

**Colorado Department of Education (CDE)
 Gifted Education Program Plan
 2008 - 2011**

Administrative Unit's Name: Park School District R-3		Region: Northern
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Superintendent's Signature	<i>Linda Chapman</i>	
Date: 4/7/08		
The BOCES consolidated signature page is the last page of the template. It is also available on the CDE web page. Copy and mail with signatures from the BOCES' superintendents.		

Section I: State Performance Plan (SPP)

⇒ The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in gifted education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children's Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE. The goals are integral to the monitoring process in Gifted Education called CIMP - Colorado's Improvement and Monitoring Process. The placement of the SPP indicators into the Program Plan integrates the two documents into one and provides reference for decisions made about the local Program Plan.

The listed State Performance Plan goals and indicators are determined areas for improvement. Administrative units do not write additional indicators for the SPP (except for local student achievement indicators). The measurable indicators use 2011 as the targeted time line, unless otherwise noted. Results toward the measurable indicators will be monitored on the administrative unit's end-of-year report.

**STATE PERFORMANCE PLAN
 For Information, Guidance and Technical Assistance**

Goal Area I: Student Achievement - Targets

Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.

Indicator 1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

Evidence 1: Percent of administrative units moving toward locally determined targets.

Goal Area I: Student Achievement – Record Keeping
Gifted students will have advanced learning plans that guide instructional and affective programming

Indicator 2: 100% of gifted students in the administrative unit will have advanced learning plans by December 2009.

Evidence 2: Percent of gifted students with an advanced learning plan.

Goal Area I: Student Achievement – Assessment Tools
For gifted students who ceiling the CSAP at grade level, alternative assessment methods will be used for assessing learning as determined by the administrative unit

Indicator 3: 100% of administrative units will name and use assessments other than grade level CSAP to measure gifted student learning when gifted students consistently ceiling the CSAP assessment.

Evidence 3: Percent of administrative units naming and using alternative assessments to measure gifted student learning.

Goal Area II: School Capacity – Training and Programming
Gifted student programming and achievement is facilitated through the tiered programming or RII intervention framework.

Indicator 4: 100% of administrative unit program plans will implement tiered programming interventions/options for each category of giftedness.

Evidence 4: Percent of administrative unit program plans that contain evidence of implementing tiered programming for the various categories of giftedness.

Goal Area II: School Capacity – Personnel
Administrative units will build the capacity of educators to address the instructional and social-emotional needs and interests of gifted students.

12.02(1)(f)(i)
Indicator 5: Beginning with the 2010-2011 school year, every administrative unit shall employ or contract with a person who is responsible for management of the program plan, and professional development activities.

Evidence 5: Percent of administrative units with a director or coordinator for management of the Program Plan.

12.02(1)(f)(i)
Indicator 6: To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students; and, To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students

Evidence 6: Percent (increase the percent) of educators in the administrative unit who have had training in gifted education.

Qualified personnel are preferred in specific programs and classrooms consisting of mainly gifted students. Qualified Personnel means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.

Goal Area II: School Capacity – Professional Development

Administrative units will support improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students.

Indicator 7: 100% of Administrative units will provide professional development in gifted education.

Evidence 7: Percent of administrative units implementing professional development.

Goal Area III: Representation in the Gifted Population

Administrative units will increase the proportional racial and ethnic representation in the gifted population compared to the AU's total enrollment if needed.

Indicator 8: 100% of administrative units will demonstrate close proximity in racial and ethnic representation in the gifted population compared to the administrative unit's total enrollment.

Evidence 8: Percent of administrative units with appropriate proportionality in the gifted population compared to the administrative unit's total enrollment

Goal Area III: Representation in the Gifted Population – Categories

A reference for the identification assessment of students gifted in the visual and performing arts, music, creativity and leadership will be developed by CDE and regional representatives.

Indicator 9: CDE and regional representatives will create an improvement plan with annual targets for the development of a resource packet used in identifying gifted students in the arts, music, creativity and leadership areas.

Evidence 9: Percent of annual targets met on the CDE improvement plan for resource development

Goal Area III: Representation in the Gifted Population – Cohort Identification

CDE will partner with interested administrative units to increase the implementation of the USTARS program at the K-2 level.

Indicator 10: The number of schools involved in USTARS for the identification of gifted students from underserved populations increases.

Evidence 10: Number of schools using USTARS increases from the 2007 baseline level.

Goal Area IV: Partnerships – Parents

Family engagement is evident throughout the state. Parents of gifted students are involved as a means of improving services and results for students with Advanced Learning Plans, ALPs.

Indicator 11: 100% of administrative units will provide parents and students with information and support to advocate, communicate and collaborate in educational programming and ALP development

Evidence 11: Percent of parents who report schools facilitated their involvement as a means of improving services and results for children with ALPs.

Goal Area IV: Partnerships – Higher Education

Administrative units will explore and encourage the resources of the institutions of higher education to facilitate the growth of gifted education

Directions - Optional: Administrative units may write additional goals that reflect specific areas and/or uniqueness for developing program and/or improving gifted student outcomes.

Goal Area VI: Administrative Unit's Unique Goal/s and Indicator/s (optional)

Type in this space, unique goals and indicators. Label all indicators in sequence, 18A, 18B....

Goal:

Indicator 18A:

Indicator 18B:

Check here if not applicable

Section II: Elements of the Program Plan

Section II is completed by every administrative unit – A Program Plan includes all elements and describes the gifted program based upon district and community resources.

Directions:

Write the administrative unit's description of each Program Plan element in the blank (white) space provided in the template. An explanation of each component provides guidance for meaning and details for the description.

Local Student Achievement Indicators

This section will provide data for SPP Indicator #1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

Examples of Student Achievement Indicators

- **Indicator 1A:** Students gifted in language arts performing at the advanced level on CSAP reading will increase from 25% to 60%.
Evidence 1A: Percent of gifted in language arts students performing at the advanced level on CSAP reading tests.
- **Indicator 1B:** Students gifted in math will demonstrate significant growth scores on curriculum-based assessment annually.
Evidence 1B: Percent of students gifted in math who demonstrate significant growth scores on the district's curriculum-based assessment.
- **Indicator 1C:** The percent of students gifted in "Other" categories will increase performance on the CSAP reading test from 80% proficient to 100% proficient.
Evidence 1C: Percent of students gifted in "Other" categories performing at the proficient level in reading.

Directions: Type the administrative unit's student achievement indicators that will be a focus for 2008-11, indicating the content area and measurement demonstrating success. To assist the administrative unit in setting local indicators, review local data and prioritize by #1 needs in literacy, #2 needs in math, #3 needs in the "Other" category of giftedness. The AU determines the number of targets to list below. Add (white) boxes as needed and label the statements as modeled in the next box. Label each indicator in this Student Achievement area in a sequence beginning with 1A, 1B, ... Write an evidence statement that is measurable (e.g., percent, number).
** BOCES: If individual district indicators are determined, type the name of the district after the Indicator number (e.g., Indicator 1A. Moffat School District -)

Indicator 1A: 100 % of gifted students identified in Reading will perform on CSAP Reading in the "stable or improved" category each year.

Evidence 1A: Longitudinal data within Alpine Achievement

Indicator 1B: 100% of gifted students identified in Math will perform on CSAP math in the "stable or improved" category each year.

Evidence 1B: Longitudinal data within Alpine Achievement

Indicator 1C: 100% of gifted students identified in "Other" category will perform on CSAP math or Reading or Writing in the "stable or improved" category each year.

Evidence 1C: Longitudinal data within Alpine Achievement

Community Outreach

Describe how the administrative unit will communicate to parents and educators about the options available for gifted programming

How will the stakeholders access the process for identification assessment and programming options?

How are parental engagement opportunities fostered and implemented? How do parents provide input about their student's strengths and challenges? In what ways are parents from traditionally

underrepresented groups informed and engaged in gifted education procedures? The descriptions should include, but are not limited to internal and external communication methods.

District has monthly TAG Advisory Group open to all TAG parents. TAG parent meetings 2x per year to talk about TAG opportunities and upcoming events. All 3rd grade students are assessed for TAG. Any new student to district can be assessed at request of parent or on teacher recommendation with parent permission. TAG Advisory Group, TAG parent meetings, ALP meetings at 3rd grade(identification), 6th grade, and 9th grade with parents and student allow for parent involvement and input. TAG site on District Website is updated with upcoming events and other TAG information. Group emails to all TAG parents sent as information is available. Use of Naglieri test with ELL students to screen for giftedness. Use of District wide interpreter for ALP meetings where parents do not speak English. ALP forms translated to Spanish. ALP forms on Infinite Campus and accessible through parent portal. Regular educators are given copies of ALP for their gifted students.

Definition

Directions: Write the administrative unit's definition for gifted students that aligns with the State's definition. If the definition is the same as the State's definition merely mark the box and do not rewrite the definition. The definition answers the question: Who are exceptional ability students who require special provisions to meet their instructional, assessment and affective learning needs?

Check the box if the administrative unit uses the State definition for gifted students

Identification

Describe the assessment process used for identifying gifted students; include how student interests, strength area/s and needs are determined

What are criteria used for determining exceptional ability and eligibility for gifted services?

Clearly delineate the procedures for identification: referral and screening procedures; evidence of multiple sources of data; include information for all categories of giftedness.

In what ways are students from underserved populations (economically disadvantaged, ethnic and cultural minorities, or with disability) recruited/informed, identified and served?

What method/s will ensure equal and equitable access to all students?

Describe a review team (e.g., ALP team, Student Intervention Team, or problem solving team) and its procedures for identification assessment).

Explain the communication procedures by which parents are made aware of the assessment process, the gifted determination, and development and review of the student's advanced learning plan (ALP).

Recommendation for Assessment can come from: Parent, Regular Ed. Teacher, Previous School Placement, SRIT process, District testing of all 3rd graders, and new students to the District based on Parent or Teacher recommendation.

1. Recommendation is sent to TAG teacher
2. TAG Teachers will review records and do needed testing for qualification consideration.
3. For Reading: Must score at required level on at least 2 of the following tests
 - a. Scantron Reading Test--95% or above
 - b. CoGAT Verbal Battery--95% or above
 - c. Naglieri--95% or above
 - d. BEAR test of reading readiness--95% or above
4. For Math: Must score at required level on at least 2 of following tests
 - a. Scantron Math Test--95% or above
 - b. CoGAT Quantitative Battery--95% or above
 - c. SAGES--95% or above on Math/Science area
5. For other Categories
 - a. Student will submit portfolio of work or performances to the TAG Evaluation Committee
6. Testing and Records will be reviewed by TAG teacher, and if student is close to qualifying or is in "other" category, the recommendation will be reviewed by TAG Committee consisting of TAG Teachers, Director of Student Services, School Principal and a community member appointed without a child in the District, and if needed, an expert in the student's field of giftedness.
 - a. Other information that may be considered by this committee would be IQ scores, previous CSAP test scores, test scores from a previous district.

Third grade parents made aware of testing by letters home from TAG teacher who is responsible for the testing. Information on TAG site of District Website. ALP's accessible through parent portal of Infinite Campus.

Programming

Describe the options and strategies that will be implemented by the administrative unit in each programming component area.

What *structure* - continuum of delivery of services - will be available in the administrative unit?

What are key *differentiated instruction methods* used in the administrative unit?

Name affective *guidance and counseling support systems* for gifted students.

List *content extensions/strategies* available for each category of giftedness

Administrative units are advised to collaborate with parents and other community members to provide options and strategies for full family engagement and shared responsibility for gifted student education and learning. (When pull-out programs are used, the work of pull-out programs aligns with standards and supplements the core curriculum with Tier II or Tier III opportunities and instruction.)

Structure Early kindergarten opportunities for gifted 4 year olds is available. Pullout class for Language Arts at the 3rd through 5th Grade level. After school opportunities for Elementary students such as Chess Club, Mad Scientist Club. Middle School has pull out TAG Science for all grades, Math Curriculum is ability grouped at MS level, outside competitions organized by TAG teacher. High School has pull out TAG Science for 9th and 10th grade. Honors classes for all other subjects. Dual credit options available on an individual basis

Differentiated Instruction Differentiated Instruction for TAG students is driven by information from ALP written by TAG teacher, parents, and student. All regular education teachers receive copies of ALP for their TAG students, to facilitate differentiated instruction in each class.

Affective Guidance and Counseling Affective students' needs are facilitated by TAG teachers at all levels. At secondary level, students have TAG teacher for advisory classes. Parents are informed via email and website about outside opportunities for TAG learning experiences and available camps.

Content Extensions

Language Arts: Poetry competitions, Writer's workshops, Individual and group research projects

Math: Knowledge Bowl, Brain Bowl, Sunshine Math(Field Trips--\$150)

Science: Mad Scientist Club(Materials--\$100), Outside Science competitions(Field Trips--\$150)

Creativity: First Lego league robotics(Materials--\$600), Blooming Thinkers Club, Challenge Day, Chess Club

Leadership: Student Council, Environmental Club, Community Coalition Member

Performing Arts/Music/Visual Arts: School and outside school competitions, Dance troops, Denver choir, Young Chautauqua, Shakespeare Club

General Cognition: Dual credit courses, Technology club

Programming: Acceleration Plan

In what ways are students accelerated? For example, when grade skipping decisions are made what process is used, what criteria are required and what proven tools are used to provide guidance and data in decision making (e.g., Iowa Acceleration Scale).

Grade skipping decisions are made by school principal in consultation with Parent, TAG teachers, Regular Ed. Teachers, Director of Student Services. May be done for a certain subject of strength(ie: 5th grader going to MS for Science class only). Iowa Acceleration Scale will be used to help with decision making (Materials—\$200.00)

Programming: Appropriate Match to Strengths

How will the administrative unit ensure that a gifted student's individual programming is matched to his/her strengths and interests? What assessment data is used for decisions to match programming options to the development of the advanced learning plan?

Assessment Data includes CoGAT test, CSAP tests, BEAR, SCANTRON, Naglieri, and SAGES. (Materials—\$100.00) ALP is written with parents and student as appropriate to provide preferences of interest. ALP accessible to parent and student via parent portal of Infinite Campus and can be revised at any time.

Programming: Pre-collegiate and Post Secondary

Describe pre-collegiate or pre-advanced placement support systems available to gifted students. What post secondary options are available to gifted students?

Dual Credit options available. Post Graduate Center at HS level with full time staff, counseling students and parents about college or post graduate opportunities. College recruiters speak weekly during lunchtime at HS. Post Grad Center arranges numerous visits to local colleges. Many local scholarships are awarded to students because of the local organizational support of the schools.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

ALPs will be written when student is first identified. They will be re-written in the Fall of 6th grade,

and Fall of 9th grade, or as needed to incorporated the student's needs into the plan. 9th Grade ALP will include Post Graduate plans and steps needed to get to those plans. Plans include both academic and affective needs and goals. ALPs are written with TAG teacher, parent, and student in attendance. ALPs will be reviewed yearly by TAG teacher to make sure the plan is appropriate. If not appropriate, TAG teacher will have a meeting with parent and student to update the plan.

Programming: Articulation

How are the needs of gifted students and programming options articulated through the P-16 system? TAG teachers are responsible to get ALP information to regular education teachers. TAG Parents' meeting two times per year allow for discussion of programming options for students. Principals also have responsibility for scheduling classes and informing parents of options for TAG students. TAG site on District Website lists opportunities, activities, and assignments for TAG students.

Programming: Gifted Students New to the District

What process is used when gifted students move into an administrative unit's district?

Student is referred to TAG teacher by home room teacher or parent. TAG teacher then reviews test scores and information from previous district. If the District criteria is met, student is placed in TAG program. If the criteria is not met, TAG teacher may recommend additional testing. If still not qualified, parents can appeal to TAG committee. If still not qualified, may be referred to schools RTI team (SRIT) for advanced interventions for this student.

Evaluation and Accountability

Describe methods and tools that monitor and measure gifted student achievement and how these methods align with the State accreditation process.
 What methods ensure that gifted student achievement and reporting are consistent with accreditation requirements?
 In what ways are advanced learning plan (ALP) goals monitored?
 What are progress monitoring methods? What state, district and school data monitor gifted student achievement?

Student's progress monitored with CSAP scores through 10th grade and ACT scores in 11th grade. Class grades and GPA are also monitored. TAG students CSAP scores reported in accreditation reports. Indicator "B" of accreditation showing 1 year attainment using matched data and gap analysis of subgroups including TAG. Indicator "C"—Closing the Achievement Gap and advancing higher level students using disaggregated student data. TAG teachers review ALP goals of all TAG students on a yearly basis and can adjust goals or rewrite ALP as needed.

Evaluation and Accountability: Social and Emotional

Describe how gifted students' social, emotional and/or behavioral development is monitored for appropriate progress (e.g., rubrics for personal journals, interviews, student surveys, demonstrations of self-advocacy, career and/or college planning, anecdotal data).
 Affective needs are outlined in ALP and monitored when ALP is reviewed. TAG teachers and school counselors as well as student's regular education advisor at Secondary level monitors social and emotional development. College planning is monitored by TAG teacher and Post Grad. Center staff.

Evaluation and Accountability: Program Evaluation

In what ways does the administrative unit evaluate the gifted program? Include in the evaluation description: a schedule for periodic feedback and review of specific components of gifted program design; and, how parents are informed and participate in evaluation methods.
 TAG program is part of the CIMP 3-year evaluation cycle done by CDE for Special Education and Student Services. TAG parent meeting held with CIMP on site evaluators. TAG parent advisory group meets monthly during the school year to provide feedback and advice to Director of Student Services on the TAG program. Parents' meeting held 2 times per year with information about TAG programming and chance for parents to offer feedback. Evaluation of TAG teachers done jointly by Director of Student Services and building level Principal.

Personnel

Describe personnel that provide instruction, counseling, coordination of the program design and other programming elements for gifted students and families.
If paraprofessionals provide supplemental support services describe their responsibilities and time with gifted students.

One TAG teacher employed at Elementary level and one employed at Secondary level, who are both highly qualified in Gifted Education. Both teachers are under direct supervision of Director of Student Services who is responsible for design and programming elements. At Secondary level, students also have a Regular Educator as an advisor. Post Graduate information and planning is assisted by a full time staff member who operates the Post Grad. Center at the High School.

Does the administrative unit ensure that core subject teachers for gifted students are highly qualified according to NCLB requirements?

Mark the box with the administrative unit's response:

Yes In Progress

Personnel: Professional Development

What is the plan for increasing qualified personnel to facilitate the learning and growth of gifted students? Is there a requirement that qualified personnel teach gifted students in specific programs or classrooms of mainly gifted students? Are qualified personnel responsible for management of the program plan?

Describe professional development opportunities that will be planned to improve the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students.

What content and/or skills will be the focus based upon the administrative unit's gifted student data and related to the instruction, programming and counseling of gifted students?

Professional Development for Regular Education teachers will be focused on differentiated instruction for TAG students. TAG teacher teaches Language Arts at Elementary level and Science at Secondary level. TAG teachers and Director of Student Services are responsible for management of the program plan.

Professional Development for TAG teachers—State TAG meetings (Workshop--\$200)

Professional Development for teachers—Differentiated Instruction, How to identify the TAG student

Professional Development for counselors—Affective needs of TAG students(Workshop fees--\$200)

Professional Development for Administrators—Educational and Affective needs of TAG students

Professional Development for Post Grad Center staff—Needs of gifted in the college setting

Differentiated instruction, affective needs of gifted, acceleration for TAG students.

Personnel: Higher Education Support

In what ways does the administrative unit collaborate with universities and colleges for the development of qualified personnel, or collaborate with other administrative units/regions for such partnerships? Or, in what ways would a partnership with higher education be helpful to administrative units - how could higher education provide assistance?

Park School District R-3 currently partners with Colorado State University and the University of Colorado for support and educational opportunities for TAG students. The University of N. Colorado sponsors the Autonomous Learner conference every summer in Estes Park. Although this is not a partnership, both teaching staff and parents have attended this conference. Dual Credit options through Front Range Community College. On Line College Credit through Colorado On Line.

Budget: Narrative

Directions: Describe the administrative unit's collaborative methods to plan a budget for gifted programming. How are stakeholders involved and informed of the budget?

Provide a brief narrative describing the purposes and activities related to the total budget (State funds and the administrative unit's funds) The total budget for gifted student education must support the comprehensive Program Plan developed by the administrative unit.

Budget is developed by Director of Student Services in collaboration with TAG teachers and building Principals and with advise from the TAG Parent Advisory Group. Budget monies are used primarily for staff salaries and benefits, professional development for staff, testing protocols and scoring, and supplies for students.

Budget: Form

Complete and e-mail a budget page available at: <http://www.cde.state.co.us/gt/index.htm> with the Program Plan template. Note: The administrative unit's portion is equal to or more than State funds. State gifted funds may be used for:

- 1) Salaries for appropriately certified, endorsed or licensed personnel serving gifted students (gifted education directors, resource teachers, teachers of gifted student classrooms and counselors for gifted students);
- 2) Professional development related to gifted education;
- 3) Programming options specific to gifted students and outlined on advanced learning plans,
- 4) Supplies and materials used in instructional programming for gifted education; and,
- 5) Technology and equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount of the annual state allocation.

Additional budget information: In 2009 and 2010, only a budget page is due April 30 of each year as a projection of funds available for gifted student education for the following year. State distributions are dependent upon annual funding allocations from the State Legislature.

Record Keeping

Describe briefly methods for maintaining the following state and student gifted education records: 1) financial records, 2) inventory of equipment purchased with state funds, and 3) student education records

Describe the administrative unit's system for the maintenance, retention and destruction of gifted student education records. (AUs may reference district policy to complete this section)

Provide a copy (attachment) of the administrative unit's or districts' advanced learning plan (ALP) ALP description: The ALP records programming options and strategies utilized with individual gifted students. The ALP is used for planning and decision making concerning gifted programming, K-12.

Financial records and inventory of equipment purchased with state funds is maintained by the Secretary to the Director of Students Services and by the Business Director for the District. Student education records are maintained by TAG teachers and school building secretaries.

Student records are maintained according to District policies JRA/JRC.

Dispute Resolution

Describe the administrative unit's dispute resolution process used for resolving disagreements about identification and programming for gifted students. What are the procedures for parents to access the process? How will parents be heard? Who makes the final decision? How will parents be notified of the decision?

A committee consisting of the two TAG teachers, the Director of Student Services, the building Principal and a member of the TAG Advisory Group who is not a parent of a TAG student, is available for parents to dispute TAG decisions. Parents need to contact the Director of Student

Colorado Department of Education
Education of Exceptional Children

**Gifted Student Education Funds
2008-2009 Fiscal Year Budget**

The budget template is at: <http://www.cde.state.co.us/gt/index.htm>

Eligible Expenditures of State Gifted and Talented Education Funds	A Projected Request GT Funds	B Admin. Unit's Matching Funds
I. Certified, endorsed, or licensed personnel working with gifted and talented students		
Salary	14580	92245
Substitute Teachers		340
Additional Earnings/Stipend		
Benefits		26473
Sub-total of I.	14580	119058
II. Professional Development for educators of gifted students		
Consultant Fees		
Contracted Services		
Workshop Fees		400
Substitute Teachers		
Additional Earnings/Stipend		
Printing		
Sub-total of II.		400
III. Activities associated with instruction for gifted students		
Contracted Services		
Additional Earnings/Stipend		
Field Trips		300
Transportation		
Printing		
Other		
Sub-total of III.		300
IV. Instructional Materials		
Materials		1000
Sub-total of IV.		1000
V. * Instructional Equipment		
Attach completed equipment sheet to plan		
Sub-total of V.		0
Totals. Sum of sub-totals in each column. Column B is equal or greater than Column A	**14580	120,758

* Equipment purchased from state g/t funds may not exceed 25% of the total request from the state. Equipment must be maintained on an inventory list throughout the useful life of the equipment

** Total request is based upon the amount allocated to the administrative unit in a given year.

E-mail the budget page from the website, along with the comprehensive Program Plan - 2008-2011 due on April 30, 2008. The Program Plan is a three year document. In subsequent years of the Program Plan (2009-2011) submit only a signature and annual budget page to CDE by April 30.