

High Ability Program (HAP) Grant Guidance and Budget Planning

The HAP Grant Application

The HAP Grant application collects basic contact information, goals for the current fiscal year, and a proposed budget/use of funds. The assurance page requires e-signatures from both the Superintendent and the High Ability Coordinator.

- Grant proposals are reviewed in the order in which they are received. Some email exchanges may be needed during review.
- There is NO need to email the IDOE upon grant application submission.
- LEAs will be notified when the grants are approved with the aim of all approvals by mid-October.

HAP Grant Application Process

- Receive preliminary allocation memorandum.
- Review the High Ability Requirements by IC-20-36-2 (below).
- Review the [High Ability Program Element Evaluation \(HAPEE\)](#).
- Meet with the Broad Based Planning Committee.
 - ◆ Determine where to construct a SMART goal(s) to best utilize the HAP Grant funds for district-wide program improvement based on the results of the program evaluation.
 - ◆ Determine how and when the SMART goal(s) will be quantifiably measured and evaluated.
- Identify areas of the budget where funds can support the achievement of the set SMART goal(s).

Goals and Objectives

- Each LEA will be expected to write at least one goal, including a measurable objective, and the necessary steps for goal(s) attainment.

Allowable Expenditures

- Expense remains specific to High Ability and goes beyond general education
- Expense increases equitable access to services
- Expense has a high impact on the success of the overall program
 - ◆ Universal screening identification instruments = High Impact
 - ◆ A unit specific educational toy in one grade level = Low Impact
- Expense promotes retention of highly qualified and highly effective educators
- Expense raises family and community awareness and engagement

IC 20-36-2 Chapter 2. Programs for High Ability Students

Sec. 1 (b) The department shall use appropriations to provide grants to school corporations for expenditures beyond those for regular educational programs and specific to programs for high ability students under section 2 of this chapter in an amount determined by the department that is based upon a set minimum amount increased by an additional amount for each student in the program. A school corporation's program must align with the strategic and continuous school improvement and achievement plans under IC 20-31-5-4 for the schools within the school corporation.

A school that receives a grant under this subsection shall submit an annual report to the department that includes the following:

- (1) The programs for which the grant is used.
- (2) The results of the programs for which the grant is used, including student general assessment results, program effectiveness, or student achievement.

School corporation high ability programs; criteria

Sec. 2. A governing body shall develop and periodically update a local plan to provide appropriate educational experiences to high ability students in the school corporation in kindergarten through grade 12.

The plan must include the following components:

- (1) The establishment of a broad based planning committee that meets periodically to review the local education authority's plan for high ability students. The committee must have representatives from diverse groups representing the school and community.
- (2) Student assessments that identify high ability students using multifaceted assessments to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities are included. The assessments must identify students with high abilities in the general intellectual domain and specific academic domains. The results of an assessment under this subdivision must be recorded with the student test number assigned to a student.
- (3) Professional development.
- 4) Development and implementation of local services for high ability students, including appropriately differentiated curriculum and instruction in the core academic areas designated by the state board for each grade consistent with federal, state, local, and private funding sources.
- (5) Evaluation of the local program for high ability students.
- (6) Best practices to increase the number of participants in high ability student programs who are from racial and ethnic groups that have been underrepresented in those programs

Permissible High Ability Program Grant Expenditures by Program Element**Identification****Identification tools and materials**

Materials ensuring an equitable, multifaceted, high ability identification process

- Online testing seats
- Tangible testing booklets
- Scoring sheets
- Scoring services
- Aptitude/Potential Assessments
 - CogAT Cognitive Abilities Test
 - InViewTerraNova Cognitive Abilities Test
 - OLSAT Otis-Lennon School Ability Test
 - NNAT3 Naglieri Nonverbal Ability Test
 - SAGES 2 Screening Assessment for Gifted Elementary Students
- Achievement/Performance
 - NWEA-MAP→ Northwest Evaluation Association Measures of Academic Progress
 - IOWA Iowa Test of Basic Skills
 - AIRWays Cambium Assessment
 - iReady Diagnostic Curriculum Associates
 - STAR Renaissance
- Observational/Qualitative Assessments
 - SIGS Scales for Identifying Gifted Students
 - KOI Kingore Observation Inventory
 - Renzulli Scales Behavioral Characteristics of Superior Students
 - USTARS~Plus, TOPS Teacher's Observation of Potential in Students

Technical assistance from high ability experts with experience with Indiana Code requirements

Curriculum and Instruction**Personnel**

High ability specific teacher salaries (would be based upon the individual's time/effort devoted to the HA

program as applied to their total salary/benefit figures.)

Substitute teacher pay for High Ability professional development

Stipends for:

- IDOE High Ability ELA Unit Training
- STEM/humanities unit development
- High Ability PLC
- High Ability leadership teacher team
- Coaching
- Summer professional development

Direct Services for HA learners

- Makers' space
- Clubs targeting HA learners such as:
 - Robotics
 - Roots and Shoots
 - Chess
- Summer HA camps
- Student fees for academic competitions targeting HA learners such as:
 - MathCounts
 - Odyssey of the Mind
 - Future Problem Solving
 - Robotics
 - Continental Math League

Instructional Supplies and Materials

- Materials and supplies to accompany IDOE curriculum units
- Math problem solving books
- Books for parent/community book study
- Core content materials, including digital materials and technology
- Student materials for academic competitions targeting HA learners
- Makers' space equipment

Professional Development

High Ability specific conference registrations such as:

- Indiana Association for the Gifted (IAG)

- National Association for Gifted Children (NAGC)
 - Supporting Emotional Needs of the Gifted (SENG)
- Reimbursement for higher ed high ability coursework
- Teacher investment/incentive program

High Ability specific workshop registration

Administrators

- HA student characteristics
- Identification tools and best practices
- Equity and access
- Cluster grouping
- Program models
- Data analysis

High Ability specific workshop registration

Teachers

- HA student characteristics
- Identification
- Curriculum content knowledge
- Curriculum differentiation
 - Compacting
 - Accelerating
 - Enriching
- Instruction
 - Higher order questioning
 - Shared and independent inquiry
- AP or Pre-AP teacher training (proportionate share)

High Ability specific workshop registration

Counselors

- HA specific affective needs
- Community outreach
- Underrepresented populations
- Twice exceptional

Guidance and Counseling

High Ability specific workshop registrations for personnel working with high ability students.

- HA specific affective needs
- College and career readiness
- Community outreach

- Underrepresented populations
- Twice exceptional
- SMPG training

Developing a guidance and counseling plan led by someone with expertise in the social and emotional needs of the gifted.

Program Evaluation

Program review

- Formal program evaluation by experts in gifted education- recommended every five years to set direction for program improvement

High Ability specific workshops

Family and community

- HA student characteristics
- College and Career Readiness