

**OSPI Student Extended Leadership Companion**

*Every extended leadership program must develop an annual program of work (POW). The POW consists of an outline of activities planned for the current school year. The activities should be based on the interests, needs, and desires of the student participants. The development of the POW represents a learning opportunity for students as they understand and develop skills related to project planning, completion, and evaluation.*

**Purpose of a Program of Work**

**A well-developed POW serves to:**

1. Define and describe extended leadership program’s activities
2. Act as a written guide to provide students, parents, administrators, advisory committees, and others a calendar of events the program will follow in the year ahead.

**A well-planned POW**:

1. Provide direction from year to year and provide experience in planning.
2. Provide a balance of experiences for developing self-confidence, responsibility, citizenship, and cooperation and leadership skills
3. Includes authentic and engaging activities that are relevant education experiences as extended learning.
4. Accessibility for all students
5. Multiple levels of participation and experiences and appropriate recognition for all participants

**This document provides the areas of the leadership document Program Component example activities**

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| Heading | | | | | |
| Area | **School District** | **Building** | **Program Area** | **CIP Code** | **Instructor(s)** |
| Mechanism | Comment box | Comment box | Drop Down Menu | Comment box | Comment box |
| Procedure/  Reasoning | Select the comment box, and begin typing the name of the School District in which the extended learning activities will be conducted.  Only one school district should be represented within the program of work. | Select the comment box, and begin typing the name of the High School or the Middle School in which the extended learning activities will be conducted.  Only one building should be represented within the program of work, as the documentation should be specific to the extended leadership activities of a specific program. | Select from the prepopulated program areas.  Extended learning activities reflected within the Program of Work are required to be an extension of the program. | Select the comment box and input the appropriate CIP code consistent with the extended learning activities reflected in the program of work. Extended learning activities reflected within the Program of Work are required to be an extension of the program. | Select the comment box and input the certified CTE instructor(s) name(s) that supervise and manage extended learning activities reflected in the program of work. |

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| Qualifications Checklist | | | | |
| Area | **Student Leadership Structure Established** | **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 the Program of Work** |
| Mechanism | Check box | Check box | Check box | Check box |
| Procedure/  Reasoning | Select the box to assure that a student leadership structure exists. This could include the election of officers, established committee structure, or leadership roles. | Select the box to assure that the activities are planned, conducted, and evaluated by students, and that the organization is led by students. | Select the box to assure that the organization is managed and/or supervised by a certified CTE instructor. | Select the applicable boxes that represent the program components identified in the Program of Work. |

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| Program of Work | | | | | |
| Area | **Program Component** | **Activity/Event** | **Description** | **Expected Completion Date:** | **Focused 21st Century Leadership Skill** **addressed** |
| Mechanism | Drop down menu | Comment box | Comment box | Comment Box | Drop Down Menu |
| Procedure/  Reasoning | Utilizing the definitions provided in the program of work program components, select the program component that best reflects the focused area the activity represents. Only one component may be selected.  This component identifies a generalized area of focus and initially addresses clarifies the “Why” | Select the comment box, and begin typing the Activity or Event name.  This component initially addresses the “What” | Select the comment box, and begin typing the description of the event and/or activity. This description should provide the context and a complete picture of the event and the implications for the student planned event or activity.  This component can include the “Who,” “When,” and “Where,” and further clarifies the “What”. | Select the comment box, and begin typing the estimated date of completion of the activity/event.  This component addresses the “When” | Utilizing the Washington Leadership Core Document, select the 21st Century Skill that best reflects the focused skill the activity addresses. Only one skill may be selected, and should reflect the best representation of the activity/event.  This component addresses and clarifies the “Why” |

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| **Program of Work - Program Components Example Activities** |
| **Organization and Management**  **Definition:** Activities that reflect the process of organizing, planning, leading and controlling resources with the overall aim of achieving the desired outcomes of coordinated activities. Organization and management activities geared toward empowering students to make decisions and resolve issues.  **Example Activities:** electing officers, establishing committee structures, nominating leadership roles, establishing a constitution and bylaws, creating policies and procedures, creating a program of work, creating a project or program budget, ASB law training, officer/leaders training, program management training. |
| **Planning and Evaluation**  **Definition:** Activities that reflect the process of defining desired outcomes, identifying the steps necessary to achieving them, and assessing the effectiveness of the steps taken to achieve said outcomes. Planning and evaluation activities are geared toward empowering students to design and manage an activity from start to finish.  **Example Activities:** project planning committee meeting, developing an evaluation tool, defining job duties, conducting surveys, implementing the planning process, developing and evaluating SMART goals for a specific project/program, engaging outside partners (stakeholders, business and industry, other student leadership groups) cooperative activities, creating a corrective action plan. |
| **Community Service**  **Definition:** Activities that reflect the process of performing services intended to benefit a community, its institution, or its people. Community service and service learning activities are geared toward providing students with an understanding of the importance of service and giving of oneself.  **Example Activities:** food drive, highway clean-up, adopt-a-family, identifying and meeting a need in the community, anti-bullying campaign, distracted driving campaign, clothing drive, beautification project, Arbor Day celebration, Habitat for Humanity, environmental restoration project, safe trick-or-treating event, public safety campaigns, senior citizen prom. |
| **Financial and Fundraising**  **Definition:** Activities that reflect the process of identifying and understanding the fiscal elements of an activity, developing a plan for securing adequate resources to perform the activity and tracking expenditures. Financial and fundraising activities are geared toward providing students with an understanding of the monetary implications of conducting an activity, accountability, and/or familiarity with the fundraising process.  **Example Activities:** developing a project budget, developing an annual program budget, purchase order training, grant applications, acceptable and unacceptable use of funds training, establishing financial policy and procedures, developing inventory controls, JA World Biztown simulation, coordinator fundraisers, car wash, plant sale, catering events, school swag, floral sales. |
| **Competitive Events**  **Definition:** Activities that reflect the opportunity for students to take action for recognition through competitive events that allow for students to demonstrate competency by building on skills developed through CTE coursework and extended leadership opportunity. These competitions may be based upon industry skills, professional/soft skills, career development and leadership development competencies. Students build an understanding that competition may be organized or incidental and prevalent in our daily lives, with various levels of recognition. Events should foster a positive attitude toward competition, expand one’s leadership potential, be competency based, and focuses on one’s own ability to perform.  **Example Activities:** Science Fair Projects, community art show, auto shows, leadership contests, career development events, technical skill contest, fashion industry conference, ProStart contest, job application/interview contest, robotics competition, Real World Design Challenge, American Culinary Foundation, competitive journalism submission, county/state fair, photo and video competition, safety contest, Life Smart. |
| **Leadership Development**  **Definition:** Activities that reflect the opportunity to develop an individual’s personal, technical, and professional skills.  Activities conducted that improve the identity and self-awareness of participants. These activities should reflect participants’ unique talents and potential by reinforcing their human and employability skills. The activities should strive to enhance the quality of life and contribute to individuals’ life goals and development. Through these activities student’s personal growth and leadership development  **Example Activities:** Serving as an officer, committee chair, attending leadership workshops, conference, conventions at the local, state, and regional levels; community presentations, school board presentations, serving as liaison to community organizations and agencies, public speaking experiences, team demonstrations, mentor programs. |
| **Student Recognition**  **Definition:** Activities that reflect the opportunity to acknowledge and honor student achievement in personal, professional, or technical growth as an individual or as part of a team.  **Example Activities:** Member of the month, academic/scholarship awards, competition awards, leadership pins, program end of year banquet/awards ceremony, CTE month celebration, public recognition, school board meetings, articles and publications, national award recognition, U.S. Presidential Scholars in CTE. |
| **Employability and Career Skills**  **Definition:** Activities that reflect the opportunity to facilitate the development, practice, and application of employability and professional skills. These activities align with 21st Century Skills, enhance the participant’s knowledge of career fields and opportunities, and represent the most common characteristics employers desire.  **Example Activities:** field trips, job shadows, evening community event speakers, mock job interview, personal portfolio development, team projects, job applications, time-management planning, goal setting, problem solving and decision making, project planning. |
| **Public Relations and Advocacy**  **Definition:** Activities that reflect the opportunity to encourage civic engagement, increase awareness, and garner support for programs, projects, or activities. These activities develop a clear and consistent message on issues of importance to the organization or participant. Activities that increase two-way communication between programs and outside audiences.  **Example Activities:** program newsletter,chapter reporter managing social media accounts, legislative action days, submission of state proclamation, publications and awareness of activities, blogs/website development, participation in civic engagement days, parades and community events, displays and presentations, fair demonstrations, CTE showcase, creating PSAs for mixed media |
| **Recreation and Social Activities**  **Definition:** Activities that reflect the opportunity for students to take part for enjoyment that promote the well-being of participants mentally, socially, or physically in achieving a healthy lifestyle. These activities connect students while promoting cooperative and healthy decision making skills.  **Example Activities:** recreation and leisure activities, pizza parties, project lock-ins, bowl-a-thon, movie nights, spaghetti feed, summer BBQ, member recruitment activities |