

Sample POS Consortia Grant Application FY 2017

Area of Focus A (describe the prioritized area of focus, including specific details) 1-2 paragraphs: Students with IEPs make up a very small percentage of students consortia-wide who matriculate from secondary into related programs/majors at the post-secondary level. Member districts have identified three specific CTE programs of study that currently enroll a significant number of students with IEPs. CTE teachers in these programs, special education teachers, and community college instructors from related programs at the post-secondary partner school will collaborate to evaluate and improve curricula and instructional supports for students at the secondary level, designed to improve IEP students' ability to successfully transition to related programs at the post-secondary level.

Practices and products developed during this school year will be shared with other programs of study throughout the consortium through a series of turnkey trainings and workshops.

Consortium-wide SMART Objective A-1:

By May 30th, 2017, secondary CTE and SpEd teachers, working in concert with community college instructors and support staff, will identify and address gaps in curriculum that create potential obstacles for students with IEPs.

Specific POS & District Alignment:

Marketing and Sales; Ottawa, Kiowa
BMAS; Kiowa, Miami
Culinary; Pottawattamie, Ottawa, Kiowa

Elements of Design Framework Addressed:

College and Career Readiness Standards
Teaching and Learning Strategies

Post-Secondary Placement Goals:

Raise the percentage of program concentrators with IEPs matriculating into related post-secondary majors from 4% to 8% consortium-wide for specified CTE programs.

Itemized Related Expenditures:

- \$3,500 Stipends for CTE teachers, special education teachers, and community college instructors to evaluate and revise related high school curriculum (6100)
- \$4,500 Registration fees (6200), \$2500 travel and hotel costs (6500) for seven teachers to attend special education professional development workshops
- \$3000 Travel costs (6500) for eight CTE and four SpEd teachers and two community college instructors to conduct four different instructional rounds/intervisitation with other programs to observe and share problems of practice
- \$1,575 Fees for consultants (6300) to provide targeted professional development for special education teachers, CTE instructors, and related services providers

Sample POS Consortia Grant Application FY 2017

- \$1500 Materials and supplies (6600) for teachers and instructors to create and share curricula and instructional supports across programs
- \$4200 Salaries for substitute teachers (6100) to cover absences of teachers participating in related workshops, inter-visitation, and professional development

Consortium-wide SMART Objective A-2:

By May 30th, 2017, secondary academic, CTE and SpEd teachers, working in concert with community college instructors and support staff, will develop a bank of instructional supports that can be used in academic and CTE classrooms to provide consistent scaffolding for students with IEPs.

Specific POS & District Alignment:

Marketing and Sales; Ottawa, Kiowa
BMAS; Kiowa, Miami
Culinary; Pottawattamie, Ottawa, Kiowa

Elements of Design Framework Addressed:

College and Career Readiness Standards
Professional Development
Teaching and Learning Strategies

Post-Secondary Placement Goals:

Reduce the percentage of special pops students requiring college-level remediation coursework for specified CTE programs as measured by Accuplacer scores.

Itemized Related Expenditures:

- \$2,500 Stipends for CTE teachers, academic teachers, special education teachers, and community college instructors to evaluate and revise related high school curriculum and design instructional supports (6100)
- \$1,000 Fees for consultants (6300) to provide targeted professional development for special education teachers, academic teachers, CTE instructors, and related services providers
- \$500 Materials and supplies (6600) for teachers and instructors to create and share curricula and instructional supports across programs