Federal Mandate

WHY A FEDERAL MANDATE FOR IDENTIFICATION AND SERVICES FOR GIFTED CHILDREN IS NEEDED

—Dr. Elizabeth Shaunessy
University of South Florida

While there have been several national reports over the last 30 years that address the needs of gifted learners, federal laws to identify and serve this population of students have not materialized. The benefits to our students, educational system and economic growth are numerous.

Currently, in the absence of a federal mandate, each state is left to develop its own policy for identification and services. As a result, in states where there have been advocates for the gifted, policies may be present, but in states without such advocacy, there may be no policy or limited support for the continued accountability of policy. Without state policies, gifted learners are most vulnerable to the ebb and flow of financial support necessary for paying credentialed teachers of the gifted to provide appropriately challenging learning experiences for these students.

A federal mandate could serve as a unifying force that is currently a hodgepodge of definitions of giftedness and allow for a more seamless comparison of students’ growth across districts and states. In an age where we seek to understand how education is meeting the needs of all learners, a federal policy about gifted students, the identification process and educational services is needed to allow for larger-scale comparisons that are not currently possible with existing policies.

With the recent legislative action to reduce federal support of gifted education, there is no longer a mechanism to support research focusing on under-represented populations of the gifted—such as students from economically challenged backgrounds or who are learning English as a second language. Sadly, the Javits Grant did not support day-to-day services for gifted education for most of the gifted children identified for gifted programs in this country. And with the federal budget cuts, no federal mechanism currently exists to articulate a set of gifted education goals, objectives, activities, assessments or program evaluation steps, and individual states are left to create the gifted legislation wheel independently or to all too frequently see the wheels come off the gifted education vehicle that may have been crafted by hard-
DEAR FRIENDS:

The conferences conducted by the Center in the fall were very successful. Kevin Besnoy’s presentation, “Steps to Being a More Efficient Digital Citizen,” was very informative at the Day of Sharing. Dr. Anne Blackwell, dean of the College of Education and Psychology, gave the keynote address at the Career Exploration for Girls Conference.

The summer programs are in the planning stages. The Leadership Studies Program for student in grades 6-11 will be held June 16-21, 2013. The Summer Gifted Studies Program for gifted students in grades 4-8 will be conducted June 23-28, 2013. The Summer Program for Academically Talented Youth for students in grades 7-10 will be held July 7-26, 2013.

Please thank our legislators for support for our gifted students in the public schools, the Mississippi School for Math and Science, and the Mississippi School for the Arts. Mississippi has many opportunities for our gifted and talented students.

The Frances A. Karnes Endowed Chair is still in need of support.

Sincerely,

Frances A. Karnes, Ph.D.
DISTINGUISHED PROFESSOR, Curriculum, Instruction and Special Education and DIRECTOR, The Frances A. Karnes Center for Gifted Studies

Thank You! Thank You! We wish to thank our donors who have continued to support the Frances A. Karnes Endowed Scholarship, the Christopher J. Karnes Gifted Education Memorial Fund, the Summer Program for Academically Talented Youth, and Friends for Gifted Education. The Friends fund was established in 1999 for scholarships for needy and eligible students to attend our summer programs and the Saturday Gifted Studies Program.

PROGRAM SPONSORS
Sponsorships for our programs also provide necessary funding for program support and student scholarships:

SATURDAY GIFTED STUDIES PROGRAM
Purple Parrot Café
Crescent City Grill
Coldwell Banker

LEadership Studies Program
BancorpSouth

SUMMER GIFTED STUDIES PROGRAM
American

SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH

FOREST GENERAL HOSPITAL
REGIONS

MISSION STATEMENT
Beginning in 1974, programs and other endeavors in gifted education were initiated at The University of Southern Mississippi. The Center for Gifted Studies was established in 1979 and dedicated as The Frances A. Karnes Center for Gifted Studies in 1999. Its central purpose is to further the education of gifted students and those with leadership abilities through teaching, research and service. Emphasis is also placed on these areas for those interested in the gifted: teachers, parents, administrators, psychologists, counselors and other concerned citizens.

SERVICES
Many services are offered through the Center. Instructional programs are provided for intellectually gifted students in grades pre-kindergarten through 12. The Saturday Gifted Studies Program provides instruction for students in pre-kindergarten through 12th grade for seven consecutive Saturdays during the months of January and February. The Summer Gifted Studies Program, a one-week residential program, serves youth in grades four through eight, while the Summer Program for Academically Talented Youth, a three-week residential program, serves students in grades seven through 10. The Leadership Studies Program is a one-week summer residential program designed to develop leadership concepts and skills and is offered for students enrolled in grades six through 11. Leadership competitions are held for students in grades seven through 12 each year and are designed to develop leadership skills and style and to build self-confidence. Teacher training and staff development are provided for regular education personnel and for teachers who specialize in gifted education. A conference for parents of gifted youth and other concerned adults is provided on an annual basis. In addition, research is conducted in rural and urban schools in response to issues in the field of gifted education.
working advocates in their state who sought to support
gifted learners, but who have no federal support for this
mission and are often left to their own resources and
limited fiscal climate to make the case that policies for
gifted students are needed.

HOW WOULD A FEDERAL MANDATE HELP
GIFTED STUDENTS?

With mandates come the expectations that the letter
of the law will be honored, and there is an implied
accountability for the implementation of a federal mandate
at the state level. Mandates can also assist state and local
governing bodies in establishing standards and practices
that guide local service providers in educational decisions
and the allocation of funds.

With a mandate, there is text. Wording allows people a
negotiating place and a language for how to proceed in the
screening, identification, services, training of teachers, and
evaluation of programs. With mandates there is power—
power from decision-makers in how to meet established
criteria, power to determine a course of action, and power
to have a seat at the policy-making table. In the absence
of a federal mandate, state policies may be perceived as
malleable or dispensable. Where there are no words, there
is no discussion.

Gifted education might look to model a federal mandate
based on the special education model or to align gifted
education within special education. This classification
would afford gifted learners and their families protections
that might otherwise be non-existent outside of special
education. A rationale for mirroring special education
or aligning with the field of special education (as many
states have done) would be that gifted and talented
students differ substantially from their peers served in
general education and have needs that extend beyond
the services provided by the standard school curriculum.
With the mandate for special education there exists an
expectation throughout the country that students with
disabilities should have a written plan for learning that
is structured around the child’s needs. Likewise, gifted
learners would benefit from individualized education plans
(or, as in Florida, educational plans), which function as
an educational blueprint by outlining the child’s area(s) of
exceptional ability (or in this case, type of giftedness or
talent areas), the instructional goals and objectives to help
the student develop these abilities or talents, and necessary
related services the student needs beyond the general
curriculum. The educational plan process in Florida, for
example, requires a team consisting of the child’s parents,
teachers and district personnel to establish, refine and agree
upon the goals and services at the outset of the placement
process and at subsequent time points. While this is one
example of a practice found in special education that could
be more widely implemented across the county through
a federal mandate, there are many other educational
practices that would bring together stakeholders for the
purpose of thinking about the needs of gifted students and
working toward the common goal of developing schools
and systems that support the development of giftedness
and talent in our children. If this process is formalized
through a mandate, then in states where there is currently
an absence of any policy, there is a need to mobilize and
address such language.

Despite the many benefits of classification within special
education, questions about which protections are currently
afforded to children with disabilities would need to be
established for children who are gifted or talented. There is
not necessarily a counterpart in gifted education for each of
the established federal policies guiding special education—
but looking to the established and refined federal laws
developed to support children with exceptionalities. The
field of gifted education can continue to assert the needs
of gifted students, referencing the large body of research
surrounding identification and acceleration, and increasing
the need for continued research about the efficacy of
differentiated instruction, ability grouping, independent
study and other approaches that have been established
(among many) in the literature as appropriate in the
education of the gifted.

Mandating gifted education is also a funding issue.
With the mandate for special education services, there are
corollary programs at the federal level to support research
and preparation of personnel (teachers, community
outreach, other providers). And the amount of money
allocated to such interests is on a greater scale than were
funds allocated for research in gifted education through the
Javits Act. In addition, with a federal mandate in special
education, states are held responsible by law for addressing
the needs of children with disabilities. Imagine if such
laws existed for gifted children—then states, districts and
schools would be held publicly responsible for reporting
how (and if) funds actually are expended to meet these
goals.

Regardless of whether the field of gifted education
looks to special education as a model for establishing the
needs of an undersupported, underfunded and underserved
group of learners in our schools or whether other federal
mandates serve as the templates for moving forward, until
gifted learners are identified and served in each state, there
will continue to be a mechanism for encouraging leaders at
the federal level to mobilize for gifted children.
ANDREW LU attended the Summer Gifted Studies Program in 2008. Andrew graduated in 2012 with a Bachelor of Arts from Princeton University. He currently is working as a marketing data analyst at Crossix Solutions Inc., a pharmaceutical analyst company that helps pharmaceutical marketing teams and health care communications companies.

BETH GLOVER participated in early programs presented by the Frances A. Karnes Center for Gifted Studies. She graduated from The University of Southern Mississippi in 1986 with a B.S. in communications. She has recently been awarded the 2008 San Francisco Bay Area Critics Circle Best Actress in a musical for her portrayal of Big Edie and Little Edie in Grey Gardens. She is currently the vice-president of the Board of Trustees of The Depot Theatre in Westport, N.Y., which is a small professional theatre in upstate New York. She currently serves on the Theatre Development Committee, the Off-Broadway Committee and Joint Officers Nominating Committee of Actors Equality Association, the 100-year-old union for actors and stage managers. Beth has written another one-women show this year called Mississippi Voodoo. It ran for a month at Don’t Tell Mamas, a cabaret club in the heart of NYC’s theatre district. Additionally, she just finished a production of the musical 9 to 5 at two well-known theatres: Gateway Playhouse in Bellpoint Long Island, N.Y., and Ogunquit Playhouse in Ogunquit, Maine. In December, she will go back to The Gateway Playhouse to portray Martha in the musical, White Christmas. Outside of acting, she enjoys writing and working on new pieces for the theatre, collage artwork for charity, actively supporting and fundraising for the local animal NO KILL shelter, reading, working out at the gym, enjoying nature, photography, and having dinner while enjoying the company of her friends.

DR. FRANCES A. KARNES

Dr. Frances A. Karnes was recently honored by the Girl Scouts of Greater Mississippi. They awarded her the Woman of Distinction 2012. She has had a long association with the Girl Scouts having been a Brownie, Girl Scout and a troop leader her freshman year in college. She has served on the local board and was elected to the national board in 1996.

In addition, Dr. Frances A. Karnes was recently awarded an honorary lifetime membership in the Southern Mississippi Education Law Association. The purpose of the organization is to create a community of scholars dedicated to the study of education law.
LEADING THE WAY...

- **DR. JESSE CUKIERKORN** is a teacher with the Miami-Dade County (Florida) Public Schools. This past summer, she served as an adjunct professor for the Department of Curriculum, Instruction and Special Education at The University of Southern Mississippi, where she was responsible for designing and teaching the online versions of four graduate courses required for gifted education certification and degree programs. Currently, she is a candidate before the National Board of Professional Teaching Standards to receive certification in the area of Literacy: Reading-Language Arts/ Early and Middle Childhood. Additionally, as a Thinking Maps™ trainer, she has led her school and her district in the implementation of this framework crafted to aid students to understand their own cognitive strategies. She was a recent recipient of grants from both The Plant a Thousand Gardens Collaborative Nutrition Initiative and Project RISE. She also worked with the Quality Education Advisory Board (including the mayor and council of the City of North Miami, Florida) in a successful effort to secure funding for Thinking Maps™ teacher training at 12 additional schools in her district. Finally, in addition to planning for next year’s Thinking Maps™ trainings, she was trained as a trainer in Write from the Beginning and Beyond—Thinking Maps™ Response to Literature.

**New Publications**


With *The Ultimate Guide to Internet Resources for Teachers of Gifted Students*, educators gain a detailed overview of how they can use the Internet to teach new information, extend students’ learning, and offer exciting opportunities for differentiation. The authors discuss the many ways in which Internet resources might be used and provide tips on connecting with experts and peers, conducting responsible research, evaluating websites and more. The book’s extensive annotated listing of online resources will make it easy for teachers of gifted students to plan lessons, enhance students’ understanding of material, and encourage students to pursue their academic and extracurricular interests.

**WHAT IS MAGC?**

Founded by parents and teachers in 1974, Mississippi Association for Gifted Children (MAGC) is a nonprofit organization that serves as a public advocate for gifted children and youth in the state of Mississippi. MAGC is the only state-level organization specifically for the gifted. In 1988, MAGC initiated legislation that resulted in state-mandated gifted programs and their funding in all Mississippi public school districts.

For information regarding membership in MAGC, contact MAGC, P.O. Box 3545, Jackson, MS 39207, or visit www.magcweb.org.
The Spring Day of Sharing for Teachers of the Gifted will be held on Friday, March 1, 2013, at the Union on the Hattiesburg campus of The University of Southern Mississippi. This conference, held in the spring and fall of each year, provides professional development for gifted education teachers. It is designed to educate teachers on current curriculum and instructional issues in gifted education. Teachers of the gifted, regular education teachers, psychologists and administrators are encouraged to attend. Presentations will be given by speakers in various professional educational positions. There will also be time for sharing for participating teachers of the gifted who present materials and ideas that were used successfully in the classroom. Teachers will be given time to share activities and ideas that they use in their classrooms.

The Saturday Gifted Studies Program will be held from January 19-March 2, 2013, on the Hattiesburg campus of The University of Southern Mississippi. The program meets on seven consecutive Saturdays from 9 a.m. to noon from the middle of January through the beginning of March. It is open to gifted students in pre-kindergarten (four or five years old) through grade 12. The program is designed to enhance cognitive and affective abilities of gifted students through planned enrichment/acceleration programming. Emphasis is placed on participation in areas that provide in-depth analysis of specific topics in small-group activities with other gifted youth.

The Frances A. Karnes Center for Gifted Studies will host the Mississippi Recognition Awards Ceremony for the 33rd Annual Seventh Grade Talent Search on June 1, in Bennett Auditorium on the Southern Miss Hattiesburg campus to honor Mississippi students recognized by Duke University’s Talent Identification Program.

Visit the Duke University TIP Program website at www.tip.duke.edu for more information on Duke TIP interactive courses, parenting resources and more.
LEADERSHIP STUDIES PROGRAM
JUNE 16-21, 2013

The Leadership Studies Program is a one-week residential program on the Hattiesburg campus of The University of Southern Mississippi for students in grades 6 through 11. This program is designed for students who have a desire to develop leadership abilities. Leadership I is an introductory program with specific emphasis on leadership skills. Training focuses on skills necessary for leadership development, such as group dynamics, problem solving, personal skills, and decision making in addition to written and oral communication. Avenues for becoming leaders in schools, communities and religious affiliations will be utilized to heighten the awareness and development of leadership potential. Leadership II is a continuation of the program, with Leadership I as a prerequisite for entry. It is an intense study to further develop leadership concepts and qualities. Emphasis is placed on the psychology of leadership, assertiveness training and situational leadership. Leadership III is an extension of the program, with Leadership II as a prerequisite for entry. Training will focus on the legal aspects of leadership, responsibilities of various positions of leadership, developing personal power, and leadership for the future. Students will be housed in dormitories on campus, and the cost of the program includes tuition, room and board, recreational activities and limited accident insurance. Students will be supervised at all times by qualified staff members. Financial aid is available based on need, on a limited basis.

SUMMER GIFTED STUDIES PROGRAM
JUNE 23-28, 2013

The Summer Gifted Studies Program is a one-week residential program on the Hattiesburg campus of The University of Southern Mississippi for students in grades 4 through 8 with intelligence quotients of 120 or above on an administered test, or the 90th percentile or above at the national level on an achievement test. The program enhances the cognitive abilities of gifted students through planned enrichment/acceleration activities. Courses offered include the following: How to Be a Detective, Business Leaders: Today and Tomorrow, Inventions, Money! Money! Money!, Write On!, Designing Games and Express Yourself. Students will be housed in dormitories on campus, and recreational activities and cultural events will be included, based on availability. The cost of the program includes tuition, room and board, recreational activities and limited accident insurance. Students will be supervised at all times by qualified staff members. Financial aid is available based on need, on a limited basis.

THE SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH
JULY 7-26, 2013

The Summer Program for Academically Talented Youth is a three-week residential program on the Hattiesburg campus of The University of Southern Mississippi for students in grades 7 through 10 who qualify based on SAT or ACT results. A variety of intensive courses will be offered such as mathematics, including Algebra I and Algebra II, geometry, trigonometry, calculus and modern analysis; human anatomy/physiology; forensic science; polymer science; psychology; criminal justice; creative writing and debate. This program is offered through cooperative efforts with the Duke University Talent Identification Program. The cost of the program includes tuition, room and board, recreational activities and limited accident insurance. Financial aid is available based on need, on a limited basis.
The 2012 Fall Day of Sharing for Teachers of the Gifted was held on October 26, 2012, in R.C. Cook Union on the Hattiesburg campus of The University of Southern Mississippi. The keynote speaker was Dr. Kevin Besnoy, assistant professor, gifted and talented education at The University of Alabama in Tuscaloosa, Alabama. Dr. Besnoy spoke on “Steps to Being a More Efficient Digital Citizen.”

Dr. Kevin Besnoy, key speaker for the 2012 Fall Day of Sharing

The Frances A. Karnes Center for Gifted Studies held its 2012 Career Exploration for Girls Conference on Saturday, November 10, 2012, in Joseph Greene Hall on the campus of The University of Southern Mississippi. The guest speaker for the event was Dr. Ann Blackwell, dean and professor for The University of Southern Mississippi College of Education and Psychology. Dr. Blackwell spoke on “For a Successful Tomorrow, Prepare for Today.” Participants attended a variety of sessions related to different careers. Sessions were available in the morning and afternoon. Some of the career sessions included architecture, communications, health care, law, marketing/PR, social work and technology.

Dr. Ann Blackwell at the Career Exploration for Girls Conference

Dr. Patricia Biesoit leading a discussion at the 2012 Career Exploration for Girls Conference
Hoagies’ Gifted Education Page
www.hoagiesgifted.org
This personally managed website includes extensive information for parents, educators, counselors, administrators, students and teens. The site provides tools for support and advocacy, curriculum resources, assessment information and conference information. Resources also include information regarding gender issues, social/emotional issues, home schooling and much, much more. A section with fun information for students is also available.

GT World
http://gtworld.org
GT World is an online support community for parents of gifted and talented children. Their mission includes parenting and advocating for gifted children, teaching them how to advocate for themselves, the experience of growing up gifted, obtaining an appropriate education, helping gifted students with learning disabilities, and the wide range of others. The website also supports a very active mailing list along with topics related to homeschooling and twice-exceptional students.

Gifted Haven
www.giftedhaven.net
Gifted Haven is a forum for gifted teens where the focus is on understanding. Students are encouraged to discuss their successes and difficulties through a variety of peer interactions. Specific topics range from artistic endeavors and reading recommendations to debates of educational policy and jokes and games. Discussions also target topics such as dating, depression and interaction with parents.

Brian Housand
http://brianhousand.com
Dr. Brian Housand uses this personal website to share a wealth of information about technology integration, with much of it directly applicable to gifted classrooms. This site contains links to all of the presentations he has given since 2009. Some examples include “Tech Tools for Today’s Teachers,” “Plugging into Creative Outlets,” “60 sites in 60 minutes” and “Please Turn Your Cell phone ON!” These presentations are insightful and easy to understand with links to useful external resources.

Federal Resources for Educational Excellence
www.free.ed.gov
Federal Resources for Educational Excellence (FREE) serves as a database of federal resources relevant to K-12 lesson planning. This website is well-organized by subject area and easy to search or browse. Primary documents, photos, videos and animations are available in a variety of subjects. This database is strong in the arts, the sciences, and especially in U.S. history. The U.S. history resources are organized according to subject and to time period.

42 Explore
http://42explore.com
42 Explore serves as a starting point for creating new lesson plans. It offers links to lesson plans and educational programming in addition to annotated links to outside resources. Resources are available for general themes as well as traditional subject areas (English/language arts, fine/performing arts, health/fitness, math, science and social studies). This website is particularly easy to browse.

EDSITEment! The Best of the Humanities on the Web
http://edsitement.neh.gov
EDSITEment! hosts a number of lesson plans and other educational resources that are divided into four categories: art and culture, foreign language, history and social studies, and literature and language arts. In addition to these main categories, the “Picturing America” and “We the People” sections emphasize American history and culture. Within these categories, educators can search for resources according to grade level, subtopic, and length of lesson plan. Some resources include printable worksheets. Educators can also find a listing of approved websites for classroom integration in addition to a database of student interactive Web activities.

Cut the Knot
www.cut-the-knot.org
Cut the Knot is a privately maintained website devoted to mathematics education. Emphasis is placed on the importance of visual aids and active participation in math. This website boasts hundreds of interactive math demos, activities, games and puzzles. These resources are arranged by subject, and subjects cover a wide range of mathematics, from arithmetic and algebra to combinatorics, fractals and chaos theory.

Try Science
www.tryscience.org
At Try Science, students can find a listing of fun science experiments and activities. These activities are posted by various science centers and museums worldwide. By
connecting students to these organizations, this website aims to increase student interest in science centers and museums. There is an extensive listing of science centers and museums worldwide that can be searched according to country and state.

ThinkQuest
www.thinkquest.org/en

ThinkQuest is a learning platform where teachers and students create interactive online learning projects. Teacher-created websites use multimedia to foster active participation in debates, votes and brainstorms. Student-created websites, which can be used as classroom assignments, can also participate in a larger website design competition. These projects can be browsed in a library, which is cataloged according to age of students and subject area. Existing projects include topics as varied as Native American heritage, state history, health, zoology, geometry and ecology.

(Continued from page 9)

Byrd Seed Gifted
www.byrdseed.com

Byrdseed Gifted is the personal website and blog of a gifted educator. This website includes lesson plans in language arts and creative writing. Emphasis is placed on how to incorporate technology into the classroom, and one section is dedicated to the social and emotional needs of gifted students. Some articles on this website are available on a “name your price” basis. In this case, educators are free to access all resources by simply filling in the price as “$0.”

Project Gutenberg
www.gutenberg.org

Project Gutenberg is a searchable site index of literature and media. This site catalogs classic and contemporary works with expired copyrights and makes them available for public use. Educators can find eBooks, audio books, CDs and DVDs related to a wide variety of topics. This site also includes a depository of digitized sheet music that can be useful for classrooms studying music.

Book Ends

In this section of the newsletter, we will review books of interest to the field of gifted education.


Using the Common Core State Standards for English Language Arts with Gifted and Advanced Learners provides teachers and administrators examples and strategies to implement the new Common Core State Standards (CCSS) with advanced learners at all stages of development in K–12 schools. The book describes—and demonstrates with specific examples from the CCSS—what effective differentiated activities in English language arts look like for top learners. It shares how educators can provide both rigor and relevance within the new standards as they translate them into meaningful experiences for gifted and advanced learners.


Using the Common Core State Standards for Mathematics with Gifted and Advanced Learners provides teachers and administrators examples and strategies to implement the new Common Core State Standards (CCSS) with advanced learners at all stages of development in K–12 schools. The book describes—and demonstrates with specific examples from the CCSS—what effective differentiated activities in mathematics look like for top learners. It shares how educators can provide rigor within the new standards to allow students to demonstrate higher level thinking, reasoning, problem solving, passion and inventiveness in mathematics. By doing so, students will develop the skills, habits of mind, and attitudes toward learning needed to reach high levels of competency and creative production in mathematics fields.
Friends

I want to become a Friend for Gifted Education. The funds generated will apply to scholarships for gifted, financially disadvantaged students, and for other notable purposes.

Please enroll me in the category checked below.

- [ ] Summa Cum Laude ($1,000+)
- [ ] Special Honor Roll ($100)
- [ ] Magna Cum Laude ($500)
- [ ] Honor Roll ($50)
- [ ] Cum Laude ($250)
- [ ] Student ($25)
- [ ] Laureate ($150)
- [ ] I would like to learn more about corporate sponsorships and donations.

Gifts are tax-deductible to the extent of current IRS regulations.

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This donation is a gift. Please send donation gift card to
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Please accept this gift as a memorial to
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☐ Enclosed is my check payable to the USM Foundation c/o The Frances A. Karnes Center for Gifted Studies.
☐ Charge my donation to my ☐ Business ☐ Personal credit card.
   ☐ VISA ☐ MasterCard ☐ American Express
Card Number __________________________ Exp. Date ___________
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☐ I would like information about how to include The Frances A. Karnes Center for Gifted Studies in my will.
☐ I would like more information about how to give stocks, property and life insurance.
☐ I give my permission to have my name listed with other donors.

Please send all donations to
THE USM FOUNDATION / FRIENDS FOR GIFTED EDUCATION
118 College Drive #5210, Hattiesburg, MS 39406-0001

Questions?
Please call the Center at 601.266.5236 or 601.266.5246.
The Frances A. Karnes Center for Gifted Studies
118 College Drive #8207, Hattiesburg, MS 39406-0001
Lost (HOPEFULLY TO BE FOUND)

Over the years, we have lost contact with some of our former program participants. Please help us find them by forwarding their names, addresses, email addresses and phone numbers. Thanks for helping.

Name ____________________________________________

Address __________________________________________

City, State, ZIP _____________________________________

Phone ( _______ ) ____________________________________

Email ______________________________________________

Center programs affiliation(s) __________________________

Current school/year or career/position ____________________

Activities or interests _________________________________

Greg Garraway
Dr. Michael Herrington
Robert Jackson Sr.
Gwen James
Dan Kibodeaux
Richie Elkins Malone
Erica McHard
Holm McMullen
Hayden Mitchell

Ora Shaheed
John Shappley
David Shemper
Bobby Tatum
Ted Webb
Tracy Williams
Dr. Chris Winstead

Dr. Ann Blackwell Warren Hood Dr. Willie Pierce

Calendar

JANUARY 19 – MARCH 2, 2013
Saturday Gifted Studies Program

MARCH 1, 2013
Spring Day of Sharing for Teachers of the Gifted

JUNE 16-21, 2013
Leadership Studies Program

JUNE 23-28, 2013
Summer Gifted Studies Program

JULY 7-26, 2013
Summer Program for Academically Talented Youth

The Frances A. Karnes Center for Gifted Studies
118 College Drive #8207
Hattiesburg, MS 39406-0001

RETURN SERVICE REQUESTED