

HOSA Announces Partnership with Who's Who

HOSA is pleased to announce a new recognition opportunity for HOSA members. HOSA has entered into a partnership with *Who's Who Among American High School Students* and we hope you will take an active part in this program.

HOSA chapter advisors are invited to nominate students to be listed in *Who's Who Among American High School Students*. Nomination packets are being mailed by Who's Who to all affiliated HOSA chapters in early March.

HOSA members must meet the following requirements in order to be nominated by their chapter advisor:

- The nominee must be a dues-paying member of HOSA at all levels. (Local, area/region, state and national.)
- The nominee must be an active HOSA member.
- The nominee must have a cumulative GPA of 3.0 (B) or greater.

To nominate a student, the advisor must complete the nomination package and send it back to Who's Who.

Who's Who will distribute nomination forms directly to students with a letter from National HOSA. Students must return the biographical information to Who's Who by May 15 in order to be listed in *Who's Who Among American High School Students*.

HOSA Advisors who participate in this program will be sent a free copy of *Who's Who Among American High School Students*. HOSA members and their parents will have the opportunity to purchase the book. There is no obligation or purchase requirement for HOSA members who are listed in *Who's Who Among American High School Students*.

For more information about *Who's Who Among American High School Students*, visit their web site at www.honoring.com.

For more information about HOSA's partnership with Who's Who and scholarship opportunities available through this program, visit HOSA's web site at www.hosa.org.

Does Your Chapter Advisor Have the Right Stuff?

HOSA is seeking outstanding chapter advisors to serve on the HOSA, Inc. Board of Directors. If you think your advisor has the "right stuff" why not encourage him/her to run for a chapter advisor position on the HOSA, Inc. Board of Directors.

The HOSA, Inc. Board of Directors manages the affairs of HOSA. Board members are elected and include National Officers, chapter and state advisors, and a member of the health care community. Three chapter advisors serve on the Board, and this year's vacancy is in Region II.

Chapter advisors from the following states are eligible for election in 2003:

- Alabama
- Arkansas
- Florida
- Georgia
- Illinois
- Indiana
- Iowa
- Kentucky
- Minnesota
- Puerto Rico
- Tennessee
- Wisconsin

In order to run for a Board position, your chapter advisor must obtain a copy of the application from your State Advisor. The form must be filled out and submitted by May 15..

New Event – Clinical Specialty

There will be a new Pilot event at the 2003 National Leadership Conference. Clinical Specialty was created in response to HOSA member requests for a skill event in career areas not already a part of Category II. Selected states will hold this event in 2003 and state winners will be eligible for national competition.

Clinical Specialty provides HOSA members an opportunity to explore career areas in specialties such as ophthalmic care, respiratory care, and surgical technology – just to name a few. This event is not designed for career areas already addressed in Category II. For example, a competitor who wants to be a paramedic should compete in CPR/First Aid or EMT because the skills developed in those events are in the area of emergency medicine.

Career selection rules are available on page 4 of the event guidelines and can be found in Section B of the HOSA Handbook at <http://www.hosa.org/natorg/sectb/index.html>

CPR/First Aid Event Clarification

The CPR, AED and obstructed airway procedures in the CPR/First Aid event guidelines are aligned with the following resource:

- American Heart Association, *Basic Life Support for Healthcare Providers*, Latest edition. (Copyright 2001)

These guidelines are slightly different from the American Red Cross guidelines. HOSA competitors who are Red Cross certified should learn to do the procedure exactly as written in the HOSA event guidelines for HOSA competition. As is the case with all HOSA events, event judges will be asked to judge based on the guidelines.

For skill events, HOSA aligns procedures with a recognized resource in an effort to make the event a fair and equitable experience for students from coast to coast. If procedure changes are made by the recognized authority, HOSA puts those changes in the guidelines that are revised after the NLC in an effort to assure that what was presented in area/regional events is still correct at the state and national levels.

PARLIAMENTARY PROCEDURE National Test Results

The National Association of Parliamentarians (NAP) is proud to announce the results from the NAP membership test administered during the 2002 HOSA National Leadership Conference. Six tests were given and five people passed! Congratulations to:

- **Kristina M. Holton – Bridgeton High School - New Jersey**
- **Ben Michael – Green Hope High School - North Carolina**
- **Lauren Wallace – Green Hope High School - North Carolina**
- **Jeremy Murphy – Cabell County Career Tech Center - West Virginia**
- **Beverly R. Hall – Wayne County Technology Center - Tennessee**

To become a member of NAP you must successfully pass a basic membership examination consisting of 100 questions based on the current edition of Robert's Rules of Order Newly Revised (RONR). A minimum score of 70% is required.

Membership in NAP is only the first step. By further study and testing, a member may earn certification as a Registered Parliamentarian (RP), and then advance to the highest level of certification, Professional Registered Parliamentarian (PRP).

The NAP test will be administered to all interested students and advisors at the 2003 HOSA National Leadership Conference in Atlanta, Georgia. For more information on the National Association of Parliamentarians and the membership exam, visit their web site at www.parliamentarians.org.

National Service Project Event Clarification

This year's National Service Project is the American Cancer Society. Many HOSA chapters are planning to participate in Relay For Life with their local ACS chapter – but **what if the Relay For Life is scheduled AFTER the May 15 deadline?**

No problem! Most of the fundraising and money collection for Relay For Life is done before the event. It is recommended that HOSA chapters go ahead and collect money for Relay For Life and turn it in to your local ACS chapter on or before May 15. BE SURE you designate it as a HOSA donation and get the forms signed that can be found in the event guidelines. Even though your actual Relay For Life event is in late May or June, you will still be eligible for National Recognition Program Awards because your contribution was documented prior to the May 15 deadline.

E-mail National HOSA at hosa@hosa.org if you have any questions, and have a great Relay For Life experience!

WHAT EMPLOYERS WANT IN NEW HIRES

Source: www.jobweb.com

HOSA members looking for a part time job or full-time employment after graduation should prepare well before their search begins. One question to ask yourself is: What are employers looking for?

Employers look for strong communication skills and honesty/integrity when they evaluate potential new hires. Every year for the past five years, employers have placed communications skills at the top of their wish lists. They also prize job candidates who show experience in teamwork, who have interpersonal skills, and who seem motivated and show initiative. And—they want new hires with a strong work ethic.

The problem is, employers say, new graduates come up short on many of these skills.

Employers say new graduates are not adept at speaking or writing. Many lack maturity. Some are ignorant of business etiquette. And many new graduates have unrealistic expectations of the world of work—and a poor grasp of work ethics.

Employers recommend you turn this information to your advantage by getting involved in classes and activities that will teach you these important skills. They suggest that you:

- **Improve your verbal and written communication skills.** HOSA offers you the opportunity to improve these skills through participation in Prepared Speaking, Extemporaneous Writing, and in many other competitive events.
- **Develop your interpersonal and teamwork skills.** You can gain these skills and have fun at the same time by becoming actively involved in a chapter committee. As you plan and implement a program of any kind (Relay For Life, employer appreciation activity, parent-member dinner, etc.) you learn to work with a group of your peers to make something exciting happen.
- **Get some work experience while you're in school.** A growing number of employers look for internship or co-op experience on resumes. However, they also recognize that any relevant work experience is important. If you've spent time in clinical rotations, you've experienced how to get to work on time, dress for the workplace, and conduct yourself in a healthcare environment. HOSA members in skill events often find themselves a mentor to job shadow and learn from. A competitor who spends 40 volunteer hours in a veterinarian's office not only is better prepared for the Veterinary Assisting event, but has also gained valuable work experience.

TOP 20 QUALITIES AND SKILLS EMPLOYERS WANT

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| 1. Communication skills – verbal and written | 11. Detail-Oriented |
| 2. Honesty and integrity | 12. Leadership Skills |
| 3. Teamwork Skills – works well with others | 13. Self-Confidence |
| 4. Interpersonal Skills – relates well to others | 14. Friendly and Outgoing Personality |
| 5. Motivation and initiative | 15. Tactfulness |
| 6. Strong Work Ethic | 16. Well-Mannered and Polite |
| 7. Analytical Skills | 17. GPA – 3.0 or better |
| 8. Flexibility and Adaptability | 18. Creativity |
| 9. Computer Skills | 19. Entrepreneurial Skills and Risk-Taker |
| 10. Organizational Skills | 20. Sense of Humor |

Take advantage of the opportunities that HOSA has to offer and you'll find yourself at the head of the line in the line when you start looking for a job!



"CTE STUDENT SUCCESS: ACADEMIC AND TECHNICAL SKILL DEVELOPMENT"

JOEL ARVIZO, NATIONAL HOSA PRESIDENT

Career and Technical Education has such an amazing and vital role to play in students' lives and careers. Why is CTE so amazing and vital? Career and Technical Education is **active learning** allowing students to express themselves, learn from peers, and interact with the community where academic programs alone fall short. The architects of Career and Technical Education had a vision of how best to integrate academic, career and leadership development into a career focused program. Overall, Career and Technical Education provides opportunities for students to learn, interact, and take advantages of experiences that will impact them for a lifetime!

On February 13, 2003, I joined with other National Officers from the Career and Technical Student Organizations (CTSOs) to participate in a live webcast from the Russell Senate Building in our Nation's Capital. The webcast was moderated by Representative **John E. Petersen** from the 5th Congressional District in Pennsylvania who is a strong advocate of CTE. This was an important event for the national officers and viewers because it was a time for reflection and expression. Congressman Petersen asked a series of questions focused on how Career and Technical Education had shaped our lives and built a foundation for a promising career. The underlying message was that Career and Technical Education has made a profound impact on millions of young people as evidenced by the testimonials of those that served on the panel.

On my return flight home, I realized how important Health Occupations and Health Sciences Education have been in my life and in the lives of students and graduates across this great country. The knowledge and skills developed in our Health Sciences classrooms were reinforced through the unique learning experiences

and developmental opportunities provided by HOSA—as one of the ten national student organizations. In particular, HOSA compliments the learning in the classroom through the competitive events program, the leadership development opportunities, and the involvement of the health care community to name a few of the value-add benefits. Having the opportunity to be active in the educational process is invigorating and motivating—the opportunity to apply "knowledge, skills and attitude" from the classroom and HOSA chapter to real experiences was **priceless**. The twenty-seven (27) year partnership between Health Occupations/Health Sciences and HOSA truly prepares HOSA members for success in their personal life and career in the health professions.

The national officers that participated in the webcast were consistent in their message—Career and Technical Education and the CTSOs provide unique opportunities for young people and adults in pursuit of personal and career success.

To view the archived webcast, go to <http://www.nccte.org/events/profdevseries/20030213/ind ex.asp>. Listen to the questions that Congressman Petersen presented and inform yourself and others of the issues that Career and Technical Education legislation faces in the Congress and State Legislatures. We need everyone's support and active involvement in the reauthorization of the Perkins Legislation which provides funds for the continuation of Career and Technical Education. While it is great that I have been associated with Career and Technical Education—Health Sciences and HOSA—we must be an outspoken advocate so that others realize the bottom-line benefits of CTE and CTSOs.



U.S. Representative John Petersen (R-PA) moderated the February 13, 2003 Webcast featuring Career and Technical Student Organization National Officers. (L-R) Julia Abramova, SkillsUSA; Joel Arvizo, Health Occupations Students of America (HOSA); Stefanie Botelho, Future Business Leaders of America-Phi Beta Lambda; Alfonso Dager, Technology Student Association; U.S. Representative Petersen (R-PA); Tim Hammerich, National FFA; Katrina Harper, Family, Career and Community Leaders of America; Amit Patel, Business Professionals of America; and Nicholas Rezny, DECA.

NATIONAL CTSO OFFICERS DISCUSS PENDING LEGISLATION WITH OVAE STAFF

In celebration of Career and Technical Education Week, a delegation from the CTSOs visited with members of the Office of Vocational and Adult Education (OVAE) staff to dialogue about the impact of the student organizations on education and the future plans for Career and Technical Education at the federal level. The OVAE representatives included Dr. Richard La Pointe, OVAE Deputy Superintendent, Gail Schwartz, and Sharon Belli. The national officers shared their career goals and how CTSO involvement had developed their technical skills, strengthened their academics, and polished their leadership skills.



Copies of the *Blueprint for Preparing America's Future, The Secondary and Technical Education Act of 2003: Overview for FY 2004 Budget Release*, by Carol A. D'Amico, Assistant Secretary, OVAE were distributed and a copy is attached. Dr. La Pointe explained that legislation would be drafted from this

(L-R) Nicholas Rezny, DECA; Joel Arvizo, HOSA; Stefanie Botelho, FBLA-PBL; Katrina Harper, FCCLA; Amit Patel, BPA; Julia Abramova, SkillsUSA; Alfonso Dager, TSA; Tim Hammerich, FFA.

blueprint in March. The blueprint, supported by a study commissioned by the U.S. Department of Education, reported CTE students do not function at the same level as other students. The study said that CTE students need to experience the same rigorous academics as other students. Hans Meader and Sharon Belli will represent OVAE in drafting the proposed legislation based on the theme that all students need a set of rigorous academics to eliminate the need for remediation at the postsecondary level.

When questioned, Dr. La Pointe indicated with the new legislation, Perkins Grants would no longer be available. The Perkins money would be used to fund the new program. The funding request would be decreased from the \$1.3 billion for the Perkins Grant to \$1 billion for the proposed legislation. The new act will include increased academic courses with emphasis on math and science. The reduction of \$300 million dollars means decreased funding for schools, but the expectations and accountability for schools would be increased.

The national officers expressed their concerns for a balance of academics and Career and Technical Education. They eloquently shared their CTE experiences and how fortunate that their academic preparation was blended with career and technical education coursework and CTE student organization participation. Serving as a voice for millions of CTE students and graduates, the national officers provided real examples of how students benefited from the proper balance of academics and career and technical courses in strengthening their preparation for the future.

Gail Schwartz and Sharon Belli, OVAE group leaders continued the conversation on the blueprint. Once turned into a piece of legislation, the bill will go to the Hill later this year. Their plans are that Congress will finalize the bill over the next year as OVAE monitors the debates and provides information. In their words, this "dry bill" will be made into an exciting and innovative new program. Challenges are expected for the discretionary grant process that will be used to fund education initiatives and impact student lives.

OVAE reported the focus of the new proposed program would be on research-based evidence as opposed to "what seems to work." In collecting the evidence, OVAE representatives Schwartz and Belli explained that schools must be able to show where students start and end. We were encouraged to avoid supporting evidence such as "students feel good...or students like it." There will be increased emphasis on academics with all standards connected to high academic achievement. Programs must be able to show how they feed into higher academics.

The national officers were given more time to ask questions and to express their concerns about the proposed legislation. The national officers did an outstanding job articulating support for Career and Technical Education in a professional and informed manner. The meeting adjourned for the students and CTSO representatives to walk to the Russell Building for the Webcast.

A Blueprint for Preparing America's Future

The Secondary and Technical Education Excellence Act of 2003: Overview for FY 2004 Budget Release

February 3, 2003

U.S. Department of Education
Office of Vocational and Adult Education
Carol A. D'Amico, Assistant Secretary

Secondary and Technical Education Excellence Act Fact Sheet

Office of Vocational and Adult Education
U.S. Department of Education

Key Messages

- High schools are short-changing students with watered-down classes and low expectations that limit individual choices and personal potential.
- Every high school student deserves to graduate possessing the core academic skills needed for postsecondary education and high skilled employment.
- Every student should be allowed to choose from a range of good educational options, including high quality technical Programs of Study.
- Community and technical colleges need to play a stronger role, in collaboration with high schools, to make technical Programs of Study widely available to students.

The Need for Change

- Since 1917, the federal government has made a major investment to prepare students for the workforce. For decades, the investment paid off.
- During the last 30 years, the workforce has changed dramatically, demanding that all students complete high school possessing a core set of academic skills needed for postsecondary education and high-wage jobs.
- In fact, Job growth is occurring mostly in careers that require postsecondary education or training.
- High schools have not changed enough to meet

these new economic realities. High schools continue to track students, holding them back with the "soft bigotry of low expectations," and student achievement rates are at the same level as 30 years ago.

- 90% of students want to pursue college after graduation, and 67% actually do enroll in college. But there is a major disconnect between student aspirations and their high school preparation.
- Only one-third of high school students take a high school curriculum that prepares them for college level work; almost 50% of those that do enroll in college need remediation; and only about half of college enrollees complete a college program.
- Traditional vocational programs do not offer the academic or technical rigor to adequately prepare students for the demands of postsecondary education or the high-skilled workplace.
- A completely new approach is necessary – one that improves high school academic preparation for all students, AND that draws upon the strength of community colleges collaborating with high schools to create high-quality technical options.

Secondary and Technical Education Excellence Program Overview

- To address this need, the Department of Education proposes a new Secondary and Technical Education Excellence Program.

- The Administration is requesting \$1 billion in start-up funding for the new State grant program. States will use formula allocations to make competitive grants to secondary schools and community and technical colleges.

Program Goals

- Increase the number of students taking a rigorous academic curriculum so they are fully prepared for college without needing remediation and high-skilled entry-level employment.
- Increase the high school graduation rate.
- Increase student choice among rigorous high school programs, accelerated transitions to college, and technical Programs of Study offered by community colleges and high schools.
- Reduce the need for postsecondary remediation among recent high school graduates.

Program Overview

The proposed new Secondary and Technical Education program would shift from providing traditional vocational education to an entirely new focus on supporting academic achievement at the high school level and on providing high-quality technical education at the community college level that is coordinated with local high schools. It would also promote stronger accountability for results by linking grantee funding to success in achieving student outcomes. Funding would provide States, local educational agencies, community colleges, and schools with the resources to strengthen academic and technical education at the secondary and postsecondary levels.

The \$1 billion request for this new program would support and extend the achievement and accountability goals of Title I of the Elementary and Secondary Education Act (ESEA) by requiring States and school districts to focus more intensively on improving student outcomes, such as academic achievement, and ensuring that students are being taught the necessary skills to make successful transitions from high school to college and college to the workforce. States would use formula allocations to make competitive grants to local educational agencies

and community and technical colleges and to carry out State-level activities. In addition, to help facilitate coordination with ESEA Title I and enhance flexibility in how Federal funds are used to achieve positive student outcomes, States would have the option to transfer funds to support education-related activities under the Title I Grants to Local Educational Agencies program.

Among the key strategies that the Secondary and Technical Education Excellence program will encourage are:

- **Flexibility to Support Intensive Interventions for Struggling Students:** The program would support and extend the achievement and accountability goals of Title I of the Elementary and Secondary Education Act (ESEA) by giving greater flexibility in using funds to support intensive interventions and supportive services in reading, math and English fluency for struggling students. Priority in funding would go to districts serving large numbers of economically disadvantaged students.
- **Technical Programs of Study.** The State will identify technical Programs of Study linked to high-wage, high-skill careers that can be adopted by community colleges in cooperation with local high schools. The Programs of Study must include the rigorous academic courses and technical courses leading to a postsecondary certificate, degree or registered apprenticeship, centered on an occupational area that is in-demand and provides self-supporting income.

Summary

The simple and challenging vision of the proposed Secondary and Technical Education Excellence program is that every youth will complete high school with the academic knowledge and skills needed to make a successful transition to postsecondary education or training without needing remediation.