

MAINE GIFTED & TALENTED EDUCATION

State Alignment Summary

Mandate • Identify • Document

An overview of how Maine's Chapter 311 and Chapter 104 G/T framework — one of the only true gifted & talented mandates in New England — establishes requirements for identification, programming, annual program approval, and EPS state subsidy eligibility, and how Renzulli Learning aligns to each.

OVERVIEW

Maine is one of the few New England states that **requires** every school administrative unit (SAU) to implement a gifted & talented program. **20-A MRSA §8101-A** creates the mandate; **Chapter 104** specifies multi-criteria identification across three domains (General Intellectual Ability, Specific Academic Aptitude, Artistic Ability), annual program approval, and state EPS subsidy eligibility. **Endorsement 690** provides a dedicated G/T teacher credential. Noncompliance can result in loss of subsidy and even loss of general school approval status.

MAINE'S G/T FRAMEWORK IN CONTEXT

Enacted under PL 2011, c. 678, Maine's G/T mandate is now in active enforcement through annual program approval and periodic Department program reviews. Statute recognizes that gifted students comprise approximately 3–5% of Maine's student population — roughly 15,000–25,000 students statewide.

WHERE MAINE STANDS

- Statewide G/T **mandate** for every SAU (§8101-A)
- **Three identification domains** required (Chapter 104)
- **Annual program approval** by the Maine DOE
- **EPS subsidy eligibility** for approved program costs
- Dedicated **Endorsement 690** G/T teacher credential
- G/T **Summer Training Institute** required for personnel
- MTSS for Accelerated Learners integration

RENZULLI LEARNING FIT

- **Profiler** — strengths and interests across academic domains
- **Cebeci Test of Creativity (CTC)** — scored creativity for the artistic domain
- **Executive Function Assessment** — supports twice-exceptional (2E) identification
- **Leadership Assessment** — behavioral evidence for multi-criteria ID
- **Enrichment Database** — 40,000+ above-level activities
- **Project-Based Learning** aligned to Maine Learning Results (§6209)
- **Personal Success Plan (PSP)** — annual approval & self-evaluation evidence

MAINE'S ANNUAL G/T COMPLIANCE CYCLE

IDENTIFY

Multi-criteria screening across all three Chapter 104 domains, reviewed annually for equity. Selection committee makes decisions following data collection.

APPROVE

SAU submits annual program approval application, signed by superintendent, including self-evaluation results. Approval unlocks **EPS state subsidy** for program costs.

DOCUMENT

Department conducts periodic program reviews under Chapter 104.17. Failure to comply: loss of approval, loss of subsidy, possible loss of general school approval.

ALIGNMENT TO CHAPTER 104'S THREE IDENTIFICATION DOMAINS

Chapter 104 requires multi-criteria identification — qualitative and quantitative — across three distinct domains. Each maps directly to specific Renzulli Learning instruments and content:

MAINE G/T REQUIREMENT	HOW RENZULLI LEARNING ALIGNS
General Intellectual Ability	Profiler surfaces broad intellectual curiosity and cross-subject engagement; EFA adds cognitive profile data to complement aptitude scores.
Specific Academic Aptitude	Profiler identifies subject-area interest concentration; Enrichment Database supplies depth-and-complexity content; PBL enables subject-specific original investigation.
Artistic Ability	CTC provides scored creativity evidence less dependent on prior arts training or SES — critical for equitable identification in Maine's many rural districts.
Multi-Criteria & Equitable Identification	Profiler + CTC + EFA + Leadership Assessment produce multi-source evidence across all three domains; CTC reduces SES bias and EFA surfaces twice-exceptional (2E) learners.
Differentiated Programming & MTSS	Enrichment Database and PBL deliver above-grade-level work aligned to Maine Learning Results §6209; tiered Profiler → multi-criteria ID → PSP/PBL mirrors Maine DOE's MTSS-GT framework.
Annual Program Approval & EPS Subsidy	Personal Success Plan (PSP) documents identified students, criteria used, programming delivered, and progress made — the evidence base the annual approval application requires.

KEY TAKEAWAY

For Maine SAUs, Renzulli Learning is not a supplement to a future G/T program — it is the operational **infrastructure** for the program every district is **legally required** to operate. The Profiler, CTC, EFA, and Leadership Assessment satisfy multi-criteria identification across all three Chapter 104 domains; the Enrichment Database and PBL deliver differentiated programming aligned to Maine Learning Results; and the Personal Success Plan generates the documentation that supports annual approval and EPS subsidy eligibility.

WANT THE FULL DETAILS?

This is a 2-page summary. Visit the complete Maine G/T alignment page for the full statutory analysis, identification framework, ecosystem details, and FAQs.

renzullilearning.com/en/G-T-Alignment-by-State/Maine

REFERENCES AND SOURCES REVIEWED

- Maine DOE Laws and Rules for G/T Programs (Chapter 104, Chapter 311, Chapter 312, Endorsement 690)
- 20-A MRSA Chapter 311 — §8101 Purpose (3–5% recognition); §8101-A Implementation mandate & EPS subsidy; §8105 Rules authority
- Maine DOE Chapter 104 — definition, identification, program components, annual approval, self-evaluation; Chapter 312 (MSSM)
- Maine DOE MTSS for Accelerated Learners — PD, identification tools, Endorsement 690 university coursework
- Source page summarized: renzullilearning.com/en/G-T-Alignment-by-State/Maine