

**Education Pathway Budget, Implementation Plan and Sustainability
Beaverton High School
2018**

Year 1 (2018-2019)

1. Teacher .4 = \$25,000
2. Professional Development = \$5,000
 - NAEYC 2018 Annual Conference = \$2,675.00
 - November 14-17, 2018 Washington DC
 - Registration = \$525.00
 - Travel = \$650.00
 - Hotel/Food = \$1500.00
 - CTE Coursework = \$1200.00
 - Human Development for Adolescents
 - Introduction to CTE in Oregon
 - Classroom Management
 - Culturally Responsive practices
 - Western Oregon College of Education trip = \$1100.00
 - Pathway students visit college of Ed
 - Entry requirements
 - Career path session
3. Supplies / Equipment = \$2,500
 - Yardsticks by Chip Wood 35 @15.00 = \$525.00
 - Elementary Classroom trade books = \$500.00
 - Classroom supplies and curriculum = \$1475.00

Total Cost Year One = \$32,500

Year 2 (2019-2020)

1. Teacher 1.0 = 55,000
2. Professional Development = 5,000
3. Supplies/ Equipment = 2,500

Total Cost Year Two = 62,500

Year 3 (2020-2021)

1. Teacher 1.0 = 55,000
2. Professional Development = 5,000
3. Supplies/Equipment = 2,500

Total Cost Year Two = 62,500

Year One Implementation Plan

Year 1

- Summer workshop to develop curriculum to addresses the following standards and learning targets. All targets will be taught through the lens of a multicultural/bilingual construct.
 - ALT 1 - Parenting Roles
 - Students will evaluate parenting roles and responsibilities. Students will evaluate the significance of family and its effect on the well-being on individuals and society across cultures.
 - ALT 2 - Human Growth and Development
 - Students will identify characteristics of birth defects, pregnancy, prenatal care and childbirth. Students will explain growth and development of the neonate (newborns), infant, toddlers and preschoolers.
 - ALT 3 - Positive Guidance
 - Students will practice age appropriate guidance techniques and strategies for coping with challenging situations across cultures.
 - ALT 4 - Health and Wellness
 - Students will examine issues related to the health, wellness and demonstrate a safe and healthy learning environment for children.
 - ALT 5 - Dev Appropriate Practices and Curriculum
 - Students will integrate knowledge, skills, and developmentally appropriate practices required for careers in early childhood education, education, and services.
 - ALT 6 - Employment Skills
 - Students will identify and/or demonstrate employment skills needed to work with young children. Students will understand FERPA and professional manners to interact in these environments.
- Community Partner Events
 - Classroom presentations in CD courses at Beaverton High School (September-November 2018)
 - Connect students to outside educational observational opportunities and internships (January – March 2019)
 - BHS Career Day (April 2019)
 - Community Partner advisory board meetings (August, November, February, May) that build capacity in our placement sites.
 - BSD Parent Night Practicum:

- Students will develop and implement with guidance a developmentally appropriate learning environment for Beaverton School District parent events in a child care setting.
- Professional Development
 - NAEYC Conference visit in November to learn with industry professionals in the area of early child education. The 3-year plan is to build the program to include students as attendees for the professional industry learning.
 - Collaborate with like pathway teachers at Aloha and Westview for ongoing professional development.
- Assessment/ Evaluation
 - Quarterly surveys of students for satisfaction and interest in program pathway
 - Survey of internship placements for quality of work based on industry standards
- Alignment and articulation
 - Course series at BHS
 - Child Development 1
 - Child Development 2
 - Advanced Child Development (includes internship/cadet teaching and dual credit articulation to ECE120 and ECE 224)
 - Child Development Work Study – Internship
 - Child Services
- Student Support Services
 - Students will have the opportunity to present their portfolio to a group of community and industry leaders based on the standards of the TSA and are given feedback on this portfolio.
 - Students will collaborate with a community member or business to complete a career related experience their junior or senior year.
 - All students will explore, plan their career path, and keep a skills and software inventory for use later on their resumes and in their professional portfolio for future employers, internships and/or college entrance requirements.
 - All students have access to and guidance in the CTE programs.
 - Career Center volunteers and staff are available for students to plan their career or college path for post-secondary school. This meeting will be required in addition to the planning they will do in class.
 - Recruitment and active promotion of this POS will be done throughout the year to gain and retain a diverse population of students in this program, including minorities, economically disadvantaged, and other students.
 - Evidence of student services provided:
 - Beaverton High School has a fully integrated set of resources for all students regardless of programs or courses taken. These include Beaver Achievers, which is a one on one tutoring program that happens each Saturday in the library. Students get access to tutoring from teachers for five hours a day.
 - Another resource is the College and Career Center which has a fully dedicated set of staff to help students build their career plan, choose a path for further

education post-secondary, and determine the courses, training, or program requirements needed for students entry into a career or college.

- Each course provided in the POS provides mentorship and feedback that is individualized to each student from the instructor, as well as a community member. Students are given their strengths and weaknesses and how to work on developing their skills, which resources to use, and how to access those resources.
- Industry professionals come and work with students to provide their knowledge and expertise of their field.
- Finally, our staff have been formally trained to provide accommodations and modifications necessary for students with disabilities and language requirements so that the learning environment is conducive to their learning needs. Most CTE courses require an English and reading level minimum placement of WR 115 and/or RD 115. PCC offers ESOL courses for students who need to meet this requirement. Beaverton High School also provides individual ESOL resources for students who are working on meeting college entrance requirements as well. We like to work in partnership with our ESOL department to ensure this population of students thrive in our courses.
- SOURCES:
 - Beaverton High School Graduation requirements:
<https://www.beaverton.k12.or.us/schools/beaverton/academics/Pages/Grad-Info.aspx>
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 - BHS Academic Services and Resources:
<https://www.beaverton.k12.or.us/schools/beaverton/academics/Pages/default.aspx>
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 - PCC ESOL Resources:
<http://www.pcc.edu/prepare/>
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 - PCC Head Start on College:
<http://www.pcc.edu/prepare/head-start/>
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 - PCC Dual Credit:
<http://www.pcc.edu/prepare/head-start/dual-credit/>
 - PACTEC Resources:
<http://www.pcc.edu/prepare/head-start/pactec/>

Sustainability

Our education program plans to be sustained through our natural interest of students in these elective courses in our school for the first 3 years. Surveys of our students this year before forecasting season demonstrated a large desire by students to enroll in this pathway. With

strategic recruiting and exciting opportunities to work and serve our community in a live setting, student interest will drive our numbers in this pathway option on our campus.

Early successes in our first placements will ensure the sustainability of this program. Our strong community partnerships with our own Beaverton School District early learning centers will be central to developing a strong skill set in our students and building trust with our community partners that our students can do this work and do this work to a high standard.

By the end of year 3 of implementation we plan to have completers from this program and begin to build a more sustainable funding source that can be used to help develop and purchase needs for the program.