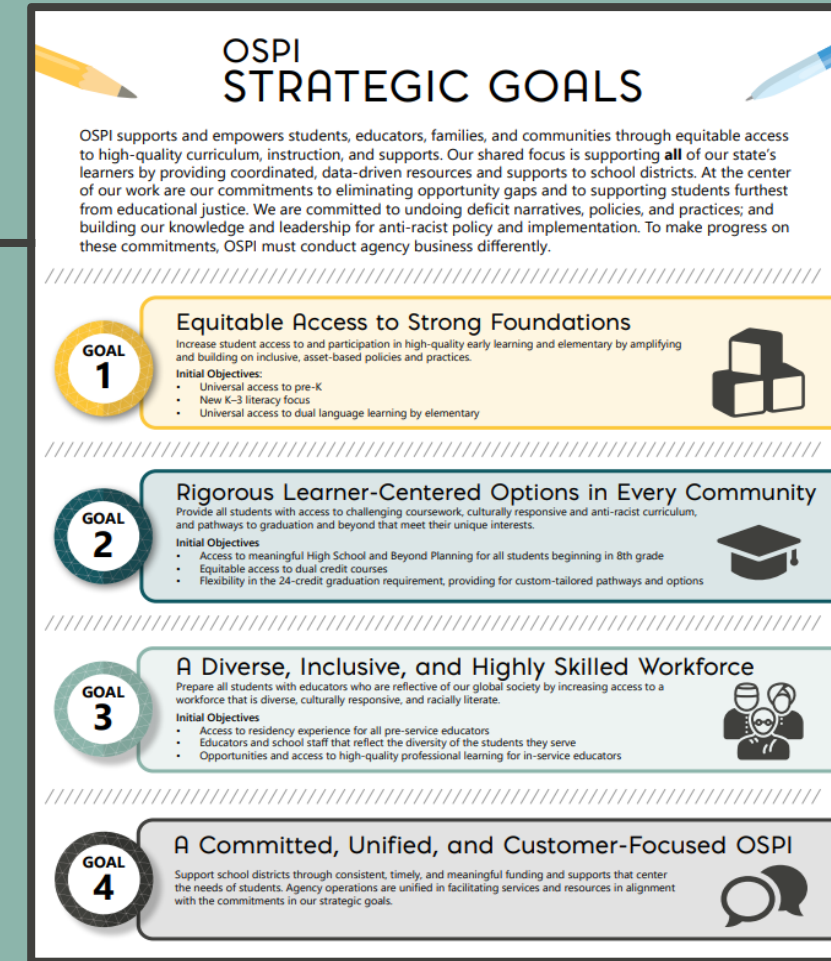
OSPI Strategic Goals

OSPI supports and empowers students, educators, families, and communities through equitable access to high-quality curriculum, instruction, and supports. Our shared focus is supporting **all** of our state's learners by providing coordinated, data-driven resources and supports to school districts. At the center of our work are our commitments to eliminating opportunity gaps and to supporting students furthest from educational justice. We are committed to undoing deficit narratives, policies, and practices; and building our knowledge and leadership for anti-racist policy and implementation. To make progress on these commitments, OSPI **must** conduct agency business differently.

How will this increase student equity and access?

How will this accelerate student learning?

Have we examined how our current resources, expertise, and existing efforts can support this work?



OSPI Strategic Goals

Rigorous Learner-Centered Options in Every Community

Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.

Initial Objectives

- HSBP, Dual Credit, Custom Pathways to 24-Credit Requirements
What Else?

GOAL 1

Equitable Access to Strong Foundations

Increase student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices.

Initial Objectives:

- Universal access to pre-K
- New K-3 literacy focus
- Universal access to dual language learning by elementary



GOAL 2

Rigorous Learner-Centered Options in Every Community

Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.

Initial Objectives

- Access to meaningful High School and Beyond Planning for all students beginning in 8th grade
- Equitable access to dual credit courses
- Flexibility in the 24-credit graduation requirement, providing for custom-tailored pathways and options



GOAL 3

A Diverse, Inclusive, and Highly Skilled Workforce

Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate.

Initial Objectives

- Access to residency experience for all pre-service educators
- Educators and school staff that reflect the diversity of the students they serve
- Opportunities and access to high-quality professional learning for in-service educators



GOAL 4

A Committed, Unified, and Customer-Focused OSPI

Support school districts through consistent, timely, and meaningful funding and supports that center the needs of students. Agency operations are unified in facilitating services and resources in alignment with the commitments in our strategic goals.



LEARNING & TEACHING

Secondary Education & Pathway Preparation

Becky Wallace, Assistant Superintendent

Secondary Content & Instruction

Content, instruction, and assessment support in the following content areas:

- ELA
- Math
- Science
- Social Studies
- Health/PE
- Sexual Health
- World Language/Dual Language
- Arts
- Computer Science

Career and Technical Education

- High-Demand CTE Programming
- Industry Recognized Credentials
- Apprenticeship
- Work-Based Learning
- Leadership and CTSOs
- Skill Center Programming
- Employability and Workforce Readiness

Graduation and Pathway Preparation

- School Counseling
- HSBP
- Graduation Pathways
- Credit Flexibility
- Dual Credit Accessibility
- Postsecondary Transition and Preparation

Operations Management

- Grant Administration
- Federal and State Funding
- Data
- Compliance to Regulatory Guidance
- Federal Guidance (ESSER, Perkins)

Elementary Education & Early Learning

Assistant Superintendent – to be hired

Elementary Content, Instruction, & Supports

Content, instructional resource, and assessment support in the following content areas:

- ELA
- Math
- Science
- Social Studies
- PE/Health
- Dual Language
- Arts
- Elementary Counseling
- Open Educational Resources

Early Learning

- Transitional Kindergarten
- Pre-K
- WAKIDS

ington Office of Superintendent of



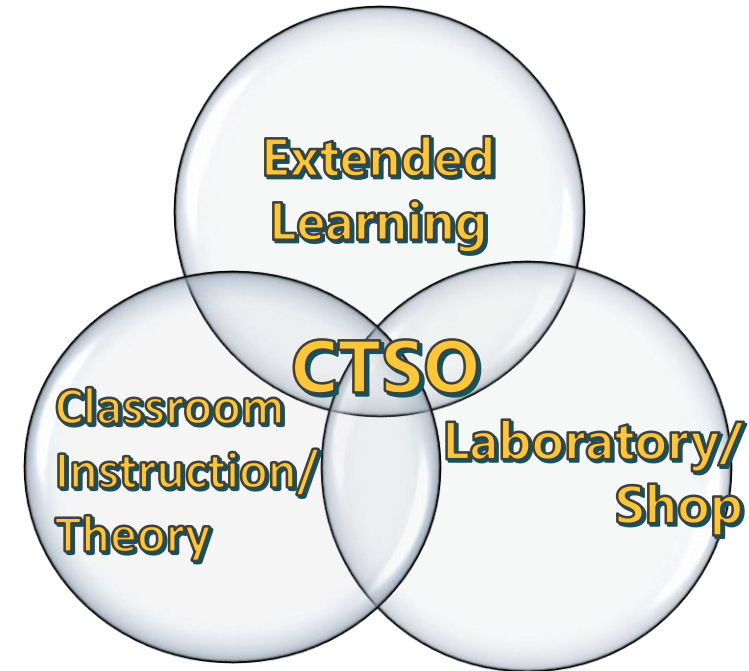
PUBLIC INSTRUCTION

Career and Technical Education Model - Reminder

Related Requirements

- Work-based Learning (WBL)
- Curriculum Framework
- Advisory Committee
- Course/Program Approval
- District Wide Plan (4 Year Planning)
- Industry Evaluated Teacher, Curriculum, Facilities, Equipment, and Program
- Alignment with RCW, CTE Program Standards, and Perkins V

Learning activities **related** to CTE course that occur beyond the school day and/or school year under the supervision of a certified CTE instructor.



Represented in **framework**; alignment of academic and industry standards, and 21st Leadership Skills.

Putting theory to practice; **hands-on**, project based approach to experiencing learning. Demonstration of technical and professional skills.





Health Science Update

Marianna Goheen, Program Supervisor

Program Health Sciences:



Pathways

Therapeutic Services	Support Services
Health Informatics	Diagnostic Services
Biotechnology Research and Development	

Career Clusters	Career Pathways
1	5
CIP Codes	26



Overview of Pathways within Health Science

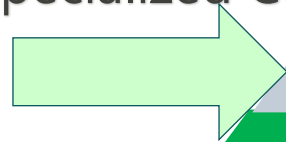
Biotechnology Research and Development	Careers that use advancements in science and technology to improve healthcare. Careers involve bioscience research and development as it applies to human health. These scientists may study diseases to discover new treatments or invent medical devices used to directly assist patients or to improve the accuracy of diagnostic tests.
Diagnostic Services	Careers in the Diagnostic Services pathway use tests and evaluations that aid in the detection, diagnosis and treatment of diseases, injuries or other physical conditions.
Support Services	Careers in the Support Services pathway provide a therapeutic environment for the delivery of health care by maintaining a clean, safe, and healing environment for patients and medical personnel.
Health Informatics	This pathway involves a wide variety of occupations that includes health care administrators who manage health care agencies as well as those individuals who are responsible for managing all of the patient data and information, financial information, and computer applications related to health care processes and procedures.
Therapeutic Services	Careers in the Therapeutic Services pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients; they may provide care, treatment, counseling and health education information.



Capstone Course (Career/Occupation Specific)

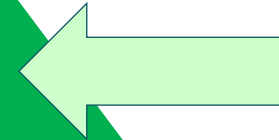
Career Specialty Area
aligned to Industry Specific
(Specialized Course [Pathway/Career Specific])

WACs, RCW; DoH; DSHS;
Exam Blueprints; BOC; NATA



Common knowledge and
similar skills that apply to
occupations or functions
in a health science pathway

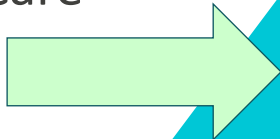
Pathway Standards
embedded within
core course content
(Introductory level course [Industry,
Pathway Specific])



Health Science Foundational
Standards

(Career/Industry Exploration Course [Industry,
Cluster Specific])

Describes what a worker
needs to know and be
able to contribute to the
delivery of safe and
effective healthcare



Preparatory Course Criteria Form

RCW [28A.700.030](#)

Preparatory secondary career and technical education programs— Criteria.

All approved preparatory secondary career and technical education programs must meet the following minimum criteria:

(1) Either:

- (a) Lead to a certificate or credential that is state or nationally recognized by trades, industries, or other professional associations as necessary for employment or advancement in that field; or
- (b) Allow students to earn dual credit for high school and college through tech prep, advanced placement, or other agreements or programs;

(2) Be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous; and

(3) Lead to workforce entry, state or nationally approved apprenticeships, or postsecondary education in a related field.

Washington Office of Superintendent of PUBLIC INSTRUCTION <small>CAREER AND TECHNICAL EDUCATION Old Capitol Building PO BOX 47500 Olympia WA 98504-7500</small>	
Preparatory Course Criteria	
<small>This form should be used to evaluate whether CTE courses meet the minimum criteria of RCW 28A.700.030. This form should be uploaded in the Course Approval system under the "Misc. Docs" tab when submitting courses for consideration, and in the Program Approval system under the Miscellaneous Documents upload section. Courses should meet the full preparatory criteria found in the CTE Program Standards as established through RCW 28A.700.010.</small>	
Overview	
School District: <input type="text"/>	Course Program Area: Choose an item.
Local Course Name: <input type="text"/>	Course CIP Code: <input type="text"/>
Location: <input type="checkbox"/> Skill Center <input type="checkbox"/> HS	Date of Submission: <input type="text"/>
Application System: <input type="checkbox"/> Course Approval <input type="checkbox"/> Program Approval	
Minimum Preparatory Criteria	
<i>The course must meet criteria 1 and 2, and either 3a or 3b. If the course provides access to both 3a and 3b, please indicate that below.</i>	
1. Sequenced Progression	
<small>Action: Review course sequence and ensure students have opportunity to develop foundational skills to support success in this preparatory course. Best practice will include sequences that introduce an exploratory course that leads to an associated preparatory course in a related career pathway and program.</small>	
<input type="checkbox"/> This course is included in a sequenced progression of multiple courses that are technically intensive and rigorous.	
2. Postsecondary Opportunity	
<small>Action: Review occupational demand and pathway aligned options for direct employment, apprenticeship, or postsecondary education and training.</small>	
<input type="checkbox"/> The CTE course leads to workforce entry, state or nationally approved apprenticeship, or postsecondary education in a related field.	
3a. Dual Credit	3b. Industry Certification
<input type="checkbox"/> The course allows students to earn dual credit for high school and college through CTE Dual Credit, Advanced Placement, or other agreements or programs.	<input type="checkbox"/> The course leads to a certificate or credential that is state or nationally recognized by trades, industries, or other professional associations as necessary for employment or advancement in that field.
<small>Dual Credit Type: Choose an item. Higher Education Institution: Click or tap here to enter text.</small>	<small>Certification Access: Choose an item. Identify certificate/credential: Click or tap here to enter text.</small>



Work-Based Learning

All CTE courses have the expectation that WBL activities are embedded in the curriculum. Data will be collected on the work-based learning (WBL) activities a student participated in as a result of taking the CTE Course




- | | |
|--|---|
| 1 – Career Research and Job Interview/Job Shadow in Course Related Area | 5 – Placement/Paid Internship |
| 2 – Guest Speaker Series with Assigned Career Mentors or Structured Field Trip to Related Job Site | 6 – Apprenticeship Preparation Program/Registered Apprenticeship |
| 3 – School Based Enterprises | 7 – Ownership/Entrepreneurship |
| 4 – Placement/Unpaid Internship (20 hour minimum) | 8 – Health Care Clinical |
| | 9 – Course Related Service-Learning Project |
| | 10 – Student did not participate in any of the above WBL activities |

Your Guide to Work-Based Learning (Newly revised resource will be released in September 2021!)




Washington Office of Superintendent of
PUBLIC INSTRUCTION

HOSA – Program of Work



Washington HOSA
Program of Activities/Program of Work
Extended Learning Documentation

Leadership and employability skills are developed and practiced at the highest professional level through state-recognized Career and Technical Student Organizations. Leadership skills empower each student to assume responsible roles in family, community, and business and industry environments. The Health Occupations Students of America Program of Activities (POA)/Program of Work (POW) documentation demonstrates the activities students have an opportunity to be engaged in that extend learning beyond the classroom/laboratory into the community and provide real world value. This will include community service activities and leadership skill development opportunities available at the local, regional, state, national and international level, and will reflect activities available for your local chapter HOSA members. This form should be completed on an **annual** basis to reflect the student-developed program of work and supports student planning efforts. **HOSA specific resources are linked here to help aid local chapters in completing or understanding the purpose of the POW.** www.wahosa.org, www.hosa.org. Please see the OSPI Student Extended Leadership Companion Document for additional detailed information.



Course Information		
School District: <input type="text"/>	Building(s): <input type="text"/>	Instructor(s): <input type="text"/>
Program Area: Choose an item.	CIP Code(s): <input type="text"/>	School Year: Choose an item.

Minimum Qualifications Checklist – Leadership Organization (All boxes must be checked.)		
<input type="checkbox"/> Student Leadership Structure Established (e.g., Elected officers, committee structure, group roles) <input type="checkbox"/> Student led organization; activities are planned, conducted, and evaluated by students <input type="checkbox"/> Activities are conducted under the management and/or supervision of a certified CTE instructor		

Program Components Reflected in Program of Activities (Check all boxes that apply.)		
<input type="checkbox"/> Organization and Management <input type="checkbox"/> Planning and Evaluation <input type="checkbox"/> Community Service <input type="checkbox"/> Leadership Development or Demonstration	<input type="checkbox"/> Finance and Fundraising <input type="checkbox"/> Competitive Events <input type="checkbox"/> Employability and Career Skills	<input type="checkbox"/> Student Recognition <input type="checkbox"/> Recreational and Social <input type="checkbox"/> Public Relations and Advocacy <input type="checkbox"/> Other

Annual Program of Activities
Activities reflected should <u>only</u> address extended learning components of the program. These should be learning and teaching activities related to the career and technical education course or program competencies which occur beyond the scheduled school day and/or school year under the supervision of a

certified CTE teacher. Activities should place emphasis on personal and group activities that improve life skills and align with 21st Century Leadership skills, encourage students to work together, and include cooperative activities with other groups that make the community a better place to live and work.

National or State Events				
Activity/Event	Program Component	Description	Who/When (Responsible Lead/ Expected Completion Date)	Focused 21 st Century Leadership Skill
Fall Leadership Conference	Leadership Development <small>If "Other" chosen, describe here.</small>	Leadership Development for all members.	All registered chapter members are eligible to attend with permission from advisor/district.	11.A Guide and Lead Others
State Leadership Conference	Competitive Events <small>If "Other" chosen, describe here.</small>	State competition to qualify for International Leadership Conference	All registered members. Scheduled for March 3-5, 2022 in Spokane, WA	12.D.Health Literacy
International Leadership Conference	Competitive Events <small>If "Other" chosen, describe here.</small>	International Competition and Leadership Development	Members who qualified through the State Leadership Conference. Scheduled for June 22-25 in Nashville, TN	12.D.Health Literacy
Community Service Project	Community Service <small>If "Other" chosen, describe here.</small>	National Community Service Project	All HOSA members	12.A.Global Awareness
State Officer Chapter Leadership Chats	Leadership Development <small>If "Other" chosen, describe here.</small>	Virtual meetings with chapter officers and members.	All members, monthly	11.A Guide and Lead Others
Click here to enter text.	Choose an item. <small>If "Other" chosen, describe here.</small>	Click here to enter text.	Click here to enter text.	Choose an item.

Locally Planned and Developed Events				
Activity/Event	Program Component	Description	Who/When (Responsible Lead/ Expected Completion Date)	Focused 21 st Century Leadership Skill
Click here to enter text.	Choose an item. <small>If "Other" chosen, describe here.</small>	Click here to enter text.	Click here to enter text.	Choose an item.
Click here to enter text.	Choose an item. <small>If "Other" chosen, describe here.</small>	Click here to enter text.	Click here to enter text.	Choose an item.
Click here to enter text.	Choose an item. <small>If "Other" chosen, describe here.</small>	Click here to enter text.	Click here to enter text.	Choose an item.

FORM CTSO/Leadership (4/2021)

Page 1 of 3

FORM CTSO/Leadership (4/2021)

Page 2 of 3




HOSA Leadership Events


- **Fall Conference** – Tentative November 6, 2021
- **State Leadership** - March 3–5, 2022 - Spokane Convention Center
- **ILC 2021** – June 22–25, 2022 - Gaylord Hotel and Convention Center, Nashville, TN



WCTSMA – Program of Work



Washington WCTSMA
Program of Activities/Program of Work
Extended Learning Documentation



Leadership and employability skills are developed and practiced at the highest professional level through state-recognized Career and Technical Student Organizations. Leadership skills empower each student to assume responsible roles in family, community, and business and industry environments. The Washington Career and Technical Sports Medicine Association (WCTSMA) Program of Activities (POA)/Program of Work (POW) documentation demonstrates the activities students have an opportunity to be engaged in that extend learning beyond the classroom/laboratory into the community and provide real world value. This will include community service activities and leadership skill development opportunities available at the local, regional, state, national and international level, and will reflect activities available for your local chapter WCTSMA members. This form should be completed on an annual basis to reflect the student-developed program of work and supports student planning efforts. **WCTSMA specific resources are linked here to help aid local chapters in completing or understanding the purpose of the POA/POW: <https://wafbla.org>.** Please see the OSPI Student Extended Leadership Companion Document for additional detailed information.

Course Information		
School District: <input type="text"/>	Building(s): <input type="text"/>	Instructor(s): <input type="text"/>
Program Area: Choose an item.	CIP Code(s): <input type="text"/>	School Year: Choose an item.
Minimum Qualifications Checklist – Leadership Organization (All boxes must be checked.)		
<input type="checkbox"/> Student Leadership Structure Established (e.g., Elected officers, committee structure, group roles) <input type="checkbox"/> Student led organization; activities are planned, conducted, and evaluated by students <input type="checkbox"/> Activities are conducted under the management and/or supervision of a certified CTE instructor		
Program Components Reflected in Program of Activities (Check all boxes that apply.)		
<input type="checkbox"/> Organization and Management <input type="checkbox"/> Planning and Evaluation <input type="checkbox"/> Community Service <input type="checkbox"/> Leadership Development or Demonstration	<input type="checkbox"/> Finance and Fundraising <input type="checkbox"/> Competitive Events <input type="checkbox"/> Employability and Career Skills	<input type="checkbox"/> Student Recognition <input type="checkbox"/> Recreational and Social <input type="checkbox"/> Public Relations and Advocacy <input type="checkbox"/> Other
Annual Program of Activities		
Activities reflected should only address extended learning components of the program. These should be learning and teaching activities related to the career and technical education course or program competencies which occur beyond the scheduled school day and/or school year under the supervision of a		

certified CTE teacher. Activities should place emphasis on personal and group activities that improve life skills and align with 21st Century Leadership skills, encourage students to work together, and include cooperative activities with other groups that make the community a better place to live and work.

National or State Events				
Activity/Event	Program Component	Description	Who/When (Responsible Lead/ Expected Completion Date)	Focused 21 st Century Leadership Skill
Election of State Officers	Organization and Management <small>If "Other" chosen, describe here.</small>	State Officers will be elected at State Competition in April by the current Student Board of Directors	4/30/21	8.B.1
Friends of Youth Supply Drive	Community Service <small>If "Other" chosen, describe here.</small>	State Officers will plan, implement and evaluate a supply drive with the help of community services	12/31/2020	10.A.2
27th Annual Spring Symposium and State Competition Spokane, WA April 30-May1	Competitive Events <small>If "Other" chosen, describe here.</small>	State Programs will test their competencies in sports medicine with a variety of competitive events at our annual State competition	5/01/21	4.A.2
Winter Leadership Conference. 1/20/21	Leadership Development <small>If "Other" chosen, describe here.</small>	State Officers will lead ice-breakers and leadership activities along with guest speaker and fundraising presentation	1/20/21	1.B.2
27th Annual Spring Symposium and State Competition Spokane, WA. April 30-May1	Student Recognition <small>If "Other" chosen, describe here.</small>	State Officer Board will recognize top placing students in testing categories and top placing programs	5/01/21	8.C.1
WA CTSO Civic Engagement. Start 10/29/20.	Public Relations and Advocacy <small>If "Other" chosen, describe here.</small>	State Officers and other WCTSMA members will participate in implementation and training of the legislative process. Students will advocate for CTE and CTSOs	2/29/21	3.A.3
State Officer hosted Spring Social at State Competition	Recreation and Social Activities <small>If "Other" chosen, describe here.</small>	State Officers will host our annual social in Spokane, WA. 4/29/21. 6-8PM	4/29/21	11.B.1
WCTSMA Fall Leadership Conference. 11/18/20	Leadership Development	Newly appointed State Officers will lead their first event as leaders of	11/18/20	9.A.2

FORM CTSO/Leadership (4/2021)
Page 1 of 4

FORM CTSO/Leadership (4/2021)
Page 2 of 4




WCTSMA Leadership Events

- **Fall Leadership** tentatively scheduled for 10/10/21
 - Cheney Stadium/OL Reign game 9 am–3 pm
- **Winter Leadership** December 1, 2021
 - Angel of the Wind Arena/Edward Hansen Convention Center Everett, WA. 12–4 pm. Followed by a Silvertips hockey game.



Leadership Equivalency – Program of Activities




Washington Office of Superintendent of
PUBLIC INSTRUCTION

OSPI CTE Student Leadership Template
Program of Activities (POA)/Program of Work (POW)
Extended Learning Documentation

Student leadership development is an integral part of the Career and Technical Education (CTE) model enabling students to practice, develop, and demonstrate the knowledge and skills learned through the CTE course or program of study. Leadership skills empower each student to assume responsible roles in family, community, and business and industry environments. Through state recognized Career and Technical Student Organizations (CTSO's), students have leadership skill development opportunities available at the local, state, national and international level. Leadership equivalencies must be **equal to or exceed** the appropriate CTSE standards related to the specific program area, for 21st Century Skills integration. This equivalency should include opportunities for students to participate in community service activities related to this course, opportunities for students to participate in related leadership activities outside the classroom at the local, regional, state, and/or national level, and explain how students will be engaged in activities that extend learning beyond the classroom/laboratory into the community that provides real world value. **Please see the OSPI Student Extended Leadership Companion Document for additional detailed information.**

Annual Program of Activities				
Activities reflected should <u>only</u> address extended learning components of the program; these should be learning and teaching activities related to the career and technical education course or program competencies which occur beyond the scheduled school day and/or school year under the supervision of a certified CTE teacher. Activities should place emphasis on personal and group activities that improve life skills and align with 21 st Century Leadership skills, encourage students to work together, and include cooperative activities with other groups that make the community a better place to live and work. Descriptions of activities must be specific to the course.				
National or State Events				
Activity/Event	Program Component	Description	Who/When (Responsible lead/ expected completion date.)	Focused 21 st Century Leadership Skill
Click or tap here to enter text.	Choose an item. If "Other" chosen, describe here.	Click here to enter text.	Click here to enter text.	Choose an item.
Click or tap here to enter text.	Choose an item. If "Other" chosen, describe here.	Click here to enter text.	Click here to enter text.	Choose an item.
Click or tap here to enter text.	Choose an item. If "Other" chosen, describe here.	Click here to enter text.	Click here to enter text.	Choose an item.
Click or tap here to enter text.	Choose an item. If "Other" chosen, describe here.	Click here to enter text.	Click here to enter text.	Choose an item.
Click or tap here to enter text.	Choose an item. If "Other" chosen, describe here.	Click here to enter text.	Click here to enter text.	Choose an item.
Click or tap here to enter text.	Choose an item. If "Other" chosen, describe here.	Click here to enter text.	Click here to enter text.	Choose an item.



Course Information			
School District:	Program Area: Program Area	Building(s): 	Instructor(s):
Program Area: Choose an item.	CIP Code(s): 	School Year: Choose an item.	

Minimum Qualifications Checklist – Leadership Organization
 The minimum qualifications reflect the equivalency and align with the Washington State CTE 21st Century Leadership Skills while establishing the leadership organization and program components reflected in the Program of Work.
 (All boxes must be checked.)

☐ Student leadership structure established (Ex: elected officers, committee structure, group roles)
☐ Student-led organization (activities are planned, conducted, and evaluated by students)
☐ Activities are conducted under the management and/or supervision of a certified CTE instructor

Program Components Reflected in Program of Activities
 (Check all boxes that apply.)

☐ Organization and Management
☐ Planning and Evaluation
☐ Community Service
☐ Leadership Development or Demonstration

☐ Finance and Fundraising
☐ Competitive Events
☐ Employability and Career Skills

☐ Student Recognition
☐ Recreational and Social Activities
☐ Public Relations and Advocacy
☐ Other

FORM CTSE/Leadership (4/2021)

Page 1 of 3



Certification and Clock Hours

[WAC 181-85-077](#) allows educators to use continuing education units (CEUs), credits, or clock hours that satisfy the continuing education requirements for their state professional health license, for Washington, as in-service credits.

[Form SPI 4098V](#) is used to document license hours as clock hours for certification purposes. To be eligible, an educator must hold the following Washington State Department of Health license:

- Licensed advanced registered nurse practitioner (ARNP) (WAC 246-840-360),
- Licensed occupational therapist (WAC 246-847-065),
- Licensed marriage and family therapist (counselor) (WAC 246-809-600),
- Licensed mental health counselor (WAC 246-809-600),
- Licensed pharmacist (WAC 246-861-020),



Certification and Clock Hours

- Licensed physical therapist (WAC 246-915-085),
- Licensed practical nurse (LPN),
- Licensed psychologist (WAC 246-924-230),
- Licensed registered nurse (RN) (WAC 246-840-203,204,& 205) **effective January 1, 2011**
- Licensed social worker (WAC 246-809-600),
- Licensed speech-language pathologist or audiologist (WAC 246-828-510)
- Licensed athletic trainer (WAC 246-916-060), or
- Licensed home care aide (WAC 246-980-110)

Educators with other than the above Washington licenses do not require continuing education to maintain their professional health license and may not use continuing education units (CEUs), credits, or clock hours accordingly.



Professional Organizations

- [WA-ACTE](#)
- [HSCTE](#)
- [WA-ACTE HSCTE section](#)
- [HSEA – Health Science Educators Association](#)



National Health Science Conference (NCHSE)



Early Bird registration ends
September 24, 2021

NCHSE rate at Hilton: Ends
October 5, 2021

2021 Conference
Registration closes October
18, 2021

[National Health Science
Conference: Click here](#)



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Health Science Educators Association (HSEA) New Teacher Bootcamp

September 25, 2021, 10 am – 2 pm PST

- Free Online Teacher Bootcamp for teachers by teachers.
- Registration link and outline of topics, descriptions and exact times within the four (4) hour window will be forthcoming. The workshop will be recorded and archived on our website for those unable to attend live.
- For additional information contact HSEA@healthscienceconsortium.org



National Health Science Consortium

- **FREE Wednesday Webinars throughout the year**
 - Sponsored 2–4 times per month by NCHSE and HSEA.
 - Scheduled 4–5 pm (ET) [(1–2 pm (PST))]
 - Recorded and archived with supporting materials on our webinar page.
 - Designed to help you grow as health science educators.
 - Topics from creating a quality health science program, assessment data use, teaching strategies, classroom resources, and more!
 - Live attendees can request certificate of participation for one (1) hour of professional development.



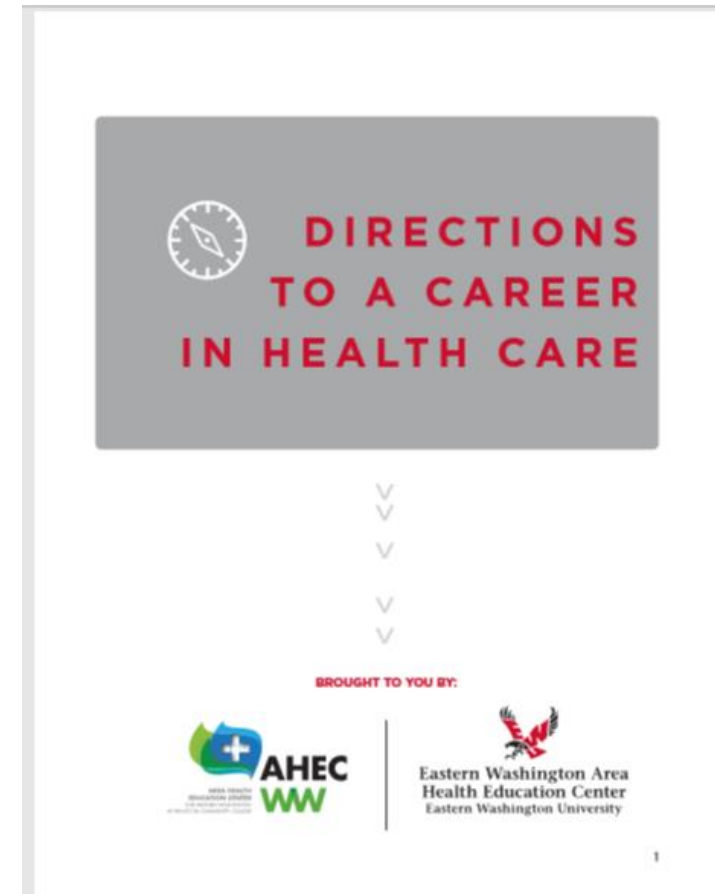
Northwest Health Career Path Project

- New and improved [Northwest Health Career Path](#) website will be launched in October.
- Request They would like to include the HSCTE and STEM CTE program across the state, as well as other pathway (pipeline) programs.
- Site will include a searchable database, map of programs, advanced filtering of programs, and student accounts to save favorites and programs attended.
- For questions and more information please feel free to reach out to the Area Health Education Center for Western Washington
AHECWW@whatcom.edu <<mailto:AHECWW@whatcom.edu>>



Directions to a Career in Healthcare

- Resources for opportunities to work in health care, featuring programs and resources in Washington State
- Future tie to Northwest Pathway Project



In the Future

- V-code update – aligning V-code with scope of practice
- New certification renewal requirements.
 - **Watch for future guidance.**
 - 15 clock hours or the equivalent in equity-based school practices
Equity: Clock hours, credits, or PGPs focused on equity-based school practices aligned to the cultural competency, diversity, equity, and inclusion (CCDEI) standards. Until CCDEI developed, align to cultural competency standards
- CIP code update
- HSCTE Spring Professional Development
- Dental Assistant Equivalency framework
- Nursing Assistant Common Curriculum Pilot



Program Family and Consumer Sciences:

Career Clusters	Career Pathways
4	10
CIP Codes	35

Human Services

Early Childhood Dev. & Services	Counseling and Mental Health
Family and Community Services	Personal Care Services
Consumer Services	

Education and Training

Administration & Administrative Support	Teaching and Training
Professional Support Services	

Hospitality and Tourism

Restaurant and Food Services	Lodging
Travel & Tourism	Recreation, Amusements & Attractions

Arts, A/V Technology

A/V Technology & Film	Printing Technology
Visual Arts Career	Performing Arts
Journalism & Broadcasting	Telecommunications

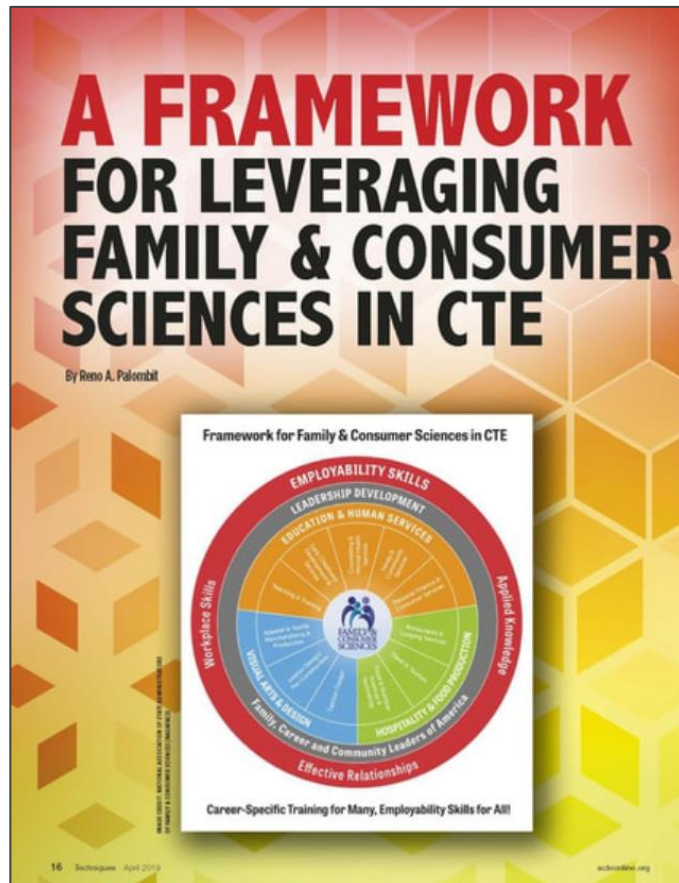


FCS Programs and Pathways

- The Framework for Family & Consumer Sciences (FCS) in Career and Technical Education (CTE) provides a tool for developing high-quality FCS programs of study.
- It is designed to help local and state CTE administrators leverage their FCS programs to support students' preparation for high-skill, high-wage, and/or in-demand careers and meet local economic and workforce demands for talent.
- FCS educators can also use the Framework to support their program and instructional planning to enhance the relevancy of their FCS programs.



FCS Clusters and Pathways Information



FREE Webinar!
Brought to you by:

NATIONAL PARTNERSHIP for
Recruiting, Preparing, and Supporting FCS Educators

Framing
Family & Consumer Sciences
within the Context of Career Pathways

Presented by:

Kristin Vest, M.S.
Human Sciences & Education Career Specialist
Nebraska Department of Education

Reno Palombit
Family and Consumer Sciences Consultant
North Carolina Department of Public Instruction

Framework for Family & Consumer Sciences in CTE

Career-Specific Training for Many, Employability Skills for All!

NASAFACS

[View Webinar](#)

AAFCS



SpeakerPost

- **The Best Way to Find Classroom Guest Speakers**
- A new digital marketplace that disrupts the way we find industry experts for our classes. The platform is free to use, focuses on volunteerism and seeks to be a bridge between educators who believe in the guest speaker method and industry folks who want to donate their time to academia.

- www.speakerpost.com

SpeakerPost



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Professional Organizations:

[LEAD FCS ED \(National FCS-Standards\)](#)

[AAFCS](#)

[WA-FACSE](#)

[WA-AAFCS](#)



Upcoming Professional Development:

- Teaching Academy/Careers in Education Seminar
 - When: Aug 19, 2021, at 9 am Pacific Time (US and Canada)
 - [Register in advance](#): 3–4 hours, clock hours provided
 - After registering, you will receive a confirmation email containing information about joining the meeting.
- First FCS Office Hour: August 25, 2021, at 3 pm
 - Feedback, Thoughts, and Ideas please post them in this [Padlet](#)



Registration is Open Now!



Save the Date
Annual Conference
Oct. 24th-26th
Raising Voices, Visibility, and Value of
Family and Consumer Sciences
**Registration opens May 1st*



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New Washington State FCS Online Store!

Access the store [here](#):

- The items available for purchase are a mixture between FCS apparel and gifts. Each item proudly promotes Washington State Family & Consumer Sciences teachers with the FCS logo.
- Choose from FCS shirts, sweatshirts, tank tops, coffee mugs, water bottles, dish towels, and canvas pillow covers.
- All items are made to order and are typically shipped within 7–10 business days.
- We look forward to you enjoying your new Washington State FCS swag!



FCCLA Dates:

2021–2022 Save These Dates!

- Capitol Leadership:
 - November 4–5, 2021
- National Fall Conference:
 - November 5–7, 2021 (Washington D.C.)
- Chapter Advisor Summit:
 - January 13–15, 2022 (San Diego, CA)
- FCCLA Week:
 - February 14–18, 2022
- 2022 National Leadership Conference:
 - June 29–July 3, 2022 (San Diego, CA)





AAFCS
AMERICAN ASSOCIATION OF
FAMILY & CONSUMER SCIENCES



Annual Conference
June 25 – 27, 2022



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Launching FCS Undergraduate Program Directory





FCS TEACHER EDUCATION: Call to Action 2021

Friday, Oct. 8, 3:00–5:00 pm EST

Join this interactive dialogue and planning session to assist in formulating unified action strategies to address the multiple FCS teacher education vulnerabilities.

Sponsored by the ACTE FCS Division

REGISTER AT

<https://ksu.zoom.us/meeting/register/tJcude6rrzliG9UWonl0ZAYEYA0tNvKes8SO>



#SayYestoFCS

Thank You,
Family & Consumer Sciences
EDUCATORS!



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We are presenting today!

Culturally Responsive CTE Programs

- 4:00 – 5:00 pm
- Meeting Room 1

Don't Make Decisions for Them- Without Them: Authentic Feedback

- 11:15–12:15
- Meeting Room 1



Contact

Marianna Goheen

Health Science Program Supervisor

Marianna.goheen@k12.wa.us

360-878-4195

Michelle Spenser,

Family and Consumer Sciences Program Supervisor

Michelle.spenser@k12.wa.us

360-725-0417



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