

# Summer WA-ACTE Conference

## OSPI Update: August 2023

This update will be provided to the WA-ACTE and WACTA Board Members on August 5, 2023, and will be made available to all conference participants through the Whoava conference app as an upload available for the OSPI Update by Pathway WACTA/WA-CCER presentation (Monday, August 7 from 10:15am–11am). For general Career & Technical Education (CTE) inquiries, please contact [cte@k12.wa.us](mailto:cte@k12.wa.us). A complete staff contact list may be found on the [OSPI webpage](#).

### Legislative Updates

#### OSPI 2024 Legislative Priorities

The Office of Superintendent of Public Instruction's (OSPI) tentative 2024 legislative priorities include:

- Increased accountability and access to Special Education funding and supports
- Expanding access to free School meals for all, beginning with our youngest learners
- Continued progress on supporting equitable compensation
- Identifying systems solutions and opportunities that make progress on our agency's strategic priorities:
  - Equitable access to strong foundations
  - Rigorous learner-centered options in every community
  - A diverse, inclusive, and highly skilled workforce
  - A committed, unified, and customer focused OSPI

OSPI's full list of 2024 policy priorities will be available this fall.

#### CTE-Related Bill Summaries

Assistant Superintendent, [Becky Wallace](#) will be sharing additional details in the 11:15 am session "Legislative Updates" on Monday in the Cedar conference room.

#### House Bill 1658 – Elective Credit for Work

[House Bill 1658 \(2023\) Session Law](#), which was passed in the legislature in 2023, authorizes high schools offering students the opportunity to learn the [Washington State High School Financial Education Learning Standards](#) to adopt board policy that will allow students aged 16+ to earn up to 2 elective credits for paid work experience when specific criteria are met. This legislation, which will begin in the 2023–24 school year, required OSPI to adopt rules to implement this law. In the rules process initiated by OSPI, both pre-existing changes and new legislation regarding high school credit for work experience were addressed. A public hearing for the proposed rules took place on July 25, the Permanent Rule Order was filed on July 31,



and the rule change will be effective on August 31, 2023. The rules have been posted to the [OSPI rules page](#); scroll down to the “CR 103P Adopted Rules (Permanent)” section. OSPI is developing guidance resources to support high schools with implementation of this new legislation.

### **Substitute Senate Bill 5617 Skills Centers – School District Course Equivalencies**

[Substitute Senate Bill 5617 \(2023\) Session Law](#) facilitates course equivalency agreements between skills centers and school districts (Interdistrict Cooperative Agreement); any local or state equivalency offered at a skill center must be offered for academic credit for ALL enrolled students in participating districts. The legislation provides that:

- Skill Centers will provide a list of approved local and state equivalencies to participating districts.
- School districts must notify all students and parents of equivalency credit opportunities.
- OSPI will report to the legislature, review implementation, give guidance, and intervene if districts are not meeting requirement.
- OSPI will also convene a technical working group for potential equivalency courses to be developed for tech-based student activities.

### **Substitute Senate Bill 5046 – College in the High School**

[Substitute Senate Bill 5048 \(2023\) Session Law](#) establishes a state-supported funding structure to administer College in the High School (CiHS), thereby eliminating costs to students. It reads, “(1) Beginning on September 1, 2023, institutions of higher education must provide enrollment and registration in College in the High School courses in which a student is eligible to receive college credit available at no cost for students in the 9th, 10th, 11th, or 12th grade at public high schools.” Accordingly, it eliminates all references to CiHS fees and repeals the statute governing College in the High School fees and subsidies ([Revised Code of Washington 28A.600.290](#)).

The funding structure established by SSB 5048 generates \$300 per student up to a maximum of \$3,500 per CiHS course for community and technical colleges, \$5,000 for regional universities and the state college, and \$6,000 for state universities. Institutions of higher education will report on CiHS enrollment and course offerings annually to the Office of Financial Management and be funded accordingly.

As SSB 5048 does not change the fundamental elements governing CiHS eligibility, enrollment, program standards, or administration, and nothing in the legislation alters existing CiHS agreements, enrollment processes, or program implementation or delivery.

### **Second Substitute House Bill 1316 – Running Start**

[Second Substitute House Bill 1316 \(2023\) Session Law](#) increases the existing 1.2 Average Annual Full-Time Equivalency (AAFTE) limitation for Running Start students to 1.4 AAFTE and, in tandem with rule changes enacted in June 2023, opens the summer quarter for Running Start students to enroll in a maximum of 10 credits.



The legislation is not limited to the summer, so students now have additional flexibility to participate in Running Start both during the standard academic year and the summer quarter. Students may participate in Running Start while taking a fuller high school course load.

In addition to the AAFTE increase, SHB 1316 promotes equitable Running Start access for all students, including private, charter, tribal compact, and homeschool students and those from low-income families. It directs districts to ensure access to Running Start, as the AAFTE increase should address any prior concerns about students being able to participate while meeting high school graduation requirements, even in unique mastery-based or alternative learning environments.

### “After-Exit” Running Start Proviso

As in 2023, proviso funding has been allocated for graduating Class of 2024 and 2025 12th grade students to enroll in summer quarter Running Start at community and technical colleges if they reached Running Start FTE limits during the 2023–24 school year and are within 15 college credits of an associate degree. Students taking advantage of this opportunity may enroll in only the specific courses required to complete an associate degree with a maximum of 15 college credits.

## Career & Technical Education Updates

### General

The Career & Technical Education department continued to provide informational noon meetings monthly throughout the 2022–23 school year, providing timely updates and topic-of-interest presentations of value to CTE administrators. Our office appreciates the many participants who took part in providing questions and feedback via email, chat box protocol in Zoom, or through surveys to guide our evolving plans of support. Our department will continue to offer reoccurring meetings in a similar fashion for the 2023–24 school year but has shifted these gatherings to the third Thursday of each month at noon. These meetings have been restructured to allow for a 15-minute Q&A period in lieu of separately scheduled CTE office hours this year. We welcome feedback on effective ways to maintain communication and address questions with scheduled and publicized general and topical-based technical assistance sessions.

### Staffing

We are excited to welcome one new team member to the CTE department: Ellie Palmer, Administrative Assistant 3. Our team is currently recruiting/hiring for multiple CTE program supervisor positions with oversight of high-demand areas including Health Sciences, STEM and [Skilled & Technical Sciences/Core Plus](#). The position is open until filled with initial candidate screening August 18, 2023.

Michelle Spenser continues to serve as the interim contact for Health Sciences and Dr. Jill Diehl is the interim contact for STEM. Inquiries related to Skilled & Technical Sciences and Core Plus should contact [cte@k12.wa.us](mailto:cte@k12.wa.us). We encourage interested candidates to visit the [OSPI Website](#) to gain insight into our agency and check [careers.wa.gov](https://careers.wa.gov) for current recruitments.



## CTE Continuous Improvement Process (2023-24 Course and Program Approval)

OSPI continues to evaluate and restructure state-level systems for approving CTE programs. We worked this summer to evaluate all Washington state CTE programs to ensure courses that do not meet the requirements of approval are identified. Our office hopes to communicate the results of this work to LEAs individually by the end of August.

The CTE office will resume priority processing of 2023-24 applications for first term courses received after June 16 and 2023-24 Program Approvals not yet completed on August 16, 2023. As a reminder, the deadline for new CTE courses offered 2023-24 second term is October 15, 2023.

We will continue to solicit feedback through various stakeholder engagement opportunities throughout the 2023-24 school year to inform our work on improving processes. Initial feedback can be provided here: [OSPI CTE Continuous Improvement Survey- WA-CTE Summer Conference 2023](#).

### CTE Resources

#### Leadership and Extended Learning: Updated Templates Available

The [Leadership and Extended Learning templates](#) can be found on the OSPI website. Sample local activities/events have been added to the OSPI CTE Student Leadership Template for LEAs implementing leadership equivalencies. Additional locally planned and developed events are required in addition to the examples provided.

Leadership and employability skills are developed and practiced at the highest professional level through state-recognized Career and Technical Student Organizations (CTSOs). 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 documentation is a required component of the course and program approval processes and should be completed on an annual basis locally to reflect the student-developed POW and support student planning efforts.

#### CTE Interim Curriculum Framework Template

A completed CTE Curriculum Framework template is a required component of the CTE course approval process. This template has been updated to reflect additional guidance added throughout to better support district completion. This additional guidance has previously been found on the Framework Template Resource Document. Other changes include a text field at the top of the template for district/school name entry and the addition of course-related assurances from the Assurances tab in Application Management in EDS. The template is available for use immediately but is required with applications for 2023-24 second term courses and all new applications submitted October 15, 2023, and after.



## CTE Clock Hours

As the 2023–2024 school year approaches, the CTE department has updated and added new resources for clock hour providers and participants:

- [CTE Clock Hour Proposal Form](#)  
The form is designed to request clock hours hosted/sponsored through the OSPI CTE department and is updated with the ability to record STEM and general clock hours in the Session Details section of the application. Additionally, clock hour hosts may add extra lines and rows to accommodate large conferences with multiple presenters.
- [CTE Requesting Clock Hours Guidance](#)  
This document is designed to provide an overview of how to offer professional development hours through the CTE department.
- [CTE Clock Hour Attendance Sheet](#)  
This document provides event attendance assistance to clock hour providers when professional development is being offered. This attendance template is an optional resource, but the CTE department encourages clock hour providers to utilize it if they do not currently have an organized attendance recording method.
- [PdEnroller-How to Claim OSPI Clock Hours](#)  
These instructions provide step-by-step technical assistance to clock hour participants with creating an account in pdEnroller and claiming professional development hours through the online pdEnroller platform.

For more information and support, contact [CTE](#).

## CTE Grants

See Attachment D – OSPI Update: Grant Funding (Aug 2023) or contact [Clarisse Leong](#).

## FP 477 CTE End-of-Year Compliance Report

All school districts, State-Tribal Education Compacts (STECs), skills centers, and charter schools who received state CTE or federal Perkins funds during the 2022–23 school year must complete the Form Package (FP) 477 CTE End-of-Year Compliance Report.

If any of the following federal grants were used for salary and benefits or stipends, Time & Effort reporting is required. Please reflect that information on page 5 of the report.

- FP 215/274 Perkins
- FP 100 Perkins Reserve
- FP 461 Non-Traditional Fields

Please note:

- Reporting is for the 2022–23 school year.
- School districts and STECs should submit a report at the district level (not school).
- Skill Centers are required to submit FP 477 separately from their host district.
- Future CTE funding may be impacted if the report is not completed.

Questions related to the report may be directed to [Clarisse Leong](#).



## 2023–24 Required CTE Reporting Summary

See Attachment A – 2023–24 Required CTE Reporting or contact [Lisa Ireland](#).

### Program Review & Support (PRS), Formerly Consolidated Program Review

The Consolidated Program Review (CPR) process is continuing the transition to a new process for oversight of federal and state programs. Beginning in the 23–24 school year the name will change from Consolidated Program Review to Program Review & Support (PRS). This name is reflective of the partnership approach between OSPI and LEAs with an emphasis on student outcomes. Over the past several years, OSPI has been engaged in aligning this process with [OSPI's Strategic Goals](#). The agency has worked with local, state, and national organizations and individuals to develop this process. As OSPI transitions to full implementation of this process by the 2025–26 school year, the agency's desire is to reduce the burden on LEAs, strengthen partnerships between OSPI and LEAs, improve student learning, and increase equitable access.

The PRS process includes three tiers of support: 1. Self-Assessment, 2. Program Review, and 3. Focused Support. Each tier provides a space for OSPI staff to interact with LEAs to provide supports tailored to the needs of the LEA. OSPI staff partner with LEAs at the state, LEA, and program levels to support and improve equitable access and student learning.

Training will be provided to the LEAs selected to participate in Program Review during the summer and fall preceding the reviews. OSPI will transition to full implementation of the new PRS process over a three-year timeframe. To allow more time for training, in the first year (2023–24) OSPI will select 30 LEAs with the highest Program Support Assessment score to participate in the Program Review process. In the second year, 45 LEAs will be selected. Then, in the third year and thereafter, OSPI will select no more than 60 LEAs to participate in Program Review.

The Program Support Assessment will also go through a transition phase over the same timeframe. Because some data is not yet available for all LEAs, and to ensure transparency, the weight of the six data elements will be adjusted over three years.

More information about these changes and the Program Review & Support process can be found in OSPI [Bulletin No. 046-23 Elementary, Early Education, and Federal Programs](#).

Deifi Stolz and Dr. Yesenia Rodriguez will be sharing additional details in the 1:30 pm session "Methods of Administration (MOA) and Changes to the Consolidated Program Review Process" on Monday in the T West conference room.

### Program and Pathway Support

#### Agricultural Education

Washington Association of Agricultural Educators (WAAE) hosted two professional development seminars prior to the WAAE Summer Conference:



- Agriscience Inquiry Institute – An opportunity to learn inquiry based instructional practices and enhancement of science in agricultural education.
- Early Career Elements – A seminar that helped teachers new to the field reflect on their progress as a teacher and build knowledge and skill for the future.

Washington FFA Association submitted the following FFA applications for national consideration:

- 36 American Degree Recipients
- 9 National Chapter Applications
- 18 Proficiency Award Applications
- 21 Agriscience Fair Applications

National Association of Agricultural Educators (NAAE) Award Recipients:

- Teacher Turn the Key- Rylee Maddox- Prosser
- Ideas Unlimited- Hannah Schneider- Wenatchee

### **Business & Marketing Education**

Washington Educators of Business & Marketing (WEBAM), in coordination with DECA, and Future Business Leaders of America (FBLA), is launching the [2023 Business & Marketing Educator Conference](#) September 25–27, 2023 at the Doubletree Hotel in Tukwila, WA. This dynamic conference provides high-quality trainings and workshops, specifically curated to help BAM teachers prepare for a great year.

Washington FBLA delegation sent 452 attendees to the National Leadership Conference in June. Washington students and competitive teams came home with 51 top 10 awards, including two 1<sup>st</sup> place winners, three 2<sup>nd</sup> place winners, and nine 3<sup>rd</sup> place winners. FBLA Leadership Conferences are scheduled September through November and vary by region.

Congratulations to the 2023 International Career Development Conference students and their advisors! Washington had 71 top finalist competitors; twelve 1<sup>st</sup> place winners; three 2<sup>nd</sup> place winners; and seven 3<sup>rd</sup> place winners at competition in Orlando, Florida. DECA leadership is focused on providing AI training for teachers and will focus on ethical use of AI for students during the school year. Plus, they have purchased DECA Plus for all chapters!

### **Health Sciences**

HOSA Future Health Professionals (HOSA) and Washington Career and Technical Sports Medicine Association (WCTSMA) held successful in-person state conferences this year in Spokane.

Washington State Department of Social and Health Services (DSHS) and OSPI continue to partner with the Local Education Agencies (LEAs) in implementing a Home Care Aide program. There is a model framework included to assist in implementation.

The Medical Assistant WAC update is pending final approval. This program is intended for skills centers and a state equivalency is required and should also be completed soon. This will assure that students meet the requirements for certification.



[The National Consortium for Health Science Education Conference](#) will convene in Seattle, October 16–19.

### Family & Consumer Sciences

Family, Career and Community Leaders of America (FCCLA) has undergone many transitions this year. Donna Taylor was welcomed as our State Advisor and Trenk Misak as Executive Director. We said a farewell to Mike Oechsner, Executive Director and Cathi White, STAR Events Coordinator. We wish them well in their next endeavors.

FCCLA State conference will be making the move to Spokane this year, and we are excited to see our conference grow in this new location. The 2024 National FCCLA Conference will also be held in Seattle this July!

Teaching Academy is looking for curriculum writers and updates to the curriculum are set for this year. Professional development and Professional Learning Community (PLC) meetings will continue this year to assist teachers in collaboration and keeping informed of updates.

Early Childhood Education will be getting updated with a new MERIT system for Childcare Basics certification and development of model curriculum to support LEA's in starting or enhancing existing programs.

### Skilled & Technical Sciences

[SkillsUSA Washington](#) qualified teams were able to attend national championships in Atlanta, Georgia this past June. Washington had 228 middle and high school delegates. All six regions were represented from SkillsUSA Washington. Four bronze medalists and an impressive eleven silver medalists. A grand total of fifteen medals for Washington. An impressive group of 28 phenomenal students secured a spot in the top 10 nationwide in their respective competitions.

In January, OSPI approved an additional statewide CTE course equivalency. CIP code 151302 in the study of [CAD/CADD](#) with an art equivalency credit tied to the framework in the Skilled & Technical Sciences program area. Please see the [equivalency page](#) for additional information.

The Washington Industrial Technology Education Association (WITEA) annual spring conference will be held in Wenatchee in March 2024. To join, please visit, [WITEA](#).

### Science, Technology, Engineering, and Mathematics

[Washington Technology Student Association](#) (TSA) had excellent outcomes at National Conference. 51 teams or individuals made the top 10 at Nationals in 84 competitive events. Those teams or individuals brought home seven 1st place, eight 2nd place, and four 3rd place trophies. The outgoing state officer team partnered with advisors who had prior experience coordinating national events to conduct one of the special interest session workshops during the national conference on the leadership mentoring program and communication between state and chapter officers. Executive Director, Jennifer Smith, was recognized for the completion of her term on the National TSA Board as the first state advisor representative serving on the Board.





State applications for 2023–24 grants in STEM education will continue to be filed through the iGrants management system. Non-competitive grants will continue for STEM Lighthouse FP 545, STEM Professional Development FP 658, and Advanced Project Lead The Way (PLTW) Courses FP 669. For former FIRST form package grants, please contact [FIRST-WA](#) directly for grant funding access.

Congratulations to last year's STEM Lighthouse awardees:

- Elma Middle School (Elma School District)
- Mary M. Knight School (Mary M. Knight School District)
- West Valley Innovation Center (Peninsula School District)

The STEM Lighthouse grant seeks to promote the work schools are doing which “identify, apply and integrate concepts from science, technology, engineering, and mathematics to understand complex problems and to innovate to solve them.” Please see the grant application in iGrants for 2023–24 consideration.

The WITEA annual spring conference will be held in Wenatchee in March 2024. To join, please visit, [WITEA](#).

### Core Plus

The Core Plus Teacher Professional Development Series for both veteran and new Core Plus teachers will continue this year. Additional professional development opportunities will be offered at the annual WITEA conference this spring in March.

Aerospace/Advanced Manufacturing, Construction and Maritime curriculum and support materials will shift from the Moodle site to Canvas. To create a new login for the Canvas site, request access by emailing [cte@k12.wa.us](mailto:cte@k12.wa.us).

For schools interested in either starting or continuing Core Plus programs, see iGrants form packages 668, 919, and 920. To be considered for these grant packages, please complete the grant application when it becomes available in iGrants (soon) and submit before the October 6, 2023 closing date.

### Industry Recognized Credentials (IRCs)

The 2023–24 state-approved Industry Recognized Credentials (IRCs) list updated annually in support of school districts and STEC school's efforts. The Comprehensive Education Data and Research System (CEDARS) valid values list associated with reporting elements D17 – Industry Recognized Certifications Offered, E15 – Industry Recognized Certifications Earned, and H31 – Industry Recognized Certifications Earned, will be updated for district reporting by fall 2023. The updated list will be reflected in subsequent versions of the CEDARS Data Manual. OSPI will continue to update the state-approved list with stakeholders on an annual basis to ensure the certifications are:

- Attainable by high school students and transfer seamlessly to workforce entry
- Recognized, endorsed, or issued through a state-based or national business, industry, professional organization, state agency, government entity, or state-based industry association



- Valued by employers with demonstration of the skills and abilities established by industry and accepted as a validated credential for workplace entry or advancement

See Attachment B – 2023–24 State-approved Industry Credentials List. If you have questions or need additional information, contact [Dr. Jill Diehl](#).

### Upcoming CTE Professional Development/Technical Assistance

For more information, see Attachment C or contact [CTE](#).



## Updates from Other OSPI Departments

### Graduation and Pathway Preparation

#### CTE Equivalency

- New statewide equivalencies were approved by State Superintendent Chris Reykdal in March 2023, including Business Communications, Engineering Essentials, Sports Medicine 1, Sports Medicine 2, Computer Aided Drafting (CAD)/Advanced CAD, Floral Design, Textiles and Design. With these new course frameworks, school districts can now select from a menu of 62 [CTE Statewide Course Equivalencies](#). Each framework is the result of collaboration between committed industry partners, expert educators, and content leads resulting in best practices for delivering equivalent course work.
- We continue to expand the CTE equivalency workgroups and appreciate the commitment of those who volunteer for this important work. Equivalencies will be reviewed and evaluated in January for our newly created statewide course equivalencies. Requests for additional CTE Statewide Course Equivalencies may be submitted using the CTE Course Equivalencies Frameworks Request Form found on the [CTE Statewide Course Equivalencies webpage](#).
- Statewide course equivalencies are developed annually with an expected approval review in January when the Statewide Course Equivalency list will be updated and ready for use by school districts. With this timeline, school administrators and counselors can incorporate state equivalencies into their master schedule and be prepared to help align/advise students with their High School and Beyond Plan (HSBP) for the following school year.
- CTE equivalency implementation professional development is currently in the planning process.

For more information, contact [Lisa Fish](#).

#### Career Connected Learning

The 9 Career Connected Learning (CCL) Coordinators are regionally organized by Educational Service District (ESD), and work to build bridges between education, business, labor, government, and community-based organizations (CBOs) to develop and expand high quality academic and CCL experiences, with special emphasis on underserved, rural, remote, and indigenous populations. Coordinators work in direct support of school districts across the state. You can find your ESD based coordinator [here](#).

Developed resources to support districts include:

- An [OSPI CCW Webpage](#)
- Technical Training
- [Career Launch enrollment Reporting FAQ](#)
- [Technical Guidance for Claiming CLE Program Enrollment for Additional .2 FTE](#)

For more information, contact [Stephanie Thompson](#).



## Dual Credit

### CTE Dual Credit Advisory Committee and Proviso:

- In April 2023, OSPI and State Board of Community and Technical Colleges (SBCTC) established a 20-member advisory committee to evaluate and implement the recommendations provided by RTI at the conclusion of the two-year CTE Dual Credit Special Project.
- The committee has been tasked with reviewing current CTE Dual Credit operations, policies, and procedures; assessing statewide program practices; identifying internal policy, organizational, and/or process changes necessary to improve the CTE Dual Credit experience for students and stakeholders; and jointly making recommendations to SBCTC and OSPI leadership to inform collaborative conversations.
- The committee features four subcommittees on articulation; registration, transcription, and data; pathways, and alignment.
- In June 2023, the legislature funded a CTE Dual Credit proviso ([ESSB 5187](#)) for the SBCTC to administer a pilot program to increase career and technical education dual credit participation and credential attainment in professional technical programs. The pilot will include up to three community and technical colleges within ESD 189. As SBCTC was directed to establish a stakeholder committee that is representative of students, faculty, staff, and agency representatives to inform this work, it is likely that the existing committee will evolve or be called upon to support this work.

For more information, contact [Tim McClain](#).

## Certification Office

### CTE Certification New Renewal Requirements

[House Bill 1426 \(2021\)](#) passed in the 2021–2022 legislative session and issued new certificate renewal requirements for teachers, CTE teachers, and for all administrator certificates, including CTE directors. See Attachment E for more information or contact [Certification](#).

## Special Education

### Special Education and CTE Training:

The [Center for Change in Transition Services \(CCTS\)](#) offers a self-paced training course, [Partnerships for Inclusion: Special Education and Career Technical Education](#). It features interviews with Washington state educators who share their stories and strategies for increasing inclusionary practices in their schools and districts, by emphasizing collaborations between Special Education and CTE. The five-module course is available free of charge.

### Reminder: Webinars for the HSBP and Individualized Education Plan (IEP) Transition Plan Case Studies

The [Secondary Transition](#) OSPI webpage has a wealth of resources, and tools to support youth with disabilities to make the transition from the world of high school to the world of adulthood. The [Guidelines for Aligning High School & Beyond Plans \(HSBP\) and IEP Transition](#)



[Plans](#) document suite includes two HSBP Case Studies, each now with a webinar, that showcases how the HSBP and IEP transition Plan in alignment can support two students with very different goals and needs to be prepared for their next steps after high school.

- [Case Study: 10th Grader CTE Course Sequence - Webinar](#)
- [Case Study: Adult Student WA-AIM Pathway - Webinar](#)

For more information, contact [Alexandra Toney](#).

## Office of Native Education

### Office of Native Education

We would like to congratulate and welcome our new Executive Director, Henry Strom. Henry brings a vast wealth of knowledge and experience to lead our team and we look forward to the expansion and strengthening of Native Education in Washington State.

*I am excited to work with the Indigenous elders and parents in our state, to hear their hopes and dreams for our children the ikksma. I'm excited to meet the indigenous children and hear their experiences in our schools across this state and assist them in having the best experience in our schools. We are blessed with amazing educators across our state, and I look forward to elevating the practices that are making an impact for our indigenous youth. Our people believe that the children are our elders, and I look forward to strengthening the relationships between our school systems and indigenous community to meet the unique needs of our native youth. Together we can build a brighter future, Stahobi, Henry M. Strom*

### Chief Leschi: Green Ribbon Award

The Office of Native Education (ONE) would like to take a special moment to acknowledge and give recognition to one of our State Tribal Education Compact (STEC) Schools, Chief Leschi. Chief Leschi has excelled in the development and implementation of culturally relevant CTE programs and pathways for their students and community.

### Region 16 Comprehensive Center

The Office of Native Education is working closely with the Region 16 Comprehensive Center in the development of Tribal Workforce Communications and in the creation of a Tribal Career and Skills Development film project highlighting exceptional tribal career and workforce development programs and best practices. We look forward to sharing our work with you all in the upcoming year.

### Sustainability and Sovereignty

The Office of Native Education, the Confederated Tribes of the Colville Reservation North Central ESD, Western Washington University, and the Methow Valley School District worked as partners to bring together a group of Career and Technical Education administrators and educators who worked together to form a community of practice to advance sustainability in CTE programs. Our goals were to develop and share practices that help us prepare youth with 21<sup>st</sup> century skills aligned with the emerging green economy and best position CTE educators



to engage in regional cross-sector work focused on dimensions of human and public health, economic vitality and opportunity, ecological quality, social justice, and cultural sustainability.

### **Government-to-Government Training**

[House Bill 1426](#) mandates in renewing an administrator certificate on or after July 1, 2023, continuing administrators must attend a 5-hour Government-to-Government Relationships Training to focus on:

- A Brief History of Tribal People in Washington State
- Identifying Native Students in Public Schools
- Agents of Change: School Leadership Behaviors and Dispositions
- Creation of Government-to-Government Systems
- [Bulletin: Certificate Renewal Requirements for All Teacher and Administrator Certificates](#)

### **Training Dates and Locations**

[Tuesday, August 8, 9:00am–2:45pm—Tacoma, WA \(in-person\)](#)

[Tuesday, August 15, 9:00am–2:45pm—Ellensburg, WA \(in-person\)](#)

[Tuesday, August 15, 9:00am–2:45pm—Virtual](#)

Contact [Emme Williamson](#) if you have questions.

### **Professional Development**

The Office of Native Education continues to provide professional development opportunities with our collaborating partners to ensure student, family and community success. ONE provides workshops and trainings on the following topics: Sovereignty 101, Intergenerational Trauma and the Impacts on Students in Education Today, Tribal Consultation, Tribal Relations (family, student, and community engagement), and of course our Since Time Immemorial Trainings. Please contact the Office of Native Education for any of your training needs.

Contact [Shandy Abrahamson](#) for more information.

## **Updates from OSPI Partners**

### **Professional Educator Standards Board (PESB)**

#### **New Professional Educator Standards Board Member**

PESB is pleased to welcome a new Board member, Dr. Nicole Talbert. Dr Talbert is a practicing CTE teacher at East Valley High School in the East Valley School District. Dr. Talbert's first term on the Professional Educator Standards Board began on April 27, 2023 and will run through June 30, 2026.

#### **New PESB Executive Director**

Dr. Erica Hernandez-Scott was selected in May as the Executive Director of the Professional Educator Standards Board and the Paraeducator Board. Erica has previously served as PESB's Diversity, Equity, and Inclusion Leadership and Learning Director and has been instrumental in the revision of Washington's educator standards.



### **Standards and Review (SAR) Committee update**

In 2022, PESB convened the SAR committee to gather input and feedback from the field. To continue that work, all CTE administrator and CTE plan II educator preparation program representatives are invited to participate in a series of virtual learning sessions hosted via Zoom over the 2023-24 academic year. We plan to discuss the ongoing review schedule, standards integration, and other topics that may arise. Please watch for emails from the PESB team with more information, and contact [kc.hoffman@k12.wa.us](mailto:kc.hoffman@k12.wa.us) if you have any questions. The following are tentative dates:

- Tuesday, October 3, 3-5 PM
- Tuesday, January 23, 3-5 PM
- Tuesday, April 2, 3-5 PM

### **CTE Administrator Preparation Program Update**

Interested in earning your CTE Director certificate? Three programs are currently approved by PESB to offer CTE Administrator preparation:

- [City University](#)
- [Eastern Washington University](#)
- [Washington Association for Career and Technical Education](#)

### **Join PESB at WA-ACTE Conference in Spokane**

KC Hoffman and Jeffrey Youde will present a conference session, ***New Certification Requirements for CTE Teachers and Administrators: PESB Update*** on Tuesday, August 8th, 2023, from 10:30 AM to 11:30 AM in Cedar. How will the new certification requirements impact my life and career? Learn about new certificate renewal requirements regarding equity-based practices, STEM integration, leadership training and Government to Government training. Not able to attend? Check out the [link to slides](#) here. KC and Jeffrey invite you to attend the session, or to simply say hello to PESB during the conference.

For more information contact [PESB](#).

### **State Board of Education**

See Attachment F – Washington State Board of Education Summer Update. If you have questions, please contact the [State Board of Education](#).

