

**State of Maine  
Department of Education**

**Gifted and Talented Educational Program  
Initial Application  
2015-16  
(Revised 12/02/15, Revised 5/16/16)**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov) by **September 30, 2015**.

Below is the Maine Statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

**Maine Revised Statutes Title 20-A, Chapter 311, Section 8101-A(1) and (2) state:**

- 1. Implementation.** Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.
- 2. Costs; approval.** Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

**Maine Department of Education (05-071) Rules Chapter 104:**

**104.13 Program Approval: General Principles.** Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

**104.14 (Initial) Program Approval Application.** The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

\*\*\*Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

***All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.***

School Administrative Unit: SAD #31/RSU #31

Name and Title of Person Responsible for Gifted and Talented Program: Kathryn Glidden  
Gifted and Talented Coordinator

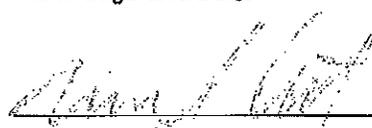
Telephone Number: 207-732-8369

Email Address: katie.glidden@sad31.org

**CERTIFICATION:**

The statements made herein are correct to the best of my knowledge and belief.

MICHAEL WRIGHT  
Superintendent Name (printed)

  
Superintendent Signature

Date application submitted to Maine DOE for review: May 26, 2016

**FOR INFORMATION CONTACT:**  
Jennifer Pooler  
Maine Department of Education  
(207) 624-6638

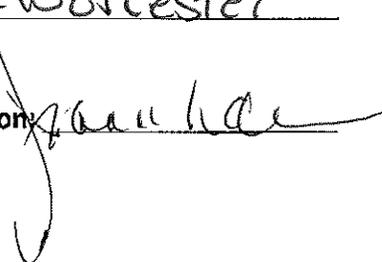
**RETURN BY EMAIL TO:**  
GT.DOE@maine.gov

EF-S-206  
Revised May 26, 2015

**DUE DATE: September 30, 2015**

Reviewed By: Lee Worcester

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: 

Date of Approval: 6/2/16

## ***Initial Application***

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification.

***Please use as much space as necessary. DO NOT add tables, charts or graphs, or change the formatting of this document.***

### **1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).**

#### **Academic program philosophy:**

School Administrative District #31 (S.A.D. #31) is committed to providing programs to meet diverse student needs including the academically gifted and talented. The Gifted and Talented Program is designed to serve students in Kindergarten through twelfth grade. Approximately three to five percent of students in S.A.D. #31 excel or have the potential to excel beyond their age/grade level peers in the core academic program, and require differentiated educational experiences that are aligned with the *Maine Learning Results*.

#### **Arts program philosophy:**

School Administrative District #31 (S.A.D. #31) is committed to providing programs to meet diverse student needs including those gifted and talented in art and music. The Gifted and Talented Arts Program in S.A.D. #31 is designed to serve students in Kindergarten through twelfth grade. Approximately three to five percent of students in S.A.D. #31 excel or have the potential to excel beyond their age peers in art and music, and require differentiated educational experiences that are aligned with the *Maine Learning Results*.

### **2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).**

#### **Academic program abstract:**

The K-12 population is monitored through annual screening that includes teacher checklists and district assessment data to create a talent pool. Formal identification takes place in the spring of the third grade or in subsequent grades. An Individual Learning Plan (ILP) meeting is scheduled every year for each identified student and a formal ILP is developed. Program services include:

- Consultation services
- Classroom resources
- Curriculum modification and differentiation
- Cluster grouping
- Content/subject area enrichment and acceleration
- Independent Study
- Enrichment programs, academic competitions, and summer programs
- Honors, Advanced Placement (AP), and University of Maine (UM) Academ-e dual enrollment courses

**Arts program abstract:**

Formal instruction in art is provided for students from Kindergarten through Grade 5. Art instruction is available to students in Grades 6-8 as interest and scheduling allow. Art classes are available for high school students.

Formal instruction in music is provided for students from Kindergarten through Grade 5. Chorus and Band are available for students from Grades 4-12 as interest and scheduling allow.

The needs of talented students are met through enrichment, differentiation, acceleration, and independent study in the regular art and music programs.

**3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).**

**Academics:****Goals:**

1. Integrate gifted students and programming within the regular classroom (K-12) and assist teachers with differentiation techniques and enrichment opportunities by consultation.
2. Promote increased awareness, recognition, advocacy, and support in the faculty and administration for the unique academic and social/emotional needs of highly able students (including academic challenge and acceleration).

**Objectives:**

1. The Gifted and Talented Coordinator will provide consultation and support to classroom teachers to facilitate appropriate programming (offering differentiation and enrichment) for identified students.
2. The Gifted and Talented Coordinator will monitor development of school schedules to ensure that opportunities for acceleration and advanced coursework are available for identified students and students in the Talent Pool.
3. Enhance the learning of highly able students, not only in content areas, but also in the areas of problem solving, critical thinking and socio-emotional awareness.

**Activities:**

**Grades K-2:** Consultation services and resource materials support classroom teachers in modifying and differentiating curricula for advanced learners.

**Grades 3-5:** Consultation and classroom support continues. Other options include classroom differentiation, cluster grouping, content/subject enrichment or acceleration, curriculum compacting, and independent study.

**Grades 6-8:** Consultation and classroom support continues. Content/subject area acceleration in math and ELA is available at all grade levels for both identified students and those in the talent pool. Other options include classroom differentiation, cluster grouping, curriculum compacting, independent study, and enrichment programs such as math team.

**Grades 9-12:** Consultation and classroom support continues. Content/subject area acceleration continues with Honors, AP, and UM Academ-e courses for both identified students and those in the talent pool. Guidance in course selection and post-secondary planning is provided in ILP meetings. Other options include independent study and enrichment programs such as math team and summer programs.

**Arts:****Goals:**

1. Integrate gifted arts students and programming within the regular classroom with differentiation to meet individual student needs.
2. Facilitate programming so that artistically and musically gifted children:
  - are allowed to learn at their appropriate instructional level and pace.
  - experience diversity in their art and music programs.

**Objectives:**

1. The music and art teachers will meet the needs of the artistically and musically gifted children through enrichment, differentiation, acceleration, and independent study.

**Activities:**

**Grades K-2:** Advanced students are monitored and supported by the art and music teachers. An annual spring musical provides a performance opportunity for exceptional students.

**Grades 3-5:** Art Club and an art enrichment class are provided for talented students. Group music lessons are differentiated to meet individual student needs. An annual spring musical affords a performance opportunity for exceptional students in Grades 4-5.

**Grades 6-8:** Art classes are differentiated to meet individual student need. Band, orchestra, and/or chorus are differentiated to meet individual student need. Talented music students participate in a regional music festival.

**Grades 9-12:** *Introduction to Art* and *Advanced Art* are available to high school students and are differentiated to meet individual student need. Independent art instruction is also provided for accelerated art students and one student is selected to attend Haystack each year. Band, pep band, orchestra, and/or chorus are differentiated to meet individual student need. Talented music students participate in regional and state music festivals. UM Academ-e dual enrollment courses are available through distance learning for accelerated students.

4. **Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures.**

### **General Intellectual Ability:**

#### **Screening:**

Screening is done annually by the Gifted and Talented Coordinator and includes 100% of the K-12 population. The screening process includes a minimum of three assessments providing both objective and subjective measures. The following measures are used for annual screening.

1. **NWEA Measures of Academic Progress (MAP)** – administered to grades 1-10 in the areas of mathematics and reading in both fall and spring. Science is administered to grades 3-10 in the winter session. Students with scores of 90%ile or better in any area are included for screening.
2. **Maine Educational Assessment (MEA)** – administered to grades 3-8. Students with scores in the “Proficient with Distinction” or “Exceeds the Standard” category in any subject area are included for screening.
3. **Cognitive Abilities Test (CogAT)** – administered to grade 3 in November. Students with scores of 90%ile or better in any area are included for screening.
4. **Preliminary Scholastic Aptitude Test (PSAT)** – administered to grades 10 and 11 in October. Students with scores of 85%ile or better are included for screening.
5. **Teacher Screening Checklist** – In May of each school year, all K-12 teachers complete a checklist that indicates students who exhibit characteristics of giftedness in the areas of: General Intellectual Ability, Mathematics, Language Arts, Science, Social Studies, Creative Ability, Music, and Art. Students exhibiting characteristics in one or more areas are included for screening.
6. **Local Assessments** – Students with scores in “exceeds the standard” category will be considered for screening.
7. **IQ Scores** – Students with an IQ score of 125 or greater are included in the screening process. While no test is administered routinely in this district, students entering our schools from other districts may have such test results in their files.
8. **Standardized Test Scores** – any scores from a national test may be used. A score in the top 10% of scores is significant for screening purposes. Students entering our schools from other districts may have such test results in their files.

#### **Selection:**

The Gifted and Talented Identification Team meets annually to identify students eligible for gifted and talented services. Formal identification takes place in the spring of the third grade or in subsequent grades.

#### **Selection Process:**

1. The selection pool will consist of students who meet the screening criteria in any one area.
2. The Gifted and Talented Identification Team will identify new students using the selection criteria that follow. The Identification Team is composed of the Director of Special Services, the Gifted and Talented Coordinator, and one or more classroom teacher(s) certified for the grade span of the student(s).
3. The Team may request further information or test results before making a decision on a specific student.
4. No more than five percent (5%) of the total enrollment will be identified in the areas of General Intellectual Ability and/or Specific Academic Aptitude.

#### **Selection Criteria:**

A student is identified in the area of General Intellectual Ability if either of the following standards is met.

1. The student obtains a Full Scale Intelligence Quotient (FSIQ) or General Ability Index (GAI) score of 125 or above in one area on an Individual Intelligence Test administered by a qualified evaluator within the past three years.
2. The student is identified in three (3) or more areas of Specific Academic Aptitude.

**Placement:**

Once a student has been selected, the following procedures are followed:

1. Parents/guardians are notified that the student has been identified as eligible for gifted and talented services. Written parental permission is obtained before placement of the student in the program.
2. A meeting is scheduled to develop an Individual Learning Plan (ILP) for the student. The ILP team includes the Director of Special Service, Gifted and Talented Coordinator, classroom teacher(s) or art/music teachers, parent/guardian, and student (Grades 6-12).
3. The ILP team reviews all evaluation information gathered on the student and determines what (if any) curriculum modifications are necessary to meet the student's need(s). An Individual Learning Plan is developed to meet those needs.
4. The Director of Special Services and the Building Principal are notified of those students selected for the Gifted and Talented Program and the program provided for each.
5. Classroom teachers are notified of the identified student(s) in their classroom, the area(s) of identification, and the curriculum modifications.
6. Records for each identified student are kept in the office of the Gifted and Talented Coordinator. A label is placed on the identified student's cumulative file to indicate that additional records are available.
7. Annual Individual Learning Plan meetings are held to review and evaluate the appropriateness of the student's progress and performance and to make program changes as needed.

**Academic Aptitude:****Screening:**

The screening process outlined above is used for both General Intellectual Ability and Academic Aptitude.

**Selection:**

The Gifted and Talented Identification Team meets annually to identify students eligible for gifted and talented services. Formal identification takes place in the spring of the third grade or in subsequent grades.

**Selection Process:**

1. The selection pool will consist of students who meet the screening criteria in any one area.
2. The Gifted and Talented Identification Team will identify new students using the selection criteria that follow. The Identification Team is composed of the Director of Special Services, the Gifted and Talented Coordinator, and one or more classroom teacher(s) certified for the grade span of the student(s).
3. The Team may request further information or test results before making a decision on a particular student.
4. No more than five percent (5%) of the total enrollment will be identified in the areas of General Intellectual Ability and/or Specific Academic Aptitude.

**Selection Criteria:**

A student is identified in a content area if the student meets three (3) of the following criteria in any one of the four core content areas—English/Language Arts, Mathematics, Science, and Social Studies.

1. **NWEA Measures of Academic Progress (MAP)** - 95%ile or better
2. **Maine Educational Assessment (MEA)** - Exceeds the standard/Proficient with distinction
3. **Cognitive Abilities Test (CogAT)** - 95%ile or better
4. **Preliminary Scholastic Aptitude Test (PSAT)** – 90%ile or better
5. **Other Achievement or Aptitude Tests** - 95%ile or better
6. **Teacher Checklist--Characteristics of Giftedness** – 75% of all indicators

Science and Social Studies only:

1. **Teacher Checklist—Science or Social Studies Exemplars** - 75% of all indicators
2. **Local Assessments** – Exceeds the standard

**Placement:**

The placement process outlined above is used for both General Intellectual Ability and Academic Aptitude.

## Artistic Ability:

**Screening:** (When there is a curriculum of study or program in place for all students in the school)

Screening is done annually by the Gifted and Talented Coordinator and includes 100% of the K-12 population. The screening process includes a minimum of three assessments methods. The following measures may be used for annual screening:

1. **Teacher Screening Checklist** – In May of each school year, all K-12 teachers complete a checklist that indicates students who exhibit characteristics of giftedness in the areas of: General Intellectual Ability, Mathematics, Language Arts, Science, Social Studies, Creative Ability, Music, and Art. Students exhibiting characteristics in one or more areas are included for screening.
2. **Teacher nomination** – A teacher may submit an art/music nomination form.
3. **Pupil products** – Evidence of student work (portfolio, audition, or performance) submitted by a student, parent, or teacher.
4. **Referral by professional artist/musician** – A professional may submit an art/music nomination form.
5. **Local Assessments** – Students with scores in “exceeds the standard” category will be considered for screening.

## Selection:

The Gifted and Talented Identification Team meets annually to identify students eligible for gifted and talented services. Formal identification may take place in the spring of the third grade or in subsequent grades.

### Selection Process:

1. The selection pool will consist of students who meet the screening criteria in art or music.
2. The Gifted and Talented Identification Team will identify new students using the selection criteria that follow. The Identification Team is composed of the Director of Special Services, the Gifted and Talented Coordinator, and one or more classroom teacher(s) certified in art/music.
3. The Team may request further information or test results before making a decision on a particular student.
4. No more than five percent (5%) of the total enrollment will be identified in the areas of art and music.

### Selection Criteria:

**A. Art** - A student is identified in art if the following criteria are met:

1. **Artistic Behavioral Characteristics Checklist** – 75% of all indicators
2. **Portfolio Evaluation** – A score of 18-24 using the “Rubric for Scoring Visual Art” as determined by a professional. The student must select at least three (3) works from the past two (2) years and attach an “Artwork Written Response Sheet” to each work submitted. The work submitted should represent the best work of the student and may include:
  - Works of art created in class
  - Works of art created outside of school
  - Photographs of three-dimensional works
  - Artistic photographs
  - Original architectural drawings of student-designed structures
  - Electronic works, such as animations, digital video productions, or interactive media

**B. Music** - A student is identified in music the following criteria are met:

1. **Musical Behavioral Characteristics Checklist** – 75% of all indicators
2. **Performance Evaluation** – A score of 16-21 using the “Rubric for Scoring Music Performance” as determined by a professional. Performance activities may include:
  - Solo or group performances
  - Free improvisation
  - Structured audition activities
  - Small group activities
  - Concerts, recitals, and competitions

**Placement:**

The placement process outlined above is also used for the Gifted and Talented Arts Program.

**Process for transfer students:**

Records of transfer students are screened for information stating they were previously in a gifted and talented program and for tests scores that meet the screening criteria. The Gifted and Talented Identification Team reviews the data to determine if the student is eligible for services.

NOTE: Parent notification takes place in accordance with the placement procedures outlined above.

**Exit Procedure:****Review of Identification/Exit Procedure/Appeals Process:**

The Gifted and Talented Steering Committee reviews the identified gifted and talented population annually.

Requests to review the identification of students for the Gifted and Talented Program may be made by parents/legal guardians, teachers, guidance counselors, or building administrators for any of the following reasons:

1. To reconsider the eligibility of a student to be selected for inclusion in the program.
2. To review the appropriate placement of a student within the program (Appeals Process).
3. For removal of a student from the program (Exit Procedure).

Requests should be made in writing to the Gifted and Talented Coordinator.

Following the written request, the Gifted and Talented Coordinator will:

1. Inform the Director of Special Services of the request for review.
2. Convene a meeting of the Gifted and Talented Review Board. The Review Board will consist of the following: Director of Special Services, Building Principal, Gifted and Talented Coordinator, and one or more classroom teacher(s) certified for the grade span and/or content area of the student.
3. Notify the initiator of the request and the student's parent/guardian of the date and time of the meeting.
4. The Review Board will review the prior decision(s) and hear additional comment.
5. If the review is unsatisfactory to any party, the decision of the Review Board may be appealed to the Superintendent.

**Process for appeals:**

The process is outlined above.

**5. Provide a description of the staff development that takes place in order to implement the program(s).**

The Gifted and Talented Coordinator is responsible for remaining current in the research and methodologies related to the education of the gifted. This is accomplished through attendance at professional organizations and conferences related to gifted education and university courses. These include:

- Spring 2015--EDE 527: Educating Gifted & Talented Learners (The New England Institute for Teacher Education): **3 credits**
- July 2015—Confratute 2015 (University of Connecticut): **3 credits by November 2015**
- Fall 2015--EDE 525: Curriculum & Instruction for Gifted & Talented Learners (The New England Institute): **3 credits by December 2015**
- September 2015—Maine DOE Mentoring Workshop: **6 contact hours or .6 CEU**
- October 2015—MEGAT Annual Conference: **6 contact hours or .6 CEU**
- Fall-Spring 2015-16—MEGAT Regional Meetings

This training will help the Gifted and Talented Coordinator consult with classroom teachers and administrators about best classroom practices to facilitate the learning of gifted and talented individuals. This may include specific guidance in differentiation practices based on teacher needs, professional development sessions for teachers and administration, and assistance with curriculum development.

**6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.**

The Director of Special Services serves as the supervisor of the Gifted and Talented Program.

S.A.D. # 31 employs a certified teacher to monitor gifted students in grades K-12; to work as a resource for teachers needing to accelerate, enrich, and differentiate instruction; to communicate with parents; and to advocate for the special needs of gifted students in the district. The Gifted and Talented teacher maintains records for each student identified in the district.

The K-12 art and music teachers are responsible for implementation of the Gifted and Talented Arts program. All K-12 art and music teachers are properly certified and possess skills that are appropriate and necessary for enrichment and differentiation within the program.

**Indicate the Professional Staff for the K-12 Gifted and Talented Program.**

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade Level	Indicate Full-Time or Part-Time in GT
Kathryn Glidden	NO*	Teacher	K – 12	Full-Time
Nancy Burgoyne	Yes	Teacher	K - 12	Full-Time (long term substitute)

\*See #5: By November 2015, there will be sufficient coursework for a transitional 690 endorsement (currently pending transcript receipt by D.O.E).

**Indicate the Auxiliary Staff: Educational Technician**

Name of Staff	Role	690 Endorsement Yes/No	Grade Level	Name and Position of Supervisor	Indicate Full-Time or Part-Time in GT
None	NA	NA	NA	NA	NA

**7. Provide a description of the annual program self-evaluation process.**

The self-evaluation procedure is continuous throughout the school year. The Gifted and Talented Steering Committee meets once each quarter to discuss student growth, progress toward goals, and program needs. Parents and students discuss student growth and program needs during the annual ILP meeting. Parent and student surveys may also be used. The Steering Committee uses the information gathered to make improvements to the Gifted and Talented Program.

**8. Provide a description of the costs to be incurred to implement the program(s).**

In addition to the salary of a full-time Gifted and Talented Coordinator, the costs are:

- A. Student supplies, supplementary materials for students, and college textbooks that enrich, supplement, and/or extend learning opportunities for identified students.
- B. Materials required for communication to parents and other professionals
- C. Subscriptions for programs for differentiation and enrichment and tuition for programs that extend learning beyond the classroom and school.
- D. Professional development for the Gifted and Talented Coordinator

9. For those school units requesting approval of allowable program costs for State subsidy, complete the following budget proposal. These amounts must be reported in the Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Nancy Burgoyne	\$2888.46	\$5364.27
GT Sub + Benefits	\$203.00	\$482.18
<b>Subtotal</b>	<b>\$3091.46</b>	<b>\$5846.45</b>

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
NONE	NA	NA

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
NONE	NA	NA

Please list individual product names and costs associated with the district's gifted and talented program(s).

**A. Educational Materials and Supplies:**

<b>Elementary: Material/Supply name</b>	<b>Cost</b>	<b>Secondary: Material/Supply name</b>	<b>Cost</b>
Student supplies (books: Fish in a Tree, workbooks: Ed Zocco math workbooks, Set card game)	\$100.00	Student supplies (laminated calendar, Supplemental reading material: Complete works of Edgar Allan Poe, Complete Tales of Sherlock Holmes, Picture of Dorian Gray, Brighton Rock, Talking About Detective Fiction, art supplies for Haystack Institute-if needed)	\$200.00
Supplementary classroom/enrichment materials (books: Light up Your Child's Mind, Schoolwide Enrichment Model, Help Your Kids with Math, Hands-on Life Science Activities, Enrichment Clusters, How to Differentiate Instruction in Mixed Ability Classrooms, Integrating Differentiated Instruction, various level non fiction resources to be ordered after discussion with teachers)	\$250.00	Supplementary classroom/enrichment materials (books: Teacher Rounds, Parallel Curriculum, Differentiated Instruction: A Guide for Middle and High School, The Art and Science of Teaching, Differentiated Assessment Strategies)	\$200.00
		Textbooks for early college courses (UMaine-various courses taken each semester)	\$700.00
<b>Subtotal</b>	<b>\$350.00</b>	<b>Subtotal</b>	<b>\$1100.00</b>

**B. Other allowable costs:**

Elementary: Item name	Cost	Secondary: Item name	Cost
Communication to parents & other professionals (envelopes, labels, postage, etc.)	\$50.00	Communication to parents & other professionals (envelopes, labels, postage, etc.)	\$50.00
<b>Subtotal</b>	<b>\$50.00</b>	<b>Subtotal</b>	<b>\$50.00</b>

**C. Student Tuition:**

Elementary: Program name	Cost	Secondary: Program name	Cost
ALEKS subscriptions	\$150.00		
Tuition & fees for enrichment programs (Moby Max, others as determined by teacher need-will be ordered at the end of this school year, most probably enrichment magazine materials in all subjects-particularly non fiction)	\$200.00	Tuition & fees for enrichment programs (Haystack Institute Central Maine Arts Collaborative)	\$650.00
<b>Subtotal</b>	<b>\$350.00</b>	<b>Subtotal</b>	<b>\$650.00</b>

**D. Staff Tuition/Professional Development:**

Elementary: Title	Cost	Secondary: Title	Cost
NAGC dues (district portion)	\$60.00	Travel to GT Prof Development	\$200.00
MEGAT Fall Conference	\$90.00		
<b>Subtotal</b>	<b>\$150.00</b>	<b>Subtotal</b>	<b>\$200.00</b>

**Totals**

Subtotals from above	Elementary Costs:	Secondary Costs:
<b>Professional Staff</b>	\$3091.46	\$5846.45
<b>Auxiliary Staff</b>	NA	NA
<b>Independent Contractors</b>	NA	NA
<b>A. Materials &amp; Supplies</b>	\$350.00	\$1100.00
<b>B. Other Allowable Costs</b>	\$50.00	\$50.00
<b>C. Student Tuition</b>	\$350.00	\$650.00
<b>D. Staff Tuition/PD</b>	\$150.00	\$200.00
<b>Total</b>	<b>\$3991.46</b>	<b>\$7846.45</b>