

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, 2017

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

School administrative unit name: RSU 86/MSAD 20

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

Renee Felini, Gifted and Talented Coordinator and Teacher

Phone number: 207-472-3271 ext. 1009

Email address: rfelini@msad20.org

CERTIFICATION:

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

Timothy L. Doak
Superintendent Name (printed)

Timothy L. Doak
Superintendent Signature

Date of Initial submission to Maine DOE: 9-22-17

Date of 1st Revision to Maine DOE: _____

Date of 2nd Revision to Maine DOE: _____

Date of 3rd Revision to Maine DOE: _____

Superintendent Initials

Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Patti Drapeau

Maine DOE Approval: Jane H. Deen

Date of Approval: 10/17/17

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:

- Academics program goals, objectives, activities -

- 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 CHANGE

Describe CHANGE here:

- General intellectual ability identification -

- Specific academic areas identification -

- Arts identification -

- Transfer students -

- Exit procedures -

- 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 any changes to the description of the responsibilities of the professional and auxiliary staff listed below.

NO CHANGE

A. 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- or Part-Time in GT
Renee Felini	Yes	Teacher	K-12	Part-Time
Darlene Ouellette	Yes	Teacher	9-10	Part-Time

B. Indicate the Auxiliary Staff: Educational Technician

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.
(Note: A summation statement on the effectiveness/success of the district's GT program in the academics as well as the arts will suffice.)

As part of our annual program self-evaluation, GT Advisors and the GT Coordinator met in the spring of 2017 to review the program data and to discuss findings in order to develop a Plan of Action to address any identified program shortcomings and inform the future direction of the program's offerings. We discovered that the program has developed into an integral part of the educational experience for students identified for gifted and talented services. The high school visual art pullout has become not only a place for students to learn new skillsets, but it has also served as a social/emotional outlet for students. The high school performing art group completed a variety of projects last year and their original skits and script writing will continue this year. Overall, the program and the meeting space that has been created have provided students with a safe space to engage with other students who have the potential to excel in a wide-variety of subject areas.

Students are enthusiastic about the offerings and desire additional time within programming. We were able to add more contact time for the students in grades 7 and 8, by providing them more personalized time during

school-wide study hall. Grade 6 now has its own pullout time, which allows for more individualized time and unique offerings better geared toward their middle school transition year. Our high school students expressed a desire to have more open door time for the GT meeting room. We have built 'Open Door' times into the gifted and talented schedule for this program year. High school students will also meet as an entire gifted and talented program during school-wide study hall Monday through Wednesday. This will allow the implementation of program-wide projects and the dissemination of information to the whole group, which will help better address student questions or concerns. We are hoping to help improve and maintain student performance. During last year's self-evaluation, we aimed to provide students more choice within the offerings and discovered that some students struggle with too much choice. Programming for the upcoming year will provide options for student choice within assigned projects.

Students are better prepared for GT time and are communicating better with their teachers about missed work. This year we have a gifted and talented handbook acknowledgement form in which students will sign after reading the handbook in order to help mitigate any misunderstandings about program expectations. We have also developed a more thorough warning system for students who are at risk. Teachers have expressed interest in getting gifted and talented certification. Money has been budgeted to allow for those interested to take gifted and talented, college-credit courses. Teacher feedback was taken into consideration during the annual enrollment review. There is also money in the budget to provide resources and training to teachers who want to better serve their gifted and talented students.

Based on individual student performance indicators, the choice was made to exit one student this year. Parents/guardians were contacted in order to discuss the data that the program collects and to address any areas of concern that were identified. Once enrolled in the program, student performance is evaluated based on the individual's own performance and enrollment decisions are made on a case-by-case basis.

(c.) Include how program effectiveness was determined.

The following data was analyzed to determine program effectiveness during our annual program self-evaluation:

1. Teacher Survey

2015/2016 Gifted and Talented – Teacher Survey

Number of Surveys Returned: 14

The majority of GT students in my classroom keep pace with the content they miss during their weekly GT meetings?

I agree: 14 I disagree: 0

100% agree that students in the GT program are able to keep pace with the content they miss during weekly GT meetings

The majority of students who attend GT meetings seek out what content they are missing in my class prior to seeing me the next time they are scheduled to be in my class.

I agree: 14 I disagree: 0

100% agree that students are effectively communicating with their teachers about missed classwork

Are there any students you feel should not be included in the weekly GT meetings and other program offerings?

Yes: 1 No: 13

Feedback excluded to avoid providing identifiable information about student(s).

Are you interested in receiving training and/or resources to better serve the GT students in your classroom and other program offerings?

Yes: 5 No: 9

36% of teachers who responded would like to receive training and/or resources for the GT students they teach

Do you have an interest in becoming GT certified?

Yes: 2 No: 12

14% of teachers indicated their interest in becoming GT certified

Please use the space below to provide any additional input you may have in regard to the GT program.

Teacher provided comments:

I try to see every child as an individual. We all learn in different ways. I agree with your "Manage their own time and be responsible for missing information from teachers by speaking to them ahead of time" philosophy.

I'm starting a new endeavor with Social Studies at the state level so I won't have time. I have taken GT courses; not sure what else is required.

I may be interested in the future.

2. Student Survey

-Elementary

2016/2017 Gifted and Talented Student Survey – Elementary

Number of Surveys Returned: 10 (10 students total)

Do the GT weekly meetings interfere with your ability to keep pace with your regular classwork?

N/A: 1 (0)	No: 9 (0)	Sometimes: 0 (1 point)	Yes: 0 (2 points)	Possible Points: 20 Total Points: 0
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0% score that indicates that the GT weekly meetings interfere with their ability to keep pace with course content they miss

Do students who are not involved in the GT program make any comments to you about your involvement in the GT program? If so, what do they say?

N/A: 0 (0)	No: 6 (0)	Sometimes: 2 (1 point)	Yes: 2 (2 points)	Possible Points: 20 Total Points: 6
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30% score that indicates that other students do make comments

(Student provided comments: "Well not really some people do but they ask about stuff like is it fun I say it is pretty fun."/"They sometimes ask how to get in to GT."/"They say it is not fair and say they are special too. Also, kids don't like the name."/"They say that it is unfair that we get to be in GT. They also say they don't like the name.")

Explain why you think GT is important

Student provided comments:

Because it challenges you.

Because you learn a lot of different things. Plus it's really fun.

It helps you learn things that you don't learn in school.

It's important because people who are very smart can gather and relate to each other.

Well, it gives me extra work and we get to do different activities that are fun.

It is important because it's a place where you can do fun stuff and learn in both ways. You can code games and learn in the process.

Because it helps me boost my thinking power and so I have a challenge sometimes.

I think it is important because we learn history and do activities to keep our minds sharp.

It gives us extra learning activities.

It is fun, and it also teaches you.

What is your favorite component or offering?

Student provided comments:

The paper mache masks. (4)

Making projects and a lot of art stuff. (4)

Board games and Scratch.

I like playing chess and doing puzzles.

Greek Mythology

Going on trips.

What is your least favorite component or offering?

Student provided comments:

- None (7)
- Missing class.
- Not being there.
- Making the poster.

Do you have any suggestions to improve GT programming?

Student provided comments:

- None (3)
- We could do more computer programming. Scratch (5)
- Have a little more free time.
- Maybe call GT a different name because other kids get upset about it. (2)
- Have more time in GT (2)
- Board game tournament.
- Substitutes (otherwise it is perfect)

-Middle School

2016/2017 Gifted and Talented Student Survey - Middle School

Number of Surveys Returned: 11 (11 students total)

Do the GT weekly meetings interfere with your ability to keep pace with your regular classwork?

N/A: 0	No: 10	Sometimes: 1	Yes: 0	Possible Points: 22
(0)	(0)	(1 point)	(2 points)	Total Points: 1

5% score that indicates that the GT weekly meetings interfere with their ability to keep pace with course content they miss

Do students who are not involved in the GT program make any comments to you about your involvement in the GT program? If so, what do they say?

N/A: 1	No: 5	Sometimes: 2	Yes: 3	Possible Points: 22
(0)	(0)	(1 point)	(2 points)	Total Points: 8

36% score that indicates that other students do make comments

(Student provided comments: "There's the occasional comment saying 'everyone is gifted and talented in their own special way.' And some people say that gifted and talented is stupid. I personally don't believe it. I love GT."/"Not as much as I used to hear is that GT is not fair from students."/"They say GT is just to point out who is smarter than other people. But I know it isn't so it doesn't bother me."/"I'm not in GT like you, I'm in GNT, Gifted Not Talented."/"People always ask me what I get to do and how long I do it and why I do it.")

Explain why you think GT is important

Student provided comments:

- GT is important so that students who are above and beyond their school work can take time and learn other crucial skills that they can apply later in life.
- GT is important because it provides fun, but at the same time it lets you learn more and gives you a lot of opportunities
- GT is important because it gives students that are above their grade level a place to learn more than what the grade teaches
- I think it helps with cooperative work.
- I think GT is important because it's a class to get to learn extra information.
- GT gives you a chance to challenge your abilities and learn new things.
- You get to socialize and learn at the same time. I love the experiences and the challenges.
- I think GT is important because, like class, it teaches us skills and it isn't all fun and games.
- Because we get acknowledged for working hard.
- GT is important because it gives kids who are a little ahead a challenge.
- It gives us time to relax because most of the things they teach us I already know.

What is your favorite component or offering?

Student provided comments:

- FIRST LEGO League (5)

Everything (2)
Computer programming
Field Trips (3)
Art

What is your least favorite component or offering?

Student provided comments:
None (10)
The Talking in LEGO League

Do you have any suggestions to improve GT programming?

Student provided comments:
None (2)
More classes during the week, and longer classes, have more time, at least 2 classes per week, not Mondays or Fridays because of days off (3)
More motors for the robot.
Robotics practice more.
Start at the beginning of the year if we can, Have more time for LEGO League if start earlier (2)
FLL Team, make plans ahead of time for robotics.

-High School

2016/2017 Gifted and Talented Student Survey - High School
Number of Surveys Returned: 10 (13 students total)

Do the GT weekly meetings interfere with your ability to keep pace with your regular classwork?

N/A: 0	No: 9	Sometimes: 1	Yes: 0	Possible Points: 20
(0)	(0)	(1 point)	(2 points)	Total Points: 1

5% score that indicates that the GT weekly meetings interfere with their ability to keep pace with course content they miss

Do students who are not involved in the GT program make any comments to you about your involvement in the GT program? If so, what do they say?

N/A: 0	No: 5	Sometimes: 3	Yes: 2	Possible Points: 20
(0)	(0)	(1 point)	(2 points)	Total Points: 7

35% score that indicates that other students do make comments

(Student provided comments: "No, and if they do I bring up our community service hours."/ "About how we're smart and we get to get out of class."/ "My friends would rather have me there, but they still support me."/ "They think the things we do are cool.")

Explain why you think GT is important

It allows students to not be limited and to express creativity in an accepting environment.

It's important because it gives non-GT people a chance to have time with teachers to ask questions. It also gives us a chance to get away from classes that bore me.

It lets us excel in areas we choose.

GT is important because it gives students an additional opportunity to learn outside the classroom and have experiences that one wouldn't get in a class.

GT allows us to experience and learn beyond the classroom.

It gives advanced students a chance to explore education and enriching ideas beyond the classroom.

It stimulates creativity while still encouraging learning and education.

It gives me an opportunity to expand my knowledge, work on my creativity, and have a stress free environment where I can reach my full potential.

It gives kids the chance to show things they are good at or like.

It gives opportunities that people may not have otherwise and support for classes and life and stress management.

It gives kids a chance to work freely.

What is your favorite component or offering?

GT Art (3)
Portland Trip. Trips (5)
Relaxing activities
Freedom of doing what you want, as long as it is engaging.
Everything

What is your least favorite component or offering?

None (7)
Meditation. Yoga (3)
I wish it was more often.

Do you have any suggestions to improve GT programming?

Options with guidelines, freedom of choice made it difficult to focus (2)
Nothing. (6)
More time. More "open door" time to come work if available. (2)

3. Student Performance Indicators (collected and analyzed to identify student Growth, Maintenance, and/or Decline in the identified academic or arts areas)

-Fall and Spring NWEA

Elementary School (Grades 3-5)

NWEA Math Assessment: 10% Growth, 10% Maintenance, 80% Decline
NWEA Reading Assessment: 30% Growth, 40% Maintenance, 30% Decline
NWEA Language Usage Assessment: 40% Growth, 30% Maintenance, 30% Decline

Middle School (Grades 6-8)

NWEA Math Assessment: 9.1% Growth, 9.1% Maintenance, 81.8% Decline
NWEA Reading Assessment: 45.5% Growth, 9.1% Maintenance, 45.5% Decline
NWEA Language Usage Assessment: 18.2% Growth, 36.4% Maintenance, 45.5% Decline

High School (Grades 9-12)

NWEA Math Assessment: 22.2% Growth, 33.3% Maintenance, 44.4% Decline
NWEA Reading Assessment: 33.3% Growth, 11.1% Maintenance, 55.6% Decline
NWEA Language Usage Assessment: 44.4% Growth, 33.3% Maintenance, 22.2% Decline

-Quarter 1 GPA/Grades and Quarter 4 GPA/Grades

Elementary School (Grades 3-5)

ELA: 10% Growth, 70% Maintenance, 20% Decline
Math: 40% Growth, 20% Maintenance, 40% Decline
General: 20% Growth, 70% Maintenance, 10% Decline
Visual and Performing Arts: 0% Growth, 100% Maintenance, 0% Decline

Middle School (Grades 6-8)

ELA: 81.8% Growth, 9.1% Maintenance, 9.1% Decline
Math: 36.4% Growth, 9.1% Maintenance, 54.5% Decline
General: 81.8% Growth, 18.2% Maintenance, 0% Decline
Visual and Performing Arts: 33.3% Growth, 66.7% Maintenance, 0% Decline

High School (Grades 9-12)

ELA: 23.1% Growth, 38.5% Maintenance, 38.5% Decline
Math: 23.1% Growth, 38.5% Maintenance, 38.5% Decline
General: 15.38% Growth, 61.5% Maintenance, 23.1% Decline
Visual and Performing Arts: 50% Growth, 37.5% Maintenance, 12.5% Decline

8. Provide a justification/description of the items included in the proposed budget in number 9.

All materials, supplies and other costs mentioned in this document are specific to the GT program and refer to activities and curriculum not provided in the general education curriculum.

In grades 3-12 GT students are placed in an enrichment pullout group, which focuses on content not covered in general education classrooms. In the grade-span cluster groups students learn chess, exercise their

critical thinking and creative problem solving skills, practice deductive reasoning, take brain breaks by stretching and having quiet reflection time, complete special projects, and engage in creative endeavors. This year, students in the GT program will be provided an enrichment opportunity that will have an overarching concept of autobiography and biography. This is an educational opportunity only provided to GT students. Elementary students will choose a historical figure to study and will present dressed as the individual during a biography day. To accompany their presentations they will also create a biography poster based on their chosen person. Middle school students will create hardcover autobiography books. High school students will work on individual, autobiographical presentations. They will be given the opportunity to present at a regional presentation day. Senior, graduating students, will have the opportunity to create a hardcover autobiographical book. Middle and high school students will keep thinking journals, which will be provided for them. Creative problem solving tasks will be assigned during GT pullout meetings and supplies will be necessary to conduct these challenges.

High school visual arts students will be provided good quality art supplies for their individual artwork and they will be provided instruction and encouragement to try new materials. The high school visual art pullout is conducted in a directed study format with students meeting to critique and complete art projects with new and interesting materials. Both the middle and high school visual arts students will be provided a sketchbook. Both middle and high school performing arts students will be provided accelerated options during their regular classes. High school performing arts students will meet weekly to create their own performances, in which they write, film, cast, edit, etc. the production. Additional resources and materials will be procured to improve GT programming and to help K-8 classroom teachers to better serve the GT students in their rooms.

During the school day, students will be taken to local Aroostook Regional Gifted and Talented events that address their specific needs, i.e. Competitive Problem Solving, Girls/Guys and Goals, Battle of the Books, Visual Arts Days, and Performing Arts Days. ARGT field trips and competitions are utilized in order to provide students the time to meet other students in the region with similar abilities and to challenge their strengths. Both middle school and high school students compete in a Battle of the Books competitions. Middle school students will be traveling to FIRST LEGO League competitions, in which visual arts students contribute with their design capabilities and performing arts students exercise their public presentation skills. Preparation for the culminating competitions takes place during the school day pullout program. FIRST LEGO League registration includes support from FIRST LEGO League, Maine Robotics, FLL track meets, which happen during the school day, and participation in the FLL season. Travel costs include travel to regional team practice for the state competition during the school day.

Middle and high school students are enrolled in an enrichment pullout group based on their identified area. In grades 9-10, students get the opportunity to take a GT English course taught by a GT endorsed teacher. During the school day, high school students will be traveling to New York City in order to expose the students to several educational institutions, which will include a natural history museum, historical landmarks, a live performance and a fine arts museum (911 Memorial and Museum, Empire State Building Observatory, American Museum of Natural History, United Nations Building, Metropolitan Museum of Art, Broadway Show, Statue of Liberty & Ellis Island). Budget money will be utilized to offset student costs. Staff salaries (with benefits) will be supplemented proportionately to time they contribute to the GT program. The GT Coordinator will attend the MEGAT fall conference, which is also the New England Conference for Gifted Education and Talented Development this year and will work with the Aroostook Regional Gifted and Talented group to provide GT specific professional development opportunities for its members. Teachers will be provided the opportunity to take GT courses to work toward or maintain their GT endorsements.

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 (New Educational Onotology) 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)
Renee Felini	\$34768	\$13264
Darlene Ouellette		\$9121
Subtotal	\$34768	\$22385

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
Books for Battle of the Books/Curriculum (6 titles: Anne of Green Gables, Refugee, Beyond the Bright Sea, Posted, The Boy Who Harnessed the Wind, Terrible Typhoid Mary)	\$400	Books for Battle of the Books/Curriculum (6 titles: Everything, Everything, All the Light We Cannot See, Tough as They Come, The Boys Who Challenged Hitler, The Omnivore's Dilemma, A Dog's Purpose)	\$400
Deductive Reasoning/Creative Problem Solving/Logic Resources/Brain Breaks/Supplies (i.e. sudoku, advanced word search challenges, brain teasers, deductive reasoning perplexors, word winks, supplies for Destination Imagination type challenges, chess, yoga resources)	\$350	Visual Art Student Materials/Supplies for Directed Study and Pullout (examples include materials that are not offered in the general Art curriculum, i.e. porcelain clay, plaster bandages, batik wax, fabric dyes, heavy weight papers)	\$750
K-8 Classroom Materials/Supplies for Differentiation/Acceleration (examples include small group or individual units for students in the classroom in content areas of strength, i.e. Rube Goldberg software for iPads, physics unit about rollercoasters, ELA Challenging Units for Gifted Students)	\$250	Thinking Journals/Sketchbooks (lined and unlined resources for students to continue recording Metacognition and original artwork)	\$200
Biography & Autobiography Curriculum/Materials/Supplies/Hard-Cover Student Autobiography Books	\$500	Hard-Cover Student Book for Graduating Students	\$150
Thinking Journals/Sketchbooks (lined and unlined resources for students to continue recording Metacognition and original artwork)	\$200		
FIRST LEGO League supplies	\$800		
Subtotal	\$2500	Subtotal	\$1500

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Travel Mileage (ARGT events and GT student attended events, events pertaining to student support, i.e. award events and student recognition activities and events, and current educational	\$1000	Travel Mileage (ARGT events and GT student attended events, events pertaining to student support, i.e. award events and student recognition activities and	\$400

opportunities)		events, and current educational opportunities)	
LEGO Robotics Travel: 2 Teams	\$600	ARGT New York City Museum Trip (16 passengers: transportation and admission fees)	\$6200
Subtotal	\$1600	Subtotal	\$6600

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Aroostook Regional Gifted and Talented Events	\$800	Aroostook Regional Gifted and Talented Events	\$700
FIRST LEGO League Registration: 2 Teams	\$900		
Subtotal	\$1700	Subtotal	\$700

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
University of Phoenix - Critical Thinking Skills for Gifted and Talented Learners or other GT Course/Professional Development	\$600	University of Phoenix - Critical Thinking Skills for Gifted and Talented Learners or other GT Course/Professional Development	\$600
New England Conference for Gifted Education and Talent Development - Fall Conference, includes membership fee for MEGAT	\$375	Aroostook Regional Gifted and Talented Professional Development, includes ARG T Membership Fee	\$375
Travel Mileage for Professional Development (NECGT Conference, State GT Workshops, ARG T Meetings)	\$450		
Subtotal	\$1425	Subtotal	\$975

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$34768	\$22385
Auxiliary Staff	-	-
Independent Contractors	-	-
A. Materials/Supplies	\$2500	\$1500
B. Other Allowable Costs	\$1600	\$6600
C. Student Tuition	\$1700	\$700
D. Staff Tuition/PD	\$1425	\$975
Total	\$41993	\$32160