

**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:** MSAD #60

**Name and title of person responsible for gifted and talented program:**  
Fern Brown, EXCEL Director

**Phone number:** (207) 676-2843 x7171

**Email address:** fern.brown@msad60.org

**CERTIFICATION:**

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

**Steven B. Connolly**

\_\_\_\_\_  
Superintendent Name (printed)

  
\_\_\_\_\_  
Superintendent Signature

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

Date of 1<sup>st</sup> Revision to Maine DOE: October 22, 2018

  
\_\_\_\_\_  
Superintendent Initials

Date of 2<sup>nd</sup> Revision to Maine DOE: \_\_\_\_\_

\_\_\_\_\_  
Superintendent Initials

Date of 3<sup>rd</sup> Revision to Maine DOE: \_\_\_\_\_

\_\_\_\_\_  
Superintendent Initials

**FOR INFORMATION CONTACT: [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)**

**Reviewed By:** Patti Drapeau

**Maine DOE Approval:** 

**Date of Approval:** 11/1/18

## 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 -

Arts program abstract -

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 -
  
- o Arts program goals, objectives, activities -

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

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Describe CHANGE here:

- o General intellectual ability identification -
  
- o Specific academic areas identification -
  
- o Arts identification -
  
- o Transfer students -
  
- o Exit procedures -
  
- o Appeals procedures -

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
Fern Brown	Yes	Teacher	8	P/T (.4)
Fern Brown	Yes	Administrator	K-12	P/T (.6)
AdIna Hunter	Yes	Teacher	9-12	F/T
Emily MacKinnon	Yes	Teacher	6-7	F/T
Brenda LaFrance	Yes	Teacher	K-5	P/T (.5)
Eileen Sahagian	Yes	Teacher	4-5	P/T (.4)
Donna Temm	Yes	Teacher	K-5	P/T (.6)
Lorna Henley	No	Teacher	K-3	P/T (.4)

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
N/A					

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.)*

During the 2017-18 academic year, EXCEL teacher Adina Hunter completed an internship with the EXCEL Director. Part of that internship included a research project in which she attempted to determine the impact of the program on academic and arts students who had participated. A complete copy of her report is available on request. In general, her findings are summed up in her research conclusion:

"In analyzing the data and reading the survey responses, it is apparent that most EXCEL alumni were positively impacted by their EXCEL program participation. The number of overall negative assessments was negligible (.015%).

*"Of all my schooling experiences, my time in EXCEL brought me the most joy, challenge and friendship. It helped me to be able to advocate for myself and my learning."*

It was also apparent, both in the Likert-scale questions and free response questions, that the EXCEL program is fulfilling its mission and vision of encouraging its students, increasing engagement with learning through personalization and opportunities, and fostering lifelong learners.

*"Being in the EXCEL program changed my life. Moving to a new country and starting in a new education system causes a lot of children to get lost in the shuffle. EXCEL put me on a trajectory starting my first week in an American school that lead me to college and other extraordinary experiences."*

Despite this positive impact, there is room for improvement. Due to budget restraints, it is highly unlikely that more EXCEL staff could be hired to fulfill the nearly 50 % of alumni who expressed the desire for "more" services; however, the research is compelling that this would be beneficial. It is clear from the feedback that these alumni highly value the services they did receive, to such an extent many wish their friends and classmates could have benefited from the services as well.

*"Never let excel disappear. Only expand"*

Some feasible improvements to the EXCEL program could be improved transparency regarding student identification, screening, and services. The implementation of bi-annual parent meetings in recent years on a variety of topics - including programming options, social-emotional needs, and anxiety - may help improve this communication at the parental level, but perhaps similar style meetings could be held for students. EXCEL screening documents, processes, and letters have been reviewed during the 2017-18 school year. During the 2018-19 school year the EXCEL staff will spend a professional workshop day reviewing and streamlining the identification process. Having students' and parents' input on this process may be beneficial as well.

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

The data from this report, collected through a survey of program alumni over the past 12 years, yields a clear indication that the program is adhering and fulfilling its mission. As stated above, more specific data, e.g., responses to specific questions, can be provided.

While there is no plan to make changes in the program, per se, as found in the conclusion of Mrs. Hunter's research, the EXCEL staff will be dedicating additional professional development time to improve and streamline screening in academics and the arts, continuing our efforts to communicate with parents and addressing the social/emotional needs of students.

In addition to this report, the staff has engaged in a data-driven dialogue protocol and has collected information about student performance in academics as measured by scoring in the "above expectations" in state testing in reading, math, science and writing. We found that over time our EXCEL students performed best during elementary school on this criteria, with the proportion of EXCEL students in this category dropping off in Middle School and High School, which mirrors the overall district performance. The exact data for this determination can be provided on request. The EXCEL staff will continue to try to interpret the significance of this pattern for our academic students.

For our arts students, we looked at participation in classes provided to assess the program's effectiveness, and then engaged in informal student discussions with identified students to understand why they chose to participate or to discontinue their involvement. We found that program satisfaction was largely tied to satisfaction with the arts instructors (independent contractors). This year we will continue to follow attendance trends in arts classes in order to determine if some personnel changes are needed.

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)*

As is typical in our budget, the following remains true:

The bulk of the expenses in our budget is made up of personnel costs. These include salaries and benefits for GT teachers and administration (one teacher does not yet hold the 690 endorsement and is not included) and for outside artists who support our arts program, providing lessons for identified arts students. The remainder of our budget is comprised of:

- Staff professional development and coursework, which includes attendance at the annual MEGAT Conference, and coursework, particularly for our newly hired GT teacher.
- Student tuition/ transportation allows students to attend Project SEARCH, and transportation for curriculum-related field trip for GT students.
- Participation in academic and arts programs/competitions, e.g., National History Day, Math Olympiads, Scholastics Art & Writing competitions, with a large outlay for our Middle School Robotics program. This includes fees and transportation.
- Literacy materials in the form of advanced literature for our identified ELA students.
- Teacher resources for literacy, math and STEM fields
- Challenge materials and resources for primary classrooms
- Games and other manipulatives for advanced math groups
- Materials to support arts programming
- Interschool travel so that our teachers can engage in collegial unit planning
- Dues for enrichment/acceleration programs for GT students, such as ALEKS, Vocabulary.com., MobyMax
- Music instruction (contractors) for small groups of identified GT music students in band instruments.

In most cases, specific book titles, materials, and other details are included within each budget line.

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**

<b>Professional Staff Name</b>	<b><u>Elementary</u> (salary with benefits)</b>	<b><u>Secondary</u> (salary with benefits)</b>
Fern Brown (.4 grade 8 teacher)	\$30,595	
Fern Brown (.6 district admin)	\$26,591	\$27,205
Adina Hunter		\$72,329
Emily MacKinnon	\$87,172	

Brenda LaFrance	\$45,081	
Eileen Sahagian	\$22,371	
Donna Temm	\$39,948	
Lorna Henley	N/A	
<b>Subtotal</b>	<b>\$251,758</b>	<b>\$99,534</b>

**Auxiliary Staff Costs**

<b>Auxiliary Staff Name</b>	<b>Area of expertise</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>

**Independent Contractor Costs**

<b>Independent Contractor Name</b>	<b>Area of expertise</b>	<b>Elementary (contract amount)</b>	<b>Secondary (contract amount)</b>
Claude Fried	Low Brass	\$ 957	\$ 957
Andrew Periale	Creative Writing	\$ 1,329	\$ 1,329
Zach Lange	Trumpet/Jazz Improv	\$ 853	\$ 848
Katrina Veno	Clarinet	\$ 957	\$ 957
Mary Kennedy	Flute	\$ 1,063	\$ 1,063
Nick Mainella	Saxophone	\$ 638	\$ 638
Jen Larson	French Horn	\$ 425	\$ 1,062
Angelynne Hinson	Vocal	\$ 1,063	\$ 1,063
Shawn Boissonnault	Percussion	\$ 760	\$ 760
Samantha Paolini	Art	\$ 1,327	\$ 691
<b>Subtotal</b>		<b>\$ 9,372</b>	<b>\$ 9,368</b>

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

**A. Educational Materials and Supplies:**

<b>Elementary: Name of Material/Supply</b>	<b>Cost</b>	<b>Secondary: Name of Material/Supply</b>	<b>Cost</b>
Caesar's English (one for each of the 3 towns @ \$30 apiece))	\$ 90	SAT/ACT Prep books; college admissions book (Admission Matters)	\$ 80
Tanglers (NMS and Grade 8, \$30 apiece)	\$ 60	Intro to Great Books	\$ 20
Analogy Books (for each of the 3 towns) Thinking Through Analogies (3@\$15 = \$45)	\$ 195	College Essay Essentials Book	\$ 15



Analogies for Critical Thinking (set of five levels @ \$10/book for each town = \$150)			
Logic Matrix Books Logic Grid Puzzles (3@\$10 = \$30) Math and Logic Puzzles That Make Kids Think (3@ \$20 = \$60)	\$ 90	Art materials to support EXCEL Arts program, 9-12 (aluminum pour molds and metals, photographic filters)	\$ 300
Games for elementary classes in each town Smart Mouth - 3/town @ \$40/3 = \$120 SET - 3/town @ \$40/3 = \$120 Logic Links - 2/town @ \$15 apiece = \$90 Kanoodle - 2/town @ \$10 apiece = \$60	\$ 390	Materials for National History Day - photographic reproductions, artifacts, costumes	\$ 50
STEM resources for identified science students each town Klutz Lego Contraptions - 3 @ \$15 apiece = \$45	\$ 45		
Robotics (coding) materials for STEM extensions for identified science students Sphero - 3 @ \$50 apiece	\$ 150		
STEM unit resources for identified science students in 3 elementary schools - circuits, bridge building materials @ \$95 apiece	\$ 285		
NMS Robotics Field Kits for identified science students	\$ 75		
Materials for solar car races (panels, wiring, axles, leads, etc.) for identified science students	\$ 295		
Robotics supplies (lego pieces, motors, etc., expansion kit) for use with identified science students	\$ 375		
Art materials to support EXCEL Arts program, 6-8 (aluminum pour molds and metals, photographic filters)	\$ 250		
Materials for National History Day - photographic reproductions, artifacts, costumes for identified social studies students	\$ 100		
<b>Subtotal</b>	<b>\$ 2,400</b>	<b>Subtotal</b>	<b>\$465</b>

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

Elementary: Item name	Cost	Secondary: Item name	Cost
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Registration fees Math Olympiads (\$109) Maine Robotics (3 teams @ \$150 apiece = \$450) for identified science students First Lego League (FLL) (3 teams \$225 apiece = \$675 for identified science students FLL Qualifier - (3 teams @ \$90 apiece = \$270) for identified science students	\$ 1,504	EXCEL Art Field Trips to MECA for identified art students(\$550, Green Foundry, \$550)	\$ 1,100
EXCEL teacher travel expenses to Conferences (MEGAT , DOE mentoring workshop (\$550), FLL competition - (\$150) and NHD competitions and in-district travel (\$100)	\$ 800	EXCEL teacher travel expenses to attend MEGAT Conference (\$110) and NHD Competition (\$230); in-district travel (\$200)	\$ 540
Student travel expenses for identified science students to attend Robotics competitions (\$600 to Augusta FLL competition; \$550 to Spring Track Meet	\$ 1,150	Transportation to Salem for Crucible Unit	\$ 700
In-district transportation (\$150 for grade 5 transportation for EXCEL step-up; \$150 for EXCEL in-district transport)	\$ 300	Travel to National History Day competition for identified social studies students	\$ 700
National History Day Registrations (30 @ \$5 = \$100) for identified social studies students	\$ 150	Registration fees Scholastic Art & Literacy Competition (10 @ \$5 apiece = \$50) National History Day registrations (12 @ \$5 = \$60) for identified social studies students 3 ALEKS math Subscriptions = \$99	\$ 209
Scholastic Art & Literacy Competition (20 @ \$5 apiece = \$50)	\$ 100		
ALEKS math licenses (15 @ \$35 apiece)	\$ 525		
Vocabulary.com class registration	\$ 175		
MobyMax subscription	\$ 100		
<b>Subtotal</b>	<b>\$ 4,804</b>	<b>Subtotal</b>	<b>\$ 3,249</b>

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

Elementary: Program name	Cost	Secondary: Program name	Cost
		Project SEARCH tuition	\$ 3,500
		Transportation costs to attend SEARCH	\$ 2,200

<b>Subtotal</b>		<b>Subtotal</b>	<b>\$ 5,700</b>
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D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT Conference for 5 staff @ \$150 apiece)	\$ 750	MEGAT Conference	\$ 150
		Adina Hunter - EPSY5780 (UConn online) - Social and Emotional Components of Giftedness and Talent Development) SED 532 Developing and Implementing Programs for Learners Who Are Gifted	\$ 1,979
Lorna Henley - SED 659 - Education of Students who are Gifted and Talented, SED 550 - Educating Students who are Gifted in the Regular Classroom	\$ 1,200	Fern Brown SED 532 Developing and Implementing Programs for Learners Who Are Gifted	\$ 1,221
<b>Subtotal</b>	<b>\$ 1,950</b>	<b>Subtotal</b>	<b>\$ 3,350</b>

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$251,758	\$ 99,534
Auxiliary Staff	\$ 0	\$ 0
Independent Contractors	\$ 9,372	\$ 9,368
A. Materials/Supplies	\$ 2,400	\$ 465
B. Other Allowable Costs	\$ 4,804	\$ 3,249
C. Student Tuition	\$ 0	\$ 5,700
D. Staff Tuition/PD	\$ 1,950	\$ 3,350
<b>Total</b>	<b>\$270,284</b>	<b>\$121,666</b>