Developing a Gifted Budget is a Super Power

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Iowa Department of Education
https://educateiowa.gov/
School District Allocations
Categorical Funding Carryover

Iowa Talented and Gifted Association
http://www.iowatag.org/
Prioritize Gifted Programming Funding Handout
(reprint from the Spring 2018 ITAG Newsletter)
Why Create This Process?

Awareness to using Carryover funds

Too little.
Too much.
Budgeting Process Outline

• Suggested process – not required
• Ten-step process
• Takes time
• Desire to improve gifted programming
Prepare for success

• Vision of your district’s K-12 exemplary gifted program
• Program review/program evaluation
• Create a team of support for the process

Resource suggestions
  • See 1. **Implement** a gifted program needs assessment (a., b., c)
Current Programming vs. Exemplary Programming

- Current programming reality vs. Exemplary programming vision
- Compare exemplary vision from team discussion and decision
- Identify and list gaps

Suggestions
- See 2. Use program data from the evaluation to determine areas of weakness, gaps, and need that moves the district towards an exemplary gifted program. (a., b., c., d.)
Categorize and Prioritize

- **Categorize** program weakness, gaps, and needs by:
  - Elementary, Middle School, High School programming
  - Elementary and Secondary programming

- **Prioritize** within each category mentioned above (elementary, middle, high) for:
  - Students (i.-ii.)
  - Classroom teachers (i.-v.)
  - Gifted endorsed teacher (i.-iii.)
  - Additional staffing needs (i.-iv.)

Resource suggestions
- See 3. Determine priorities to develop an exemplary gifted program. (a., b., c., d.)
- See 4. Create lists of program needs for each category.
- See 5. Prioritize needs
- See 6. Create a master priority list
### Determine Category Priorities

<table>
<thead>
<tr>
<th>Elementary School Program</th>
<th>Middle School Program</th>
<th>High School Program</th>
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</thead>
<tbody>
<tr>
<td>a. Student list</td>
<td>a. Student list</td>
<td>a. Student list</td>
</tr>
<tr>
<td>b. Classroom teacher list</td>
<td>b. Classroom teacher list</td>
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<td>c. Gifted endorsed teacher list</td>
<td>c. Gifted endorsed teacher list</td>
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<td>d. Staffing for delivery of services list</td>
<td>d. Staffing for delivery of services list</td>
<td>d. Staffing for delivery of services list</td>
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</tbody>
</table>
## Prioritize the priority lists

<table>
<thead>
<tr>
<th>Students</th>
<th>Classroom teachers</th>
<th>Gifted endorsed teacher(s)</th>
<th>Staffing for delivery of services</th>
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<tbody>
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# Master Priority List: Flow of Needs Across the District

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<th>Student needs</th>
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</tbody>
</table>
Identify Cost of Each Priority

• Up to this point we have only talked about vision and determining priorities for an exemplary program
• Next we determine how our funding can support the exemplary program vision

Resource Suggestions
• See 7. Identify the cost of each priority. Do this after setting priority lists so cost does not bias the urgency of the need. Some priorities may require an allotment of time and no money.
• See 8. **Share** program priorities and budget needs with an appropriate administrator.

• See 9. **Check** with Administrator or business officer about school district funding balance to determine funding available.

• See 10. **Proceed** with meeting gifted program needs on priority list.

• See 11. **Create** a multi-year list of budget priorities.
Create a Priority Time Line Towards Exemplary

• Year 1 – which priorities to meet and sustain
• Year 2 – which priorities to meet and sustain
• Year 3 – which priorities to meet and sustain
• Year 4 – which priorities to meet and sustain
• See 12. **Continue** evaluating and revising the priority list.

Remember:
• Takes time
• Desire to improve gifted programming
• Create a team of support
Making a Decision

Moving forward slowly and intentionally is **making a decision** toward implementing and developing an exemplary gifted program.

Doing nothing is **making a decision** to deny students academic growth and to deny classroom teachers resources to understand gifted student needs. Doing nothing supports intellectual decay and dismantles gifted programming.
Contact Information

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