DEADLINES & UPDATES

**GIFTED MONITORING**

All monitoring documents are on the thumb drives that you will receive at the 2015 Gifted Regional Trainings. These documents were previously emailed to coordinators and emailed a second time to those who attended the Compliance Monitoring-Gifted Education Programs webinar. The link to view the recorded webinar, which is 1 hour, 40 minutes in length, is https://alsde.webex.com/alsde/ldr.php?RCID=a233f6f976c8f4fab6cf4786cc6e0dd5.

**REPORT DEADLINES:**

**October 1, 2015: Child Count**

Gifted Child Count is part of the overall IDEA Child Count through SETS. Please make sure your gifted Child Count is accurate. All gifted identified students in Grades K-12 (with consent for services) must be marked as active in SETS. Students who are no longer in your LEA must be marked as inactive or archived, depending on the situation. Make sure students who graduated prior to this school year are inactive and/or archived before October 1, 2015.

**Enrichment Child Count:** Systems who serve students through the Enrichment Program Model will receive an email regarding their Enrichment Child Count. List the number of students by race/ethnicity and grade level who receive services on October 1, 2015. The form with Enrichment Child Count will be due no later than October 16, 2015.

**October 16, 2015: Gifted Referral Tracking Log**

This log is a record of all referrals in SETS for a one year time period from Oct 2 of the previous school year to October 1 of the current school year. Review this log before submitting it through the State Report desktop of SETS. Enrichment Systems who have processed gifted referrals must submit this report as well. Remember that if you run this report under Reports, Gifted Tracking Log you must click Show Common Filters, Click on Status-ALL. Otherwise, you will only see active students on your tracking log. Review the tracking log to ensure all of your students from Second Grade Child Find have been processed. Are they showing up on this report? Can you account for any students not on the Gifted Referral Tracking Log?

**Enrichment Model Programs:** How are you maintaining referral logs for enrichment students? We will ask for documentation during on-site monitoring.

**April 15, 2016: Second Grade Child Find LEA Summary Report**

All students in the top two quadrants of each teacher form will be referred for gifted/Enrichment Model services. The gifted specialist sends the school report from Second Grade Child Find to the coordinator who compiles the data into the LEA Summary report. This report shows the total number of referrals by race/ethnicity from each school. This report may be submitted any time after the first semester, but no later than April 15, 2016.

**GIFTED REFERRAL TRACKING LOG**

Periodically review the tracking log to ensure accuracy. This will alleviate the “mad rush” in September prior to submitting the report.

**FREQUENTLY ASKED QUESTIONS (FAQs) & RUMORS**

Occasionally, gifted specialists and coordinators will ask questions based on discussions with colleagues. We will include this section whenever we have questions to help set the record straight. This month we will focus on concept-based curriculum. Most concept-based units on the Internet are for general education classes. The units used in Alabama gifted pullout classes require depth and complexity with students thinking like disciplinarians to solve problems. There are several
PROFESSIONAL DEVELOPMENT

NATIONAL ASSOCIATION FOR GIFTED CHILDREN
WEBINARS ON WEDNESDAY

FEE: MEMBER $0; NONMEMBER: $29 PER WEBINAR
http://www.nagc.org/education-training/online-learning/webinars-wednesday

Moderated and presented by experts and practitioners in the field, NAGC unveils a series of six fall webinars that are FREE to members!

Webinars On Wednesday (WOW) offer high-quality educational content designed for district administrators, classroom teachers, counselors, graduate students, gifted coordinators, parents, and professors. Each WOW session is designed to help you be more effective -- and informed -- as you support gifted learners.

Participate live and take advantage of the opportunity to pose questions to or share your experiences with presenters and other attendees. Your registration includes access to a multimedia recording, handouts, and other resources.

Please register in advance to access the free to members live event and archived recordings. Here is an overview of the 2015 Fall WOW events with links to register:

- Wednesday, October 7
  Friendship, Character, Spirituality, and Integrity: Paths to Overall Well-being
  Janette Boazman, Chair, Education Department, Assistant Professor of Education, University of Dallas, Irving, TX

- Wednesday, October 14
  How to Start Homeschooling Your Gifted Child
  Susana (Suki) Wessling, Writer, San Francisco, CA

Should you have any questions or need help registering online, please contact Adriane Wiles or 202-785-4268.

ENVIRONMENTAL EDUCATION IN THE CLASSROOM
OCTOBER 3, 2015 FROM 9:00 AM-3:00 PM
5 RIVERS DELTA RESOURCES CENTER
MOBILE, AL

Are you looking for hands-on, real-world activities to engage students in authentic learning? Join this workshop to see how easy it is to integrate environmental education (EE) activities into your current curriculum in science, language arts, social studies, math, art, etc. We will spend the day engaged in EE activities that are aligned to the College-and-Career-Ready Standards and STEM/STREAM/STREAM. These activities range from environment, to animals, to plants, to soils and water. Experience education from a different perspective: in the Schoolyard. Learn how to use your schoolyard as a field trip location and research lab for learning experiences! Participants will leave the workshop with EE kits filled with resources ready to use in Grades K-12 and gifted classrooms. Bring your mobile devices to see how technology can enhance learning and connect you and students to the world of EE. For more information please see the brochure at the end of this newsletter.
EVEA CALL FOR PROPOSALS
DISCOVERY: A BRIDGE TO LEARNING
DEADLINE: OCTOBER 9, 2015

EEAA’s Program Committee is seeking presentations for the association’s upcoming conference. Proposals may support the theme “Discovery: A Bridge to Learning” and should enhance educators’ abilities to connect people to the natural world and foster responsible stewardship. Please note; This theme focuses on discovery as a bridge (or pathway) to learning, and teaching others, tapping into the innate curiosity we all have about nature, especially the beauty and biodiversity of Alabama. We are specifically seeking presentations in these areas but are not limiting sessions to these topics. We will be offering three program tracts:

1. **Natural History** - To provide exploration, knowledge and an appreciation of Alabama’s natural resources. Potential topics: environmental/nature themed “bridges” to discovery and learning, information about Alabama’s rivers, geological/plant/animal identification presentations, information about Alabama’s many diverse species and habitats, print and digital environmental learning possibilities.

2. **Non-Formal** – For those who provide environmental education at centers, museums, parks, etc. Potential topics: management and hiring issues, incorporating diverse audiences, building an ecology program, program evaluation, grant writing, advocacy group opportunities/updates, water resource and conservation initiatives.

3. **Formal** – Designed for the classroom educator. Potential topics: schoolyard gardens, sustainability in the classroom, EE and reading, EE and the arts, teaching EE in the city, hands-on biology and ecology activities.

To submit a proposal, please complete the application found at the end of this e-newsletter.

**GRANT & FUNDING OPPORTUNITIES**

**Toshiba America Foundation Grants Grades K-5**

http://www.toshiba.com/taf/k5.jsp

**Deadline: October 1, 2015**

Toshiba America Foundation's mission is to provide teachers with additional funds to support classroom projects. After school and summer projects, and independent study projects are not eligible. The Foundation strongly encourages projects planned and led by individual teachers or teams of teachers for their own classrooms. Many successful grantees have designed projects that tap into the natural curiosity of their students, enable students to frame their own scientific questions, and incorporate the expertise of community partners. Teachers in Grades K-5 are invited to apply on-line for a $1,000 Toshiba America Foundation grant to help bring an innovative hands-on project into their own classroom. With a Toshiba America Foundation grant,
elementary teachers can bring their best new teaching ideas to life. This is an excellent STEM/STEAM/STREAM grant!

**Toshiba America Foundation Grants Grades 6-12**

[http://www.toshiba.com/taf/k5.jsp](http://www.toshiba.com/taf/k5.jsp)

**Deadline: Accepted at anytime**

Funded projects in Grades 6-12 provide students with the opportunity to "do science" in new ways that promise to increase their engagement in the subject matter and improve their learning. Below are descriptions of funded projects and a sample list of recent awardees. Applications for Grades 6-12 for grants less than $5,000 are accepted at any time. For grant requests of more than $5,000 the deadlines are February 1 and August 1 (or first business day of February and August).

**DonorsChoose.org**


**Deadline: Accepted at anytime**

DonorsChoose.org is an online charity that makes it easy for anyone to help students in need. Public school teachers from every corner of America post classroom project requests on our site, and people can give any amount to the project that most inspires you. When a project reaches its funding goal, we ship the materials to the school. You'll get photos of the project taking place, a letter from the teacher, and insight into how every dollar was spent. Give over $50 and you'll also receive hand-written thank-you notes from the students.

**TED TALKS PLAYLIST**

*The Five Best TED Talks for Teachers*


This month’s playlist has five talks regarding education. Click the link to access any one or all of these five fabulous TED talks. This was originally published on Educational technology and Mobile Learning Web site. Which one of these talks inspires you?

1. Every Child Needs a Champion by Rita Pierson
2. How to Escape Education’s Death Valley by Sir Ken Robinson
3. The Key to Success? Grit by Angela Lee Duckworth
4. How Great Leaders Inspire Action by Simon Sinek
5. The Puzzle of Motivation by Dan Pink

**INSPIRATION by VENSPIRED**


Help your students reach their potential by instilling the idea of taking risks and trying new things. Our gifted students need to learn from their mistakes, which may be the hardest lesson of all. It helps that you, as the teacher, model making mistakes and learning from them. You may need to model self-talk about learning from the mistake, too. I love the statement “We have ‘hard fun.’” We are MAKERS!
CONTESTS & OTHER REAL-WORLD AUDIENCES

ALSDE GIFTED WEB PAGE

Deadline: Ongoing

HELP! HELP! HELP! I desperately need photos! Many of you post photos on Facebook. Please consider emailing a photo or two to us for the state Web site. When you send your photo of students actively engaged in learning or of completed projects please include the following information:

1. Describe the activity/project.
2. Explain how or why the project/activity is appropriate for gifted and not just good for all students.
3. Provide a link to your school or classroom Web page or Facebook page, if you have one.
4. Include an assurance statement that you have parental permission for the children to be on the Internet.

5th ANNUAL HELICOPTER 2050 CHALLENGE

http://www.helicopter2050.com/?opt=contest-about

Deadline: October 15, 2015

Your task: Come up with a sustainable, environmentally friendly helicopter of the future! Share your vision of what the helicopter of 2050 will look like. What will it do? How will it be powered? This challenge is open to U.S. residents between the ages of 9-16. Only individual entries will be accepted. For more information, click the link.

PERENNIAL MATH TOURNAMENTS

www.perennialmath.com/tournaments

Registration is open for Fall and Spring tournaments at Birmingham Southern, University of West Alabama, and UAH for Grades 3-8. Registration and flyers can be found online at the Web link above.

GREEN RIBBON SCHOOLS AWARD-STATE & NATIONAL LEVELS

http://alex.state.al.us/grs.html

Deadline: December 22, 2015

Are you developing and utilizing outdoor classrooms? Are you concerned about indoor air quality, improving nutrition, and the overall health of students and staff? Are you recycling or conserving energy?

Submit an application for the 2016 Green Ribbon Schools. Click the link to download a school or district application. If you have any questions, please contact Shirley Farrell.

BOOK-TEACHER OR STUDENT

How Rude! Real Bugs Who Won’t Mind Their Manners by Heather Montgomery

Discover ten of the rudest bugs in the world. Some litter, some pass gas, and some throw their solid waste! This book contains scientific facts and humor with the right amount of YUCK!

RESOURCES

Introvert Poster

http://m.atchuup.com/how-to-understand-introverted-people/

Do you really know what an introvert is and how to deal with them? This infographic poster covers in detail the aspects of introversion to help you understand this personality type. Set in cartoon style graphics and hand-written text, this poster is quick and easy to read and understand.
Introverts are not just shy, and can be misinterpreted as extroverts in certain situations. Click the link to learn more about this characteristic!

**Google Cultural Institute**

Discover exhibits and collections from museums and archives all around the world. Explore cultural treasures in extraordinary detail, from hidden gems to masterpieces. Explore online exhibitions detailing the stories behind significant moments in human history. Each exhibition tells a story using documents, photos, videos and in some cases personal accounts of events. Create your own galleries and share favorite finds with friends.

**Zinnia-A Dizzying spring-driven kinetic sculpture**

This video is on the blog, “The Kid Should See This,” smart videos for curious minds of all ages. I think Ian Byrd even highlights a few of these videos in his various newsletters and puzzle emails. The zinnia sculpture is an optical illusion of two separate wheels that change speed and direction. As the wheel spins note the variety of patterns and shapes that can be viewed.

**Stencyl**

Design and publish games without learning code using this creation software which works on almost every platform (operating system). Students use the drag-and-which pays homage to the successful MIT Scratch project. They have extended Scratch's simple block-snapping interface with new functionality and hundreds of ready-to-use blocks. For the advanced game designers who write code, you can create and share blocks with other you can. Starter level, which allows you to publish to the web, is free. However, if you want to publish to desktop or mobile devices, there is an annual fee.

**New Livebinder: STREAM for Gifted**

This Livebinder contains resources, websites, lessons, and apps that will help you convert STEM to STEAM to STREAM. Although the categories spell out STREAM

**Quizizz**

Many of you already use Kahoots, the quiz game that gives points for speed and accuracy. This is a new quiz game in the spirit of Kahoots. However, Quizizz considers itself a fun multiplayer classroom activity, that allows all your students to practice together.

**FotoJet**

Create quick and easy collages, photocards, or posters without creating an account. Use one of their hundreds of templates and photos, or upload your own photos. You can share your creations on FaceBook or download to your computer/device

**Zoom In!**

Zoom In! is a free, Web-based platform that helps students build literacy and historical thinking skills through “deep dives” into primary and secondary sources. Zoom In’s online learning environment features 18 content-rich U.S. history units that supplement your regular instruction and help you use technology to support students’ mastery of both content and skills required by the new, higher standards:

- Reading documents closely and critically
- Identifying author's point of view and purpose
- Engaging in higher-order, text-based discussions
Writing explanatory and argumentative essays grounded in evidence

Time periods are categorized as
- The Revolution and the new nation (1763 to 1815)
- Expansion and reform (1801 to 1861)
- Crisis of the Union: Civil War and Reconstruction (1850 to 1877)
- The development of modern America (1865 to 1920)
- Modern America and the World Wars (1914 to 1945)
- Contemporary America (1945 to present)

Zoom In templates help scaffold student writing, using interactive outlines, tips, and sentence starters. Teachers can differentiate instruction by assigning individual students either a high or low level of writing support. Templates for argumentative and explanatory essays are provided.

FIELD EXPERIENCES
The purpose of the field study experience is to enhance and enrich the content and skills from units of study. The trip becomes an embedded activity within the concept-based curriculum unit. This month’s featured trip is Ocean Camp’s Water Explorers Investigate Biodiversity for AMSTI Trained Science Teachers in Grades 1-8. Field trip dates are available in October 2015. Student Fee: $15 per day-morning class/afternoon class. Overnight dormitory facilities are available. Email with 2 possible dates & number of students, with a maximum of forty students. Teachers & chaperones attend at no charge. Choose two classes per day.

- Survival... on the Coast
- How can I survive in the environment using the basic necessities?
  Students will learn what it takes to survive in a coastal habitat not only as a human but also what the plants and animals need to survive in this habitat.
- Investigative Authors’
- Why should I pay attention to the environment around me?
  Using their observation skills students will have the opportunity to student the environment around them in 1 of 3 types of habitats. From there using the scientific method and writing abilities students will write a story.
- Hey! That's my Water: Conservation and Preservation of Water
  Why should we care about water?
  Students will have the opportunity to learn about the politics of water. Why do they have to share
- H2O 101
  How important is water to unique ecosystems?
  Students will learn about the importance of water quality testing. The critters we collect, document and release usually are only found in this unique habitat.

For more information contact Ocean Camp at Oceancamp@gmail.com or visit their Facebook page- www.facebook.com/oceancamp. You can schedule by email or by calling 251-802-8605

As with any field trip experience, what before, during, and after experiences have you planned for students to further the studies of the concept-based curriculum? What Essential Understandings will students discover through Essential Questions and/or Scaffold Questions as they experience the field study? What questions would you add to your “virtual field trip” for other classes to use for research and exploration?

CONCEPT-BASED CURRICULUM
Culminating Performance Task (CPT)
We are changing this section of the e-newsletter to focus on the culminating performance task at the end of each concept-based curriculum unit. This section will include one or more EUs and the CPT. This final performance task/project contains three parts: WHAT, WHY, and HOW. Frequently, we see the HOW listed but the WHAT and WHY are just as important.
The **WHAT + WHY** ties the culminating performance task back to the unit. This is more like a student objective. The **HOW** provides the fuzzy, real-world problem or scenario for the students to analyze, research, create a solution, communicate that solution, and possibly implement the solution.

The template to develop your CPT is:

```
WHAT => Analyze  Evaluate  Investigate  Create

WHY => in order to understand how (or why) ________________

HOW => Students will demonstrate their understanding by

(activity that provides students the opportunity to demonstrate why and what of EU)
```

Last month’s CPT from an architecture unit was developed by Patti Mizell. This month’s CPT is from the Change Unit developed by Nancy Johnson.

**WHAT=>** Create a news report about the aftermath of a natural disaster

**Topic of study**

**WHY=>** in order to understand how change is inevitable and may be positive or negative (EU1); Change brings about temporary imbalance in systems that can result in stress, resistance, and even chaos (EU2); and/or in order to survive, living things must adapt to change (EU3).

This **CPT will provide students the opportunity to demonstrate mastery of one, two or three EUs, depending on the final project created.**

**HOW =>** Students will simulate the aftermath of a natural disaster such as an earthquake or a hurricane. They will receive input from a variety of players, such as victims, construction workers, real estate agents, insurance agents, conservationists, etc. about how the changes brought about by this disaster has affected their lives. They will include both the positive and the negative outcomes.

Ask students to use forecasting as a group to think of many, varied predictions about the effects of a natural disaster of your choosing. Use the chain link graphic organizer to help students branch out and think deeper than the most obvious effects of the disaster. Encourage them to think of secondary effects and beyond by making paper chains to illustrate a chain of events that accompanies each single event.

Divide the students into small groups or pairs and pass out photos or sets of photos of natural disasters such as volcanoes, hurricanes, floods, and wildfires. (Reference <google.com> “Images”, and search “Natural Disasters.” Students or teachers can search using Google Images or search Google Web by entering the names of specific natural disasters for primary documents depicting specific disasters, such as:
Each group (pair) then discusses the pictures with regard to negative, positive, or neutral change, then makes a “Plus, Minus, Interesting” Table to chart the effects of the changes brought about by each natural disaster.

Students will now choose from the list below and assume the persona of a professional directly or indirectly involved in the disaster pictured. From the point of view of their chosen profession, students will write a news report in which they tell about the changes in their lives that were brought about by the disaster, whether they were mostly positive, negative, or both, and explain how they decided this. Professions to choose from are:

1. Disaster survivor - injured, home destroyed
2. Relief worker from another area who has come to help victims
3. Construction worker
4. Business person or store-keeper in the path of the disaster
5. Motel manager whose business is located along the evacuation route
6. Grocery store manager in the area of the disaster, but not in its direct path
7. Animal rescue worker
8. Insurance Executive
9. Refugee
10. Farmer
11. Funeral Home Director
12. Law Enforcement Officer
13. Land or Animal Conservationist
14. City Planner
15. Engineer
16. Psychologist
17. Economist
18. Clergyman
19. Newscaster
20. Meteorologist

Students can share their “experiences” through simulated radio interviews, podcasts, TV news talk show, etc.

Eliminating the What, Why and How sections, the CPT is:

Student will create a news report about the aftermath of a natural disaster in order to understand how change is inevitable and may be positive or negative (EU1); Change brings about temporary imbalance in systems that can result in stress, resistance, and even chaos (EU2); and/or in order to survive, living things must adapt to change (EU3).

Students will simulate the aftermath of a natural disaster such as an earthquake or a hurricane. They will receive input from a variety of players, such as victims, construction workers, real estate agents, insurance agents, conservationists, etc. about how the changes brought about by this disaster has affected their lives. They will include both the positive and the negative outcomes.
Ask students to use forecasting as a group to think of many, varied predictions about the effects of a natural disaster of your choosing. Use the chain link graphic organizer to help students branch out and think deeper than the most obvious effects of the disaster. Encourage them to think of secondary effects and beyond by making paper chains to illustrate a chain of events that accompanies each single event.

Divide the students into small groups or pairs and pass out photos or sets of photos of natural disasters such as volcanoes, hurricanes, floods, and wildfires. (Reference <google.com> “Images”, and search “Natural Disasters.” Students or teachers can search using Google Images or search Google Web by entering the names of specific natural disasters for primary documents depicting specific disasters, such as:

- **Hurricane Katrina**
  
  http://images.google.com/images?hl=en&q=Hurricane+Katrina&btnG=Search+Images&gbv=2

- **Earthquakes & China**
  
  http://images.google.com/images?gbv=2&hl=en&q=Earthquake+%26+China&btnG=Search+Images , etc.)

- **Tsunami & Indonesia**
  
  http://images.google.com/images?hl=en&q=tsunami+%26+Indonesia&btnG=Search+Images&gbv=2

Each group (pair) then discusses the pictures with regard to negative, positive, or neutral change, then makes a “Plus, Minus, Interesting” Table to chart the effects of the changes brought about by each natural disaster.

Students will now choose from the list below and assume the persona of a professional directly or indirectly involved in the disaster pictured. From the point of view of their chosen profession, students will write a news report in which they tell about the changes in their lives that were brought about by the disaster, whether they were mostly positive, negative, or both, and explain how they decided this. Professions to choose from are:

1. Disaster survivor - injured, home destroyed
2. Relief worker from another area who has come to help victims
3. Construction worker
4. Business person or store-keeper in the path of the disaster
5. Motel manager whose business is located along the evacuation route
6. Grocery store manager in the area of the disaster, but not in its direct path
7. Animal rescue worker
8. Insurance Executive
9. Refugee
10. Farmer
11. Funeral Home Director
12. Law Enforcement Officer
13. Land or Animal Conservationist
14. City Planner
15. Engineer
16. Psychologist
17. Economist
18. Clergyman
19. Newscaster
20. Meteorologist

Students can share their “experiences” through simulated radio interviews, podcasts, TV news talk show, etc.
Call for Proposals

DISCOVERY: A BRIDGE TO LEARNING

EEAA’s Program Committee is seeking presentations for the association’s upcoming conference. Proposals may support the theme “Discovery: A Bridge to Learning” and should enhance educators’ abilities to connect people to the natural world and foster responsible stewardship. Please note: This theme focuses on discovery as a bridge (or pathway) to learning, and teaching others, tapping into the innate curiosity we all have about nature, especially the beauty and biodiversity of Alabama. We are specifically seeking presentations in these areas but are not limiting sessions to these topics. We will be offering three program tracts:

1. **Natural History** - To provide exploration, knowledge and an appreciation of Alabama’s natural resources. Potential topics: environmental/nature themed “bridges” to discovery and learning, information about Alabama’s rivers, geological/plant/animal identification presentations, information about Alabama’s many diverse species and habitats, print and digital environmental learning possibilities.

2. **Non-Formal** – For those who provide environmental education at centers, museums, parks, etc. Potential topics: management and hiring issues, incorporating diverse audiences, building an ecology program, program evaluation, grant writing, advocacy group opportunities/updates, water resource and conservation initiatives.

3. **Formal** – Designed for the classroom educator. Potential topics: schoolyard gardens, sustainability in the classroom, EE and reading, EE and the arts, teaching EE in the city, hands-on biology and ecology activities.

**Tips for a Successful Proposal:**
- Incorporate science content and methods.
- Tie into the theme.
- Provide take-home materials.
- Include an outdoor element.
- Correlate your presentation to the Alabama Course of Study

**PRESENTATION TITLE –**

**PRESENTER(s)**
TRACT(s)  __Natural History  __Non-Formal  __Formal

TARGET GROUP (Check all that apply)
__K-3  __4-6  __7-9  __10-12  __Public  __Other

PRESENTATION NEEDS (Check all that apply)
Time needed:  __1 Hour  __2 Hours
Room Set-up:  __Tables and Chair  __Lecture Style  __Outdoors
Audiovisual:  __Laptop  __LCD Projector  __Screen  __TV/VCR
__Other ________________________________

TYPE OF PROGRAM (Check all that apply)
__ Make and Take  __Hands-On  __Discussion  __Lecture/Presentation

COURSE OF STUDY CORRELATIONS (if appropriate)
List Subject, Grade and Standard Number (example: Science, 2nd, #5)

BRIEF DESCRIPTION:
Write: (1) a 20-50 word “teaser” for the Conference Program Guide and (2) a 50-200 word description of your program for the selection process. (You may attach a separate sheet for the description of your program, if needed.)

Return by Friday, October 9, 2015 to:
Jo Dale at jodale29@gmail.com
You will be sent an email confirmation once the proposal has been received, and you will be notified by email if your proposal is accepted by mid-November.
Contact Jo Dale at 205.835.1773 or at the email address if you have any questions.