

GENERAL GUIDELINES FOR USE OF GATE FUNDS

GATE expenditures must be aligned with the California GATE standards. Allowable expenses could reference any of the aspects of the program: program design, identification, curriculum and instruction, social and emotional development, professional development, parent and community involvement, and program assessment.

Suggestions for implementation can be found in each of the pertinent handbook sections, as well as in *Meeting the Standards: A Guide to Developing Services for Gifted Students*, a joint endeavor of California Association for the Gifted (CAG) and the California Department of Education and published by CAG. (www.CAGifted.org)

- GATE expenditures must be aligned with the site's program summary descriptions. Each item of expenditure should be traceable to what the site says it plans to do as described in the program summary.

Examples:

(a) If a site plans to base its differentiated instruction on the Thematic Interdisciplinary Teaching model, classroom materials purchased should clearly be those that support the students' investigation of the theme and generalizations at a deeper and more complex level than basic classroom materials allow.

(b) If a site has set goals for staff development that include awareness of the ways in which local teachers incorporate depth and complexity in a particular content area, then costs of attending a local GATE conference that has sessions on this topic would be appropriate expenditures.

- GATE expenditures should be directly related to the academic program. (GATE legislation requires that all programs for gifted students have an academic component.)

Example:

Expenditures for a field trip that may be enriching, but that has nothing to do with the differentiated curriculum and instruction provided, are inappropriate.

- GATE expenditures must supplement, not supplant, general education costs. GATE funds cannot pay for expenses considered general education expenses.

Example:

If computers are being provided for all students in a school, the cost of computers for the GATE students is not an allowable use of GATE funds.

- GATE funds may be used to support differentiated activities for advanced learners in a Cluster classroom even though all the students in the class are not identified gifted students. The activities must, however, be consistent with the written GATE program summary.

Example:

Any students for whom they are appropriate may use materials purchases to support the differentiated curriculum and instruction in a classroom as long as the materials

are directly related to the academic program and are consistent with the descriptions in the program summary.

- GATE funds may and should be used to support the needs of under prepared and underachieving GATE students.

Example:

GATE funds may be used to support counseling, mentoring, and other interventions that assist under prepared and underachieving GATE students whether or not these students are placed in GATE or advanced classes as long as the services provided are described in the GATE program summary.

- GATE funds may be used to support vertical teaming in high school articulation patterns, as reflected in the program summary.

Example:

GATE funds may be used to pay hourly rates for participating teachers in planning meetings that support the high school articulation pattern in sustaining rigorous academic paths, e.g., classroom visitations, joint newsletter, multi-level speakers, curriculum fair, college prep night for all levels.

- GATE funds may also be used to assist parents in the understanding of the social and emotional needs of GATE students.

Example:

GATE funds may be used to support a library of resources available for parents and teachers to check out or to pay a stipend or honorarium for a speaker to present at a parent meeting, as long as these services are reflected in the GATE site plan.