

The Program Renewal Application shall be submitted annually by school administrative units (SAUs) that have an approved Initial Application.

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.

DUE by: September 30, 2018

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

School administrative unit name: Cape Elizabeth School Department

Name and title of person responsible for gifted and talented program:

Dr. Christine A. Winterbrook, Gifted and Talented (GT) Coordinator

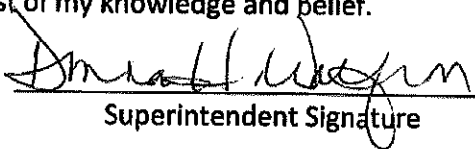
Phone number: (207) 799-2217

Email address: cwinterbrook@capeelizabetschools.org

CERTIFICATION:

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

Dr. Donna Wolfrom
Superintendent Name (printed)


Superintendent Signature

Date of Initial submission to Maine DOE: September 26, 2018

Date of 1st Revision to Maine DOE: November 14, 2018


Superintendent Initials

Date of 2nd Revision to Maine DOE: _____


Superintendent Initials

Date of 3rd Revision to Maine DOE: _____

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Lee Worcester

Maine DOE Approval: 

Date of Approval: 12/4/18

Program Renewal Application

To maintain program approval status, a school administrative unit (SAU) must annually report any information that represents **Change** (i.e. an ***alteration, addition, or deletion***) to any program category (Maine DOE Chapter 104.14, 1-9) **from the reported and approved Initial Application** (FY2015-16 or FY2016-17).

For detailed instructions on how to complete the Program Renewal Application, please refer to the Instructions document on the Gifted and Talented website
<http://www.maine.gov/doe/gifted/programcomponents/forms/index.html>.

1. Provide any changes to the detailed description of the SAU's philosophy for both the gifted and talented academic and arts programs.

NO CHANGE CHANGE

Describe CHANGE here:

- Academic program philosophy -

- Arts program philosophy -

2. Provide any changes to the program abstract for both the academic and arts programs - describe the children to be served and the program(s) to be implemented in the school(s) of the unit.

NO CHANGE CHANGE

Describe CHANGE here:

- **Academic program abstract:**

Grades K-3 will utilize a consultation model in which the GT Coordinator will consult with classroom teachers when requested to help plan differentiated lessons, provide students with enrichment opportunities within the classroom setting, and assist classroom teachers with any questions or concerns regarding students who demonstrate high ability and need the support of gifted education services.

Grades 4-8 will receive a continuum of services, including direct services by the GT Coordinator. These services may include:

- a. Consultation Model - Differentiated instruction and enrichment opportunities in the regular education classroom through a consultation model between the GT Coordinator and the classroom teacher.

- b. Small Group or Independent Pull-Out Instruction - Identified academically gifted and talented students will meet with the GT Coordinator at least one time per week for a minimum of 30 minutes per session focused on independent studies, creativity, critical thinking, and/or project-based learning in multiple content areas including English Language Arts, Math, Science, Social Studies, and Social/Emotional Learning using research-based gifted education curriculum and instructional strategies.
- c. Push-In/Co-Teaching Model - The GT Coordinator may push in or co-teach in any regular education classroom that includes gifted and talented students.
- d. Acceleration - Students who meet criteria for acceleration will be considered on an individual basis after differentiation in the classroom, pull-out instruction, and push-in/co-teaching models have been used and proven not to meet the student's needs. The Iowa Acceleration Scale will be used to determine appropriate placement for acceleration, which could be by content area or grade level.
- e. Independent Study - Students who need individual independent study will be considered on a case-by-case basis by the school principal, GT Coordinator, school counselor/psychologist, and classroom teacher.

Grades 9-12 will utilize a consultation model in which the GT Coordinator will consult with the classroom teacher when requested to help plan differentiated lessons, provide students with enrichment opportunities within the classroom setting, and assist the classroom teacher with any questions or concerns regarding students who have been identified as gifted and talented and need the continued support of gifted education services.

o **Arts program abstract:**

Grades K-12 will utilize a consultation model in which the GT Coordinator will consult with visual and performing arts classroom teachers to help plan differentiated lessons, provide students with enrichment opportunities within the visual and performing arts classroom setting, and assist visual and performing arts classroom teachers with any questions or concerns regarding students who have been identified as gifted and talented in the arts.

3. Provide a detailed explanation of any changes to the two goals, objectives and activities for the K-12 gifted and talented academic program and two goals, objectives and activities for the K-12 gifted and talented arts program.

NO CHANGE

CHANGE

Describe CHANGE here:

- o Academics program goals, objectives, activities –

Goal 1: Provide academically gifted and talented students with direct services and learning opportunities appropriate to their academic needs, strengths, and passions.

Objective 1: Meet the specific needs of gifted & talented learners.

Activity 1: Using research-based curricular units of study and instructional strategies for gifted and talented learners, the GT Coordinator will provide direct services for identified gifted and talented students.

Goal 2: Assure academically gifted and talented students demonstrate growth commensurate with their gifts, talents, and aptitude during the school year.

Objective 2: Support regular education classroom teachers in the development of curricular experiences and assessments for students that enable academically gifted and talented students to demonstrate growth in appropriate ways.

Activity 2: Regular education classroom teachers, in consultation with the GT Coordinator, will design differentiated learning and enrichment opportunities through compacting, acceleration, and extending to meet the needs of academically gifted and talented students and afford them appropriate and challenging educational experiences within the classroom setting.

- o Arts program goals, objectives, activities -

Goal 1: Provide artistically gifted and talented students with differentiated instruction and learning opportunities appropriate to their needs, strengths, and passions.

Objective 1: Help visual and performing arts teachers plan differentiation that is specific to the needs of their gifted and talented learners.

Activity 1: The GT Coordinator will provide coaching in research-based instructional strategies to visual and performing arts teachers who have identified artistically gifted and talented students in their classroom. The GT Coordinator will provide opportunities to examine practices and provide feedback on adjusting lesson plans to meet the needs of these students.

Goal 2: Assure artistically gifted and talented students demonstrate growth commensurate with their gifts, talents, and aptitude during the school year.

Objective 2: Support visual and performing arts classroom teachers in the development of curricular experiences and assessments for students that enable artistically gifted and talented students to demonstrate growth in appropriate ways.

Activity 2: Visual and performing arts teachers, in consultation with the GT Coordinator, will design differentiated learning and enrichment opportunities through compacting, acceleration, and extending to meet the needs of artistically gifted and talented students and afford them appropriate and challenging educational experiences within the classroom setting.

4. Provide any changes to the description of the identification procedures for general intellectual ability, academic aptitude and artistic ability for each of the following program components: screening, selection and placement. Also, include any changes to the description of the handling of transfer students, exit procedure, appeals procedure and appropriate notifications.

NO CHANGE

CHANGE

Describe CHANGE here:

A. General Intellectual Ability (A minimum of three identification tools must be listed.):

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening – Grades 3, 5, 7	<ol style="list-style-type: none"> NWEA CogAT 8 Composite Scores GATES 2 Nomination Form (teacher, parent and/or student) 	<ol style="list-style-type: none"> NWEA CogAT 8 Composite Scores GATES 2 Nomination Form (teacher, parent and/or student) 	<ol style="list-style-type: none"> SAGES 3 CogAT 8 Composite Scores GATES 2 Nomination Form (teacher, parent and/or student) 	<ol style="list-style-type: none"> SAGES 3 CogAT 8 Composite Scores GATES 2 Nomination Form (teacher, parent and/or student)
Selection	Students who score a combined score in all four content areas usually representing the top 5% of the student population at the Cape Elizabeth Schools on the NWEA, SAGES 3, CogAT 8, GATES 2, and Nomination Form will be recommended for gifted and talented services.	Students who score a combined score in all four content areas usually representing the top 5% of the student population at the Cape Elizabeth Schools on the NWEA, SAGES 3, CogAT 8, GATES 2, and Nomination Form will be recommended for gifted and talented services.	Students who score a combined score in all four content areas usually representing the top 5% of the student population at the Cape Elizabeth Schools on the NWEA, SAGES 3, CogAT 8, GATES 2, and Nomination Form will be recommended for gifted and talented services.	Students who score a combined score in all four content areas usually representing the top 5% of the student population at the Cape Elizabeth Schools on the NWEA, SAGES 3, CogAT 8, GATES 2, and Nomination Form will be recommended for gifted and talented services.
Placement	Gifted and talented continuum of services to include Tier I, II, & III level support. Tier I level support includes consultation model, differentiated instruction in the general classroom, and/or push-in/co-teaching model. Tier II level support includes enrichment opportunities through push-in and/or pull-out services. Tier III level support includes small group or independent instruction, acceleration, and/or independent study.	Gifted and talented continuum of services to include Tier I, II, & III level support. Tier I level support includes consultation model, differentiated instruction in the general classroom, and/or push-in/co-teaching model. Tier II level support includes enrichment opportunities through push-in and/or pull-out services. Tier III level support includes small group or independent instruction, acceleration, and/or independent study.	Gifted and talented continuum of services to include Tier I, II, & III level support. Tier I level support includes consultation model, differentiated instruction in the general classroom, and/or push-in/co-teaching model. Tier II level support includes enrichment opportunities through push-in and/or pull-out services. Tier III level support includes small group or independent instruction, acceleration, and/or independent study.	Gifted and talented continuum of services to include Tier I, II, & III level support. Tier I level support includes consultation model, differentiated instruction in the general classroom, and/or push-in/co-teaching model. Tier II level support includes enrichment opportunities through push-in and/or pull-out services. Tier III level support includes small group or independent instruction, acceleration, and/or independent study.

B. Academic Aptitude (A minimum of three identification tools must be listed.):

Describe procedure Below:	ELA	Math	Science	Social Studies
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Screening – Grades 3, 5, 7	1. NWEA 2. CogAT 8 Composite Scores 3. GATES 2 4. Nomination Form (teacher, parent and/or student)	1. NWEA 2. CogAT 8 Composite Scores 3. GATES 2 4. Nomination Form (teacher, parent and/or student)	1. SAGES 3 2. CogAT 8 Composite Scores 3. GATES 2 4. Nomination Form (teacher, parent and/or student)	1. SAGES 3 2. CogAT 8 Composite Scores 3. GATES 2 4. Nomination Form (teacher, parent and/or student)
Selection	Students who score a combined score on all four screening instruments listed for ELA, usually representing the top 5% of the student population at the Cape Elizabeth Schools on the NWEA, CogAT 8, GATES 2, and Nomination Form will be recommended for gifted and talented services.	Students who score a combined score on all four screening instruments listed for Math, usually representing the top 5% of the student population at the Cape Elizabeth Schools on the NWEA, CogAT 8, GATES 2, and Nomination Form will be recommended for gifted and talented services.	Students who score a combined score on all four screening instruments listed for Science, usually representing the top 5% of the student population at the Cape Elizabeth Schools on the SAGES 3, CogAT 8, GATES 2, and Nomination Form will be recommended for gifted and talented services.	Students who score a combined score on all four screening instruments listed for Social Studies, usually representing the top 5% of the student population at the Cape Elizabeth Schools on the SAGES 3, CogAT 8, GATES 2, and Nomination Form will be recommended for gifted and talented services.
Placement	Gifted and talented continuum of services to include Tier I, II, & III levels of support. Tier I level support includes consultation model, differentiated instruction in the general classroom, and/or push-in/co-teaching model. Tier II level support includes enrichment opportunities through push-in and/or pull-out services. Tier III level support includes small group or independent instruction, acceleration, and/or independent study.	Gifted and talented continuum of services to include Tier I, II, & III levels of support. Tier I level support includes consultation model, differentiated instruction in the general classroom, and/or push-in/co-teaching model. Tier II level support includes enrichment opportunities through push-in and/or pull-out services. Tier III level support includes small group or independent instruction, acceleration, and/or independent study.	Gifted and talented continuum of services to include Tier I, II, & III levels of support. Tier I level support includes consultation model, differentiated instruction in the general classroom, and/or push-in/co-teaching model. Tier II level support includes enrichment opportunities through push-in and/or pull-out services. Tier III level support includes small group or independent instruction, acceleration, and/or independent study.	Gifted and talented continuum of services to include Tier I, II, & III levels of support. Tier I level support includes consultation model, differentiated instruction in the general classroom, and/or push-in/co-teaching model. Tier II level support includes enrichment opportunities through push-in and/or pull-out services. Tier III level support includes small group or independent instruction, acceleration, and/or independent study.

C. Artistic Ability (A minimum of three identification tools must be listed.):

Describe procedure Below:	Visual Arts	Music	Performing Arts	Dance
Screening – Grades 3, 5, 7	1. CogAT 8 Composite Scores 2. Torrance Test of Creative Thinking 3. Student Portfolio	1. CogAT 8 Composite Scores 2. Torrance Test of Creative Thinking 3. Student Portfolio	1. CogAT 8 Composite Scores 2. Torrance Test of Creative Thinking 3. Student Portfolio	1. CogAT 8 Composite Scores 2. Torrance Test of Creative Thinking 3. Student Portfolio

	4. GATES 2 5. Nomination Form (teacher, parent and/or student)	4. GATES 2 5. Nomination Form (teacher, parent and/or student)	4. GATES 2 5. Nomination Form (teacher, parent and/or student)	4. GATES 2 5. Nomination Form (teacher, parent and/or student)
Selection	Students who score a combined score of all five screening instruments listed for Visual Arts, usually representing the top 5% of the student population at the Cape Elizabeth Schools on the CogAT 8, TTCT, Student Portfolio, GATES 2, and Nomination Form will be recommended for gifted and talented services.	Students who score a combined score of all five screening instruments listed for Music, usually representing the top 5% of the student population at the Cape Elizabeth Schools on the CogAT 8, TTCT, Student Portfolio, GATES 2, and Nomination Form will be recommended for gifted and talented services.	Students who score a combined score of all five screening instruments listed for Performing Arts, usually representing the top 5% of the student population at the Cape Elizabeth Schools on the CogAT 8, TTCT, Student Portfolio, GATES 2, and Nomination Form will be recommended for gifted and talented services.	Students who score a combined score of all five screening instruments listed for Dance, usually representing the top 5% of the student population at the Cape Elizabeth Schools on the CogAT 8, TTCT, Student Portfolio, GATES 2, and Nomination Form will be recommended for gifted and talented services.
Placement	Gifted and talented continuum of services to include Tier I, II, & III level support. Tier I level support includes consultation model, differentiated instruction in the general classroom, and/or push-in/co-teaching model. Tier II level support includes enrichment opportunities through push-in and/or pull-out services. Tier III level support includes small group or independent instruction, acceleration, and/or independent study.	Gifted and talented continuum of services to include Tier I, II, & III level support. Tier I level support includes consultation model, differentiated instruction in the general classroom, and/or push-in/co-teaching model. Tier II level support includes enrichment opportunities through push-in and/or pull-out services. Tier III level support includes small group or independent instruction, acceleration, and/or independent study.	Gifted and talented continuum of services to include Tier I, II, & III level support. Tier I level support includes consultation model, differentiated instruction in the general classroom, and/or push-in/co-teaching model. Tier II level support includes enrichment opportunities through push-in and/or pull-out services. Tier III level support includes small group or independent instruction, acceleration, and/or independent study.	Gifted and talented continuum of services to include Tier I, II, & III level support. Tier I level support includes consultation model, differentiated instruction in the general classroom, and/or push-in/co-teaching model. Tier II level support includes enrichment opportunities through push-in and/or pull-out services. Tier III level support includes small group or independent instruction, acceleration, and/or independent study.

D. Describe review of identification policies:

- a. **How-** The purpose of screening in the Cape Elizabeth Schools for gifted and talented services is to ensure that all students are assessed equitably. The GT Coordinator compiles a comprehensive list of student data including NWEA, SAGES 3, CogAT 8, GATES 2, TTCT, and Nomination Form (parent, teacher, and/or student) data. The GT Committee, comprised of the Superintendent, Director of Teaching and Learning, school principals, school assistant principals, school counselors/psychologists, classroom teachers, and the GT Coordinator, review data on all 3rd, 5th, and 7th grade students. Data on 4th and 6th grade students who are new to Cape Elizabeth is also reviewed. The GT Committee identifies students who are performing in the top 10% of the Cape Elizabeth Schools and determines which students should continue with the screening process, including the

CogAT 8, TTCT, SAGES 3, and GATES 2. The GT Committee reconvenes after the full evaluation data has been collected and identifies students who are performing in the top 5% of the Cape Elizabeth Schools to receive gifted and talented services.

- b. **When-** Student data is gathered throughout the year and compiled into the data collection for screening by the GT Coordinator. Nomination Forms are available for parents, teachers, and students to complete at the end of April through the end of May. The GT Committee meets in late May and early June of the school year to identify students for gifted and talented services for the following school year. Parents are notified in mid-June of student's qualification for gifted and talented services.

E. Process for transfer students:

No Change

F. Exit Reasons and Procedure:

No Change

G. Process for appeals:

No Change

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

NO CHANGE CHANGE

Describe CHANGE here:

6. Provide a summary of the management structure including the roles and responsibilities of the professional and auxiliary staff listed below.

NO CHANGE CHANGE

Describe CHANGE here:

A. Indicate **ALL** professional staff for the K-12 Gifted and Talented Program regardless of whether there has been a change or not.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full- or Part-Time in GT
Dr. Christine A. Winterbrook	Yes	Teacher (Coordinator on	K-12	FT

		teacher contract)		

B. Indicate **ALL Auxiliary Staff**: Educational Technician, regardless of whether there has been a change or not

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full- or Part-Time in GT

7. (a.) Indicate any changes to your **Approved Initial application self- evaluation process**.

NO CHANGE CHANGE

Describe CHANGE here:

(b.) Provide a detailed description of the results/effectiveness of the annual program self-evaluation in the academic areas and in the arts regardless of whether or not there has been a change in the program. *(Note: A summation statement on the effectiveness/success of the district's GT program in the academics as well as the arts will suffice.)*

- The annual program self-evaluation determined that the Cape Elizabeth School's GT program was effective; however, it also revealed a need for the GT Coordinator to provide increased direct instruction to identified gifted and talented students in grades 5-8. In the 2017-2018 school year, students in grades 5-8 received one hour of gifted and talented services every six days. In the 2018-2019 school year, however, students in grades 5 and 6 receive 45 minutes of gifted and talented services every other day and students in grades 7 and 8 receive 45 minutes of gifted and talented services every third day.
- The annual program self-evaluation also determined a need for an online screening process, including online data scoring, in order to maximize the GT Coordinator's instructional time with identified gifted and talented students. Therefore, the paper and pencil process of administering the CogAT screener and full version will be replaced in the 2018-2019 school year with online administration. In addition, the CogAT 8 will replace the CogAT 7.

(c.) Include how program effectiveness was determined, whether or not there has been a change in the program.

- Program effectiveness was determined by the Superintendent, Director of Teaching and Learning, building administrators of Cape Elizabeth Middle School and Pond Cove Elementary School, Cape Elizabeth School Board, GT Coordinator, and GT Committee based on the National Association of Gifted Children (NAGC) recommended PK-12 gifted programming standards.

8. Provide a justification/description of the items included in the proposed budget in number 9. *(Please remember that materials/supplies are to be used for gifted and talented only and are not part of the regular education budget. Field trips must take place during the school day and are for identified students only)*

- The costs for the Cape Elizabeth School’s gifted and talented program include the salary/benefits of the GT Coordinator, educational materials and supplies for meeting the needs of gifted and talented learners, professional development through the MEGAT Conference, memberships in NAGC and SENG, and identification tools and assessments for gifted and talented students. The CogAT 8 online is used to assess the cognitive abilities of students including non-verbal, verbal, and quantitative reasoning abilities. The CogAT 8 full composite score is used for the selection of the top 5% of students. The SAGES 3 is used to assess achievement and aptitude data specifically in social studies and science. GATES 2 is a tool used to identify students’ gifted characteristics. The full CogAT 8, SAGES 3, and GATES 2 are not used as universal screening tools.

9. For those school units requesting approval of *allowable program costs* for State subsidy, please complete the following budget information. Amounts budgeted for the SAUs Gifted and Talented Program must be reported in the NEO financial system as part of the Annual Budget Reporting.

NOTE: To be approved as an allowable cost for the current school year, all personnel listed below must be appropriately certified/endorsed by the application deadline of September 30.

Professional Staff Costs

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Dr. Christine A. Winterbrook	\$67,723.00	\$7,000.00
Subtotal	\$67,723.00	\$7,000.00

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal		

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)

Subtotal			

Please list **individual product names** and costs associated with the district's Gifted and Talented Program.

A. Educational Materials and Supplies:

Elementary: Name of Material/Supply	Cost	Secondary: Name of Material/Supply	Cost
CogAT 8 Online Version	\$1205.00		
SAGES 3	\$450.00		
GATES 2	\$189.00		
Breakout EDU (2 Breakout Kits & Online Platform)	\$275.00		
Kaplan's Depth and Complexity Materials purchased from J Taylor Education (Complexity Icon Cards, Posters, Reference Guide)	\$100.00		
Junior Great Books	\$180.00		
CriticalThinking.com <ul style="list-style-type: none"> • Building Thinking Skills Primary Student & Teacher Version • Building Thinking Skills Level 1 Student & Teacher Version • Building Thinking Skills Level 2 Student & Teacher Version • Building Thinking Skills Level 3 Figural Student & Teacher Version • Building Thinking Skills Level 3 Verbal Student & Teacher Version 	\$337.86		
Design Studio Pro Class Set Bundle	\$120.00		
Amazon <ul style="list-style-type: none"> • Rory's Story Cubes Classroom Bundle • Creativity Hub Design Studio • Extraordinaires Design Pro • Mensa recommended board games: <ul style="list-style-type: none"> ○ Azul (Qty. 4) ○ Constellations: The Game of Stargazing and the Night Sky (Qty. 4) ○ Around the World in 80 Days (Qty. 3) ○ Raiders of the North Sea (Qty. 4) ○ Photosynthesis (Qty. 4) ○ Imagine: A Visual Charades Game (Qty. 2) ○ Circular Reasoning (Qty. 4) ○ School Smart Plastic Magnifier (Qty. 2) ○ Lego Story Starter Core Set 	\$1,683.02		
WB Mason – Supplies (markers, pencils, crayons, paper, poster board, etc.) for small groups w/GT students. <ul style="list-style-type: none"> • Stapler (Qty. 2) • Colored Pencils (Qty. 4) • Hole Punch • Highlighters • Crayola Fine Pt. Markers (Qty. 4) 	\$551.00		

<ul style="list-style-type: none"> • Crayola Broad Pt. Markers (Qty. 4) • Classroom Paper Storage • Expo Dry Erase Markers • Crayola Crayons (Qty. 4) • Construction Paper (Qty. 2) • Wood Craft Sticks • Magic Tape Refill • Sharpie Bullet Tip Markers • Koplow Dot Dice (Qty. 5) • Pencil Box (Qty. 25) • Easel Pads (Qty. 2) 			
STEM Supplies <ul style="list-style-type: none"> • STEAM Design Challenges Resource Book Grade 4 • STEAM Design Challenges Resource Book Grade 5 • STEAM Design Challenges Resource Book Grade 6-8 • STEM Engaging Hands-On Using Everyday Materials – Grade 4 • STEM Engaging Hands-On Using Everyday Materials – Grade 5 	\$129.80		
Prufrock Press <ul style="list-style-type: none"> • 10 Performance Based STEM Projects Grades K-1 • 10 Performance Based STEM Projects Grades 2-3 • 10 Performance Based STEM Projects Grades 4-5 • 10 Performance Based STEM Projects Grades 6-8 • Teach Like Socrates • Differentiated Curriculum Kit Systems Grade 4 • Differentiated Curriculum Kit Structures Grade 5 • Differentiated Curriculum Kit Coding • Multiage Differentiated Curriculum Middle School • Differentiated Curriculum Relationships Grade 3 	\$1448.02		
Subtotal	\$6,668.70	Subtotal	

B. Other allowable costs (i.e. field trips, student fees, membership):

Elementary: Item name	Cost	Secondary: Item name	Cost
NAGC Membership	\$119.00		
SENG Membership	\$129.99		
World Council for Gifted and Talented Children Membership	\$75.00		
Byrdseed.TV Membership	\$89.00		
Subtotal	\$412.99	Subtotal	

C. Student Tuition (i.e. regional programs/ computer programs, college courses in identified area):

Elementary: Program name	Cost	Secondary: Program name	Cost

Subtotal		Subtotal	
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D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT Conference	\$ 75.00		
	\$75.00	Subtotal	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$67,723.00	\$7,000
Auxiliary Staff	\$0.00	\$0.00
Independent Contractors	\$0.00	\$0.00
A. Materials/Supplies	\$6668.70	\$0.00
B. Other Allowable Costs	\$412.99	\$0.00
C. Student Tuition	\$0.00	\$0.00
D. Staff Tuition/PD	\$75.00	\$0.00
Total	\$74,879.69	\$7,000.00