

**Shasta Union High School District**  
**Comprehensive District Plan for Gifted and Talented Students**  
**May, 2005**

**1. Program Design**

- 1.1 Written Statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

The Gifted and Talented Education program is offered in grades 9-12 for students who demonstrate high intellectual, academic, creative, leadership or visual and performing arts abilities and achievement. The Shasta Union High School District believes that all students deserve an education that matches their abilities. The district participates in the California Gifted and Talented Education program in order to give gifted and talented students opportunities to acquire skills and understanding at levels commensurate with their potential. By cultivating their exceptional abilities or talents, these students may contribute significantly to our society's program in diverse fields.

- 1.2 Administrative groupings and structures appropriate for gifted education and available to all gifted learners.

The Gifted and Talented education program provides for continuous progress and intellectual peer interaction through an ongoing effort of articulation with feeder schools and vertical teaming with teachers in grades 6-12<sup>th</sup>. In the honors and AP program multiple teachers discuss and plan activities for the intellectual abilities of the gifted students at each site. The district gifted and talented program structure stresses time management, professional development and informational meetings between all teachers in each school and district-wide. The district also supplements the gifted and talented program budget by providing release time for teacher collaboration, training, and cross-curricular planning among teachers of different subjects areas. The administrative groupings for gifted learners is accomplished through a range of several options, these include: Advanced Placement and Honors courses, visual and performing arts groups, various clubs (Mu Alpha Theta, CSF, Science Olympiad, Thespians, Academic Challenge Teams, Mock Trial, honor band/choir), Student Government, and Peer Tutoring programs. In addition, to these opportunities, students with identified intellectual abilities may concurrently enroll in college courses at the local junior college, take one of the many online college courses offered on each campus, or enroll in an independent study courses offered by the district.

- 1.3 Program articulation with the general education programs.

Program articulation is evident throughout the gifted and talented education program. The district has designated several key staff members to plan and organize cross-curricular articulation, as well as organizing learning activities sequenced between, within and across grade levels. These designated staff members include: District GATE coordinator, Site GATE chair, Site GATE counselor, and Site GATE Administrator. The district also has a team of core content teachers at each of the high schools who represent both the mission of Advanced Placement and Gifted and Talented Education. Teachers in English, Mathematics, Science, Foreign Language and social science departments participate in College Board Workshops; both one-day content specific and weeklong summer seminar. Teachers are encouraged and supported at both the site and district level to participate in the AP exam reading each

June, provide presentations at workshops and participate in a variety of seminars designed to enhance their content knowledge and effective teaching strategies. Team leaders are in the process of completing a plan of action for site integration.

Additional examples of vertical and horizontal articulation include:

- English & Business – Students are required to complete several research papers in AP and honors English courses. The research papers must be typed in MLA format. All students learn MLA format as well as Internet research skills in their 9<sup>th</sup> – 10<sup>th</sup> grade computer applications course. English department works with Business department in the development of these lesson plans and the performance standard for research papers.
- AVID – Students who have been identified with high intellectual ability or talent who are not performing at grade level are encouraged to participate in the AVID program when possible. In this program staff work with students from all subject areas to improve study skills, comprehension skills, or to provide the extra support.
- University of California, Davis Talent Search program is a critical component for those district schools unable to support a full AVID program. This program works to identify qualified students and assist them in meeting the a-g requirements for admission to the UC system. One target group are first generation college bound students.
- Math – the district offers the option of taking Algebra and Geometry to accelerated students from the middle schools. Several accelerated students take advantage of this option by coming on the high school campus and taking these courses. The district also offers the option of high school credit for these students. Students are also encouraged to advance their math skills through college level courses. The Math department has worked extensively with the major feeder schools on the integration of Algebra I at the 8<sup>th</sup> grade level.
- English – vertical teams for grades 6-12 are currently coordinating a writing program that insures that all students have access to particular writing styles and format each year. The integration of rhetorical devices is also being incorporated into this vertical framework. Project teachers are currently working on an integrated English sequence to provide to all teachers within the department. This is designed to insure the continuity of programs with new teachers. This work is ongoing with the most recent work in Fall, 2004 including a full day of integration, work on providing teachers with the tools to assist students in the new SAT and discuss upcoming changes to the AP English Language and Composition exam. The GATE and English Department have worked to insure that all teachers receive training from respected members of the education community, including Kate Kinsalla.

Other cross-curricular programs are:

Humanities - English, History, Art

Medical Careers Magnet – English, Science, Math and History

Cisco networking academy – English, Math, Business (computer applications)

Ed Core – English, Spanish, History, and Math

## **2. Identification**

2.1 Nomination/referral process is ongoing and inclusive of all students grades 9-12.

The primary goal of the SUHSD Gifted and Talented Program is to provide a wide array of opportunities for students seeking to nurture previously identified talents and to develop under-utilized

talents and abilities. The goal of identifying and recruiting students into honors and AP courses who demonstrate exceptional or unique academic abilities is a key component of the teacher-counselor-student-parent partnership demonstrated throughout the district. This policy is especially critical at the 9<sup>th</sup> and 10<sup>th</sup> grades. In the 9<sup>th</sup> and 10<sup>th</sup> grade, SUHSD applies an open enrollment policy to the GATE program. Students, with the input of parents, teachers and their own personal assessment of their strengths and weaknesses may chose to enter or exit the GATE program during these years. Mid-year exits/entrances are limited to grading periods. In deciding to pursue a gifted program, multiple criteria may be used for assessment as gifted and talented, including,

- High Intellectual Ability: as measured on individual or standardized tests, group tests, interview, or student records.
- Creative Ability: as demonstrated in the students performance projects or products.
- Specific Academic Ability: at highly advanced academic levels as evidenced by class records, individual tests. Group tests and teacher observation.
- Leadership Ability: as evidenced by extraordinary leadership in the school, classroom and community.
- High Achievement: as demonstrated by high scores on achievement tests, independent tests, group tests and student performance and products.
- Visual and performing arts: expertise and talent as demonstrated by students' performance, products, peer evaluation, opinion of professional persons and student records.

After the first two years, additional assessment may take place. Students within the program may be assessed to insure appropriate placement. This process includes dialogues with students, parents, classroom teachers, counselors and administrators. As a result of these interventions, students may elect to exit the program, enter AVID or commit to an on-site peer-tutoring program to insure that the student's educational needs are being adequately addressed.

In addition to the academically gifted or talented student, the district is committed to promoting the identification of natural students leaders who are at-risk and provide them with opportunities to nurture and develop their leadership and academic/creative qualities. The identification and intervention activities are designed to increase both retention and academic success by providing early assistance and support to students who may otherwise elect not to continue with this rigorous program. A new component of this program is the UC Davis Talent Search. This program allows all teachers to recommend students for inclusion. The primary goal is to reach under-represented students, including first generation college bound students. They receive continual assistance with classes and insuring that they are on track for completion of their a-g requirements for the UC system. Currently, this program operates as a pullout program at all three comprehensive high schools.

## 2.2 Assessment/identification process to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

In addition to the self-nominating format mentioned above, students are identified by staff members, teachers, parents, pupils, Title I committees, Indian Education committees, ESL/LEP committees, and other parent committees in the school community. The nomination papers are sent to the school counselors who have the responsibility of presenting the school, class, and individual records to the

GATE Admissions committee. Evidences of the gifted and talented student may include the following: teacher, student, or parent written observation and recommendation, group tests, individual tests, and student's achievement as demonstrated in classes, programs and with performance products. For those students nominated by teachers, a learning characteristic inventory for gifted and talented students is completed. This information is presented to the GATE admissions committee for each newly recommended student. The committee requires that at least two evidences of the student's gift of talent be demonstrated once they are nominated. The documenting materials are kept in the student's cumulative folder. Procedures for ensuring full participation of students of varied backgrounds are used. The Indian Education Project Coordinator reviews the rolls for students who might fit into any of the gifted and talented categories. The Title I parent committee also recommends pupils for the program. Counselors screen students who are on the migrant education lists, Cal Works lists, and our Free and Reduced Lunch lists to find potential candidates for the GATE program. Counselors will also screen the records of transfer students for those placed in GATE programs at their former schools. The Gifted and Talented Review Team will review those students who were in GATE programs outside the District as potential nominees. Because this is a District-wide program, students transferring among the three District comprehensive high schools will only be screened by their counselors.

- 2.3 Multiple service options available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

Activities and academic service opportunities differ slightly at each school based on staff, student population, parent and staff planning and student needs. The depth of instruction, content and student performance and achievement is beyond the scope of the regular classroom. All honors and AP students, for example, are required to have a project and presentation as part of a culminating activity, along with comprehensive and essay testing. Our emphasis is to address individual talents, but to accompany all GATE courses with exceptional academic challenge and rigor. Students with identified intellectual abilities will be grouped in honors classes, part-time groupings, cluster groupings, independent study, and honors and AP seminars. Students with identified creative abilities will be grouped in Honors, and Advanced Placement programs, independent study, and post-secondary off-campus programs. Students with identified leadership potential will be grouped in part-time groupings, cluster groupings and individual student programs. Students with identified skills in the performing arts will be grouped in cluster groupings and placed in accelerated programs. Students identified with creative productivity shall achieve their highest level and will be given the opportunity to achieve on the Advanced Placement Program and on projects related to their identified specific academic abilities. Underachieving students are given the opportunity to participate in the program option that best meets their needs.

A series of evening meetings are provided to address the concerns and questions of parents and students prior to pre-enrollment at each site. Notification of these meetings is done through letters home with students, advertising in the school newsletters/calendars and advertisements placed in the local paper.

### **3. Curriculum and Instruction**

- 3.1 A differentiated curriculum is in place, responsive to the needs, interest, and abilities of gifted students.

Activities and academic opportunities differ slightly at each school based on staff availability and expertise and the needs and interests of the student population. Identical offerings will also differ slightly due to different class structure, requirements and teacher style.

The core curriculum in all Honors and Advanced Placement courses include all of the material traditional included in college-preparatory courses with the addition of both content and style. Students may be exposed to additional parts of the standard curriculum and/or may be exposed to a varied approach to curriculum that targets a specific style of learning or mode of instruction.

Students in Honors and Advanced Placement courses receive a rich and varied curriculum, aligned with both state frameworks and comparable collegiate courses. Method of instruction include, but are not limited to, Socratic discussion, inquiry, debate, teacher and self-directed learning, and cooperative methodologies. Students are given ample experience in all of these instructional strategies. Additionally, teachers in grades 9 and 10 focus on learning and cognitive applications appropriate to the grade level, with the goal of advancing students to the next level of instruction. Vertical integration within departments allows for a continuum of instructional methodology that allows students to advance at their own pace to some degree, while remaining on target with regards to standards. Curriculum instruction is aimed primarily at creative and critical thinking products. Students are engaged in a variety of short and long-term projects that test their capabilities in critical, creative and problem-solving skills. These projects may include research-based assignments, debate or presentation based assignments and individual written assignments that focus students on the big questions/pictures within the discipline. Students are encouraged and assisted in being critical, active participants in their education.

The addition of vertical teams at each high school has facilitated the integration and sequence within English and Mathematics. These teams, implemented at the middle school level (6-12) are designed to provide both scope and sequence, along with scaffolding learning for students. The purpose of these teams is two-fold: To prevent an excessive amount of repetitive learning that often frustrates and bores the gifted student, and to allow instruction to proceed at an accelerated rate, thereby creating time and ability for instructor and students to move into, through or beyond the core curriculum.

### 3.2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

Students with identified intellectual abilities are grouped in honors classes, Advanced Placement classes, independent study and appropriate off-campus programs, such as College Connection at Shasta College. Students with identified creative abilities are grouped in independent study and accelerated programs, including Advanced Placement. Students with identified academic abilities are grouped in Honors and Advanced Placement programs, independent study and post-secondary off-campus programs. Students with identified skills in the visual and performing arts are grouped in cluster groupings and accelerated programs. Underachieving students are given the opportunity to participate in the program option that best meets their needs. Schools are utilizing the AVID (Advancement through Individual Initiative) programs to encourage capable, but poorly motivated students to engage in challenging course work and flexible scheduling to assist students interested in pursuing a variety of course offerings.

Each differentiated curriculum utilizes a variety of teaching styles and models to best meet the needs of its' target grouping. Mathematics and Science courses offer both traditional class and lab work in addition to outside experimentation methods. English and Social Studies classes utilize large and small group discussion and projects, teacher and student directed learning modules and independent extension assignments. Other curricular areas utilize appropriate methods to both instruct and extend the learning curve.

All courses within the GATE departments utilize a variety of curricular resources. Courses are usually anchored with one or two traditional textbooks, often at the introductory college level. These textbooks are supplemented by additional printed material and consumable or hands-on material (appropriate to the course/level of instruction). Students are required and encouraged to broaden their understanding through the utilization of readers, study guides and/or workbooks and Internet sites. Internet sites utilized are often interactive in nature and allow the student to mimic laboratory settings and research both historical and contemporary material. All honors and AP courses have access to technology, including the Internet, as part of the Ed Tech grant received in conjunction with the AP Challenge Grant. Teachers and students are working to strengthen and broaden the use of technology within the classroom. Students receive individual assistance from a network of sites, supported by textbook companies and the College Board, which can assist them in research, surveys, and reinforcement.

Reflective of the commitment to supplemental materials is the allocation of a substantial portion of each site's GATE funds towards supplemental classroom material. Teachers have elected to augment their teaching with a variety of material. Attempts are made at each site to insure that equitable and reasonable divisions of these allocated funds are made, based on student needs and interest.

#### **4. Social and Emotional Development**

4.1 Actions to meet affective needs of gifted students are ongoing.

The district works hard to provide information regarding gifted learners to staff, parents, counselors and administrators. Site GATE chairs host a variety of information activities, which include staff meetings, parent information meetings, and presentations at Board meetings. The district also hosts a community event during college awareness month, "College Why Not", which targets 6<sup>th</sup> – 11<sup>th</sup> grade students.

Other activities the District employs to meet the needs of gifted students include:

- AVID – designed to increase probability of successful completion of UC/CSU entrance requirements.
- Vertical Teaming – Stipends for middle and high school teachers who participate in a summer institute (AIAA grant funded).
- College Prep Partnership Program – Program, which reimburse students for completing a 20-hour test prep (ACT, SAT I & II) course.
- College OPTIONS: A grant-funded multiple district program designed to increase the number of students who complete the requirements for admissions to a four-year college/university. The College OPTIONS office and staff provide valuable assistance to students and parents in several areas, most specifically, in applications for college and financial aid. The center provides daytime and evening meetings for parents and students, along with materials to assist students in planning their college options. Each comprehensive high school has a college counselor on site for several days a week to assist students. These counselors meet with students in small group

settings to provide both academic and emotional support and guidance. Currently, members of the class of 2008 have been identified and have started working with these college counselors. The benefit of a four-year structured counseling program cannot be under-estimated in preparing and assisting our students to seek their full post-high school potential.

- The district continues to seek and apply for additional funding through grants as they become available. The district grant writer has been instrumental in working with the GATE District Coordinator and Site Coordinators to insure that our students receive every possible opportunity to achieve. Current grants are due to expire and the district is seeking to replace these with new ones, such as the APIP grant.

4.2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

The district provides several services focused at-risk gifted students. These include guidance and counseling services that address substance abuse, conflict resolution, and ART (Aggression Replacement Training). Counseling services also include immediate intervention and remediation. When counselors become aware that intervention is needed they work with teaching staff to provide for close monitoring of a student on daily and weekly basis. They also provide parents with information about support services and social service contacts. All counselors and many GATE staff members are trained in identifying depression, suicidal tendencies, and substance abuse symptoms. Additionally, the district sponsors parent workshops on these topics and continually works to meet the needs of students as they become identified.

Through grant money, each site has fully trained and qualified psychologists on site one-two days per week. These professionals work with students and staff in identifying the problems, unique to teens and unique to the gifted student. Students are given the opportunity to meet and work with these professionals on issues ranging from depression to anxiety.

In addition to the psychological issues facing students, the district, through grant money, provides for a University of California representative to be available to students. As previously stated, students seek and receive assistance in their four-year high school plan, preparing for college admission tests and applications and receiving the information necessary to make informed decisions regarding post-secondary education. The counseling involved in this program is both academic and emotional in nature, allowing students to connect with a single adult who has an interest in helping them achieve their personal goals.

## **5. Professional Development**

5.1 District provides professional development opportunities related to gifted learners on a regular basis.

GATE teachers and coordinators are chosen to teach AP or Honors classes based on their demonstrated mastery of subject matter as well as their ability to meet and understand the special needs of GATE students, including an ability to provide rigorous course work to challenge these students. GATE teachers and coordinators have demonstrated through observation, evaluation, as well as with special

training and workshops and conferences, their capabilities and willingness to serve gifted and talented students in our schools. The District's staff development plan includes workshops and conferences as well as local and regional professional development opportunities. Currently, the District has two National Board Certified teachers in positions of leadership within the GATE program. These teachers are willing and anxious to assist other teachers in achieving NBC. Additionally, one AP teacher is recognized by the College Board as an outstanding teacher in his field and is active in the preparation and scoring of AP exams and one teacher is currently a faculty advisor for the College Board involved in the summer scoring of AP exams. Both of these teachers relay the knowledge gained in these endeavors to members of the department and to parents and interested community leaders.

Site administrators and the District Curriculum Coordinator provide the latest surveys and information on GATE students and their learning characteristics, with particular emphasis on identifying students from disadvantaged and varied cultural backgrounds. Regular meetings with District staff and GATE coordinators to analyze data, discuss and revise teaching methodology and develop programs are held throughout the year. The Site Administration based on the recommendation of the staff, including the GATE staff, Department Chairmen, District Coordinators, Head Counselors and other site staff, appoints GATE teachers.

The appointment and hiring of GATE teachers has been the focus of the district department recently. Working together, the district department created a template of the GATE teacher. Included in this template was a recommendation for the hiring of new teachers and the placement of existing teachers. Site department chairmen and site principals in determining teaching assignments as well as assisting administrators in the hiring practice will use this template. It is the goal of the department to use this introductory work as a basis for a recognized certification in GATE instruction. Input from all core academic areas was critical to the creation of this document.

GATE funding provides for a variety of specific professional development. In addition to encouraging teachers to attend one-day College Board workshops in the area they teach, they are also encouraged to attend workshops in the continuum of topics. (i.e. Honors English teachers are encouraged to attend workshops for AP English Language and Literature; courses their students are being prepared to take as upper-classmen). Teachers are also encouraged to attend workshops on career and college issues, funded in part by GATE and in part by the AIAA grant received by the district. Teachers are encouraged to take a broad approach to understanding the direction and focus of their students; outside the classroom in the areas of stress and time management, and long-term in the areas of college and vocational training/education. Additionally, the district is working to insure that all counselors are prepared to advise students on college and career choices, rather than one designated "college counselor".

The district and each comprehensive site encourage teachers to participate in appropriate development opportunities. Teachers have attended workshops by Kate Kinsella and have participated in and presented at the California Writing Project. These opportunities are supported by the district through the use of program funds and generous opportunities to be out of the classroom, assisting other teachers in further development of skills.

Currently, all three Site Department Chairmen are members of NORTHSTATE for GATE, the local chapter of the California Association for the Gifted. Through these meetings and workshops, additional

contact and vertical integration is occurring. The district chairmen are currently working with this group and the County Office of Education on a certification program for all teachers. Information has been gathered on available programs. Due to scheduling constraints, actual training and/or certification will begin soon. The goal of the district is to have several teachers at each site receive training by Fall, 2008.

Teachers have been invited to participate in a regional “College Options” day where they will facilitate small group discussion on a variety of issues pertaining to college, including the selection of colleges, the preparation for entrance tests and the advantages and disadvantages of some of these options.

5.2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.

All teachers in the GATE program are fully credentialed in their subject area and continue to attend professional development workshops and institutes designed to further their growth as professionals. All teachers are provided with the opportunity to attend professional development conferences yearly, though not all attend every year. Additionally, one or two members of each site department have the opportunity to attend advanced summer training in an area of interest to gifted education.

The District Department Chairman, in addition to teaching within the department, has expertise in the area of gifted education gained through attendance at numerous workshops. The District chairman is a National Board Certified Teacher in her area of instruction and is a faculty consultant with the College Board. Other teachers within the district department share these qualifications, being active in national organizations such as the College Board, or regional and local organizations, such as Science and Math programs.

Administrators, when entering the district, are given the opportunity to attend workshops aimed at gifted education, including, but not limited to College Board workshops and AVID summer sessions. Currently, the district, through the AIAA grant, is working to insure that all counselors have access to training in the area of advanced studies and college admissions.

## **6. Parent & Community Involvement**

6.1 Open communication with parents and the community is maintained.

Parents are involved in nominating students, planning programs, and evaluating programs. Parents are invited to orientation meetings annually and to classrooms display where an open discussion with GATE teachers and coordinators are held to answer any questions and hear suggestions. Following orientation meetings, parents are given the opportunity to authorize his or her child’s placement in the program. Continuous correspondence helps GATE parents stay involved in this program. The school Based Coordinating Committee is comprised of administrators, teaches, classified staff, parents, and students. This committee meets on a monthly basis at each comprehensive high school and is involved in the budget review, program evaluation and recommending program modifications. Currently, GATE students and parents have been invited to sit as voting members of these site councils.

As an ongoing effort to involve parents in the administration of the GATE program, parents have been incorporated into the Shasta Union High School District Integrated Program District Committee. As stated by law, this committee meets several times per year and now includes parent representatives from two of the three comprehensive high schools. These parents are allowed to review the CCR material, ask questions and provide feedback from their perspective.

In an attempt to improve communication with parents and community members, the GATE departments within the district have allocated funds for advertising in local newspapers. This is an effective method of parent contact, independent of the student's role to transmit information and to target parents without students currently enrolled in the program who may otherwise not receive information.

- 6.2 An active GATE advisory committee with parent involvement is supported by the district.

GATE advisory committees are evident at the site and district levels. Parents play an integral role in the ongoing improvement of the GATE program. The district also seeks and receives significant community support through our involvement in the AIAA (Academic Improvement and Achievement Act), AP Challenge, and C3P (college Prep Partnership Program) grants. As the lead agency in these grants we have the opportunity to seek input from the partnership participants, which includes parents and county schools office, and community business members.

## **7. Program Assessment**

- 7.1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals and standards.

Student progress shall be the primary responsibility of the teacher to whom the pupil is assigned. Using the District's student evaluation form for Gifted and Talented students, the teachers will evaluate the student's progress for one year. This evaluation is presented to the GATE admissions Committee at the May meeting. The committee then reviews the student's progress and determines whether he or she will remain in the program, be dropped from the program or be placed on probation. Parents are also provided the opportunity to evaluate the GATE program at this time. The Associate Superintendent of Instructional Programs, Site Coordinator and the Principals evaluate the identification procedures at the year-end meeting. The Indian Education Program coordinator evaluates the student participation in the GATE program through independent assessment. Students evaluate curriculum in writing, and staff involved in the programs. Course content, teacher effectiveness, as well as program offerings, are addressed in the evaluation. The District GATE coordinator assesses the GATE curriculum in their report to the Superintendent. Gifted and Talented program staff that participate in conferences and workshops for continuous improvement, are required to write a comprehensive conference report that outlines the benefits to the students from the staff development training. These reports are reviewed by the GATE coordinator, the Associate Superintendent and the Superintendent. The District GATE coordinator, as well as the site coordinators, are evaluated by the site principals and the Superintendent. Particular attention is given to the attainment of stated program goals, communication, and articulation of the program. After the annual review, the District GATE coordinator, site coordinators and the

Associate Superintendent make recommendations to the Superintendent’s Cabinet regarding the effectiveness of the various programs and suggested recommendations for the coming year.

## 8. Budget

8.1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.\*\*

Certificated Personnel Salaries	\$ 3,470	- Teacher extra duty stipends for GATE Coordinators
Employee Benefits	\$ 360	- Cost of benefits associated with stipends
Books and Supplies	\$25,615	- Instructional materials to provide greater depth of study in AP/Honors courses
Services and Operating	\$ 9,630	- Professional Growth, teacher training, conferences
Capital Outlay	\$ 9,900	- Equipment, computer software and online resources
Reserved for Indirect Costs	\$ 1,515	- District overhead and expenses.
Expected GATE Apportionment	\$50,490	

*\*\* (also see attached application and proposed budget plan)*