Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

HIGH ABILITY PROGRAM (HAP) GRANT TOOLKIT

The HAP Grant Toolkit includes resources and grant activity suggestions that support the inclusive access to and development of high ability services and program elements to best serve the students of Indiana.

Eligibility	Public LEAs through LEA Formula
Important FY25 Dates	• Application Deadline: **May 1, 2024** • Grants Reviewed: **May-June 2024** • Amendment Deadline: **Sunday, September 15, 2025** • Encumbrance Deadline: **Monday, September 30, 2025** • Liquidation Deadline: **Sunday, December 15, 2025** • Final Report: **Tuesday, December 31, 2025**
Grant Activities	• Identification • Curriculum and Instruction (Direct services) • Professional Development (Improvement of Services) • Guidance and Counseling • Program Evaluation
Resources	• HAP Grant Guidance and Budget Planning • HAP Grant Budget Code Guide • HA Program Element Evaluation • HAP Grant SMART Goal Examples • HA Program Models • UPDATED HAP Coordinator Handbook
Submissions	• HAP Grant Application PDF • HAP Grant JotForm Application→ Due May 1, 2024 • HA Program Plan Template→ ***UPLOAD w/ APPLICATION*** • HAP Grant Cash Request Form → Due Saturday, June 1, 2025 • HAP Grant Amendment Form→ Due Sunday, September 15, 2025
Reporting	• HAP Grant Final Report (FY25)→ Due Tuesday, December 31, 2025
Reporting Contact	StudentPathways_highability@doe.in.gov

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Budget Code Guide

High Ability Program (HAP) Grant Budget Code Guide

When contemplating whether or not an expenditure is allowable with the grant funds, ask:

- Is it beyond the general education expense and specific to High Ability (HA)?
- How does the expense impact the program?
  - Identification Instruments = High Impact, A unit specific educational toy in one grade level = Low Impact
- Does this investment provide the greatest return for HA students and the HA Program as a whole?

Example Expenditures for HA Programs

100 Salaries

- Stipends for HA educators to attend or deliver PD
  - Include number of educators and their title/role
- Stipends for HA educators to write/align HA curriculum
  - Include number of educators and their title/role
- Substitute pay for HA educators to participate in PD/curriculum development
- Salaries proportionate with time devoted to HA students
  - Include an explanation of how this amount was derived
- HA specific coach stipends

200 Benefits

- Benefits proportionate with time devoted to HA students
- Benefits related to substitute pay corresponding to substitute salary

300 Professional & Technical Services

- Conference or workshop registration
  - Must include
    - brief description of the conference or workshop clarifying how it relates to HA best practices
    - breakdown of the costs
- HA specific curriculum training
  - Include number of educators benefitting
- HA expert guest speaker for in house PD
  - Include a breakdown of the costs
- Scoring services for HA identification assessments
- Higher Education tuition
  - Include a breakdown of the costs and for whom
- HA licensure test fees

400 Property

- Extremely rare
  - Must receive special permission to place an expenditure in this category

500 Services

- Travel expenses to conferences/workshops
  - Must include specifically how the expenses were derived, such as mileage, lodging, meals, etc.
- Postage
- Field trip travel expenses, such as bus, mileage, and driver.

600 Supplies

- Identification testing materials and supplies
  - Must include type of test, number of tests, and for whom they will be administered
- HA specific curriculum supplies and materials
- HA specific software/online licenses and subscriptions
  - Must include number of licenses/subscriptions including number of HA students benefiting
- Equipment for Makerspace/robotics/STEAM Labs
  - Expenditure must be proportionate with use by HA students

700 Equipment (Property)

- **ONLY** include expenditures that are ***greater than*** the capitalization threshold of ***$5,000.00*** **PER ITEM.**

800 Other

- Professional memberships
- Student memberships
  - Must include how the membership supports HA students and the number of students benefiting

HAP Grant Activities

Permissible High Ability Program Grant Expenditures by Program Element

Multifaceted Identification

Identification tools and materials

Materials ensuring an inclusive, multifaceted, high ability identification process

- Online testing seats
- Tangible testing booklets
- Scoring sheets
- Scoring services
- Aptitude/Potential Assessments
    - Cognitive Abilities Test (full CogAT)
    - General Abilities Test (full GAT)
    - InView (Note: Only appropriate for Grades 2-12 because K-1 version does not have a quantitative subtest)
    - Otis-Lennon School Ability Test (8th ed.) (OLSAT) (Note: Only appropriate for Grades 3-12 - earlier grades does not have a quantitative subtest)
    - Naglieri General Ability Tests - Verbal, Nonverbal, and Quantitative
    - Wechsler Intelligence Scale for Children (WISC)
    - Woodcock-Johnson III NU Test of Cognitive Abilities
    - Kaufman Assessment Battery for Children, Second Edition (KABC-II)
    - Stanford-Binet Intelligence Test
    - Test of Mathematical Abilities for Gifted Students (TOMAGS) – math only
    - Orleans-Hanna Algebra Prognosis Test – math only
- Achievement/Performance
    - NWEA-MAP→ Northwest Evaluation Association Measures of Academic Progress
    - IOWA Iowa Test of Basic Skills: Complete Battery
    - iReady Diagnostic Curriculum Associates
    - ExactPath
    - IXL
    - ILEARN pilot checkpoints
    - AIRWays Cambium Assessment

- Terra Nova (most recent addition)
- Stanford Achievement Test
- Wechsler Individual Achievement Test
- Woodcock-Johnson III NU Tests of Achievement
- Kaufman Test of Educational Achievement

- 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

Substitute teacher pay for high ability professional development

Stipends for:

- STEM/humanities unit development
- High ability PLC
- High ability leadership teacher team
- Coaching
- Summer professional development

Direct Services for High Ability Learners

- Makers' Space
- Clubs targeting high ability learners such as:
  - Robotics
  - Roots and Shoots
  - Chess
- Summer high ability camps
- Student fees for academic competitions targeting high ability learners such as:
  - MathCounts
  - Odyssey of the Mind
  - Future Problem Solving

- Robotics
- Continental Math League

- Transportation for high ability specific:
  - Field trips
  - After-school programs
  - Access to site specific programming

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 high ability 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

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

High ability specific workshop registration

Teachers

- High ability 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

High ability specific workshop registration

Counselors

- High ability specific affective needs
- High ability parent group
- Community outreach
- Underrepresented populations
- Twice exceptional

AP or pre-AP teacher training

Guidance and Counseling

High ability specific workshop registration

Counselors

- High ability specific affective needs
- High ability parent group
- Community outreach
- Underrepresented populations
- Twice exceptional
- SMPG training

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

Program Evaluation

Outside review or 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

- High ability student characteristics
- College and Career Readiness

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High Ability Program Element Evaluation

Use the following rubric to evaluate the required components of a High Ability Program. Score each of the subcategories of recommended best practices using the 1-4 scale. Average the subcategory scores to determine the overall rating for each of the High Ability Program components.

HA Program Elements	Implementation Rating:
1. **Multifaceted Identification:** ● Access and opportunity 2. **Differentiated Curriculum and Instruction:** ● Student achievement 3. **Guidance and Counseling:** ● Student conditions for learning 4. **Professional Development:** ● Educator, administrator, counselor effectiveness 5. **Broad Based Planning Committee** ● Stakeholder participation 6. **Program Evaluation:** ● Leadership effectiveness ● Family and Community engagement	**4=** Implemented successfully **3=** Implemented and ready to enhance **2=** Implemented but needs improvement **1=** Not yet implemented

1. **Multifaceted Identification:** ● Access and opportunity	**Implementation Rating (see scale above)**
A **norm-referenced measure of ability/potential** is used in each of the areas for which program services are offered.	
A **norm-referenced adaptive measure** of **achievement/performance** is used in each of the areas for which program services are offered.	
A **qualitative indicator of achievement** is used in each of the areas for which program services are offered.	
Students are ***universally screened*** **for identification at all grade levels for which services are provided**, and the formal multifaceted identification process is repeated at targeted grade levels including (but not limited to) ***kindergarten, grade two, and grade five.***	

The **appeals process is publicized** and allows for students to take alternative ability, achievement, and/or qualitative measures at no cost to the family.	
The **exit procedure includes a period of intervention** no less than one grading period to determine if the student, with support, can be successful in the program.	
Total	
	÷6
Identification Average Rating	

2. Differentiated Curriculum and Instruction: ● Student achievement	**Implementation Rating (see scale above)**
There is a **written curriculum** specific to high ability students in **core content areas** (and other content areas as served by the district) that is **vertically aligned** for all **grades k-12**.	
Curriculum, instruction, and learning experiences are clearly differentiated in depth and complexity through enrichment, acceleration, and curriculum compacting.	
High ability **students are grouped together** for instruction in their area(s) of talent.	
Pre-assessments are administered to determine individual learning goals and the overall direction of differentiation needed for all.	
Policies are in place to allow ***early entrance, grade skipping, subject skipping, early credit, and early graduation*** according to individual student need.	
Total	
	÷5
Curriculum and Instruction Average Rating	

3. Guidance and Counseling: ● Student conditions for learning	**Implementation Rating (see scale above)**

A **written, differentiated, affective curriculum** that addresses social and emotional needs of high ability students is available and used by teachers and counselors.	
Affective curriculum t**eaches students about social and emotional characteristics** as well as potential issues high ability students may face.	
Documentation of differentiated college and career guidance for high ability students is available (e.g. field trips, independent study projects, speakers, or shadowing experiences pertaining to college exploration).	
Personnel receive training in the affective characteristics and **asynchronous development** of high ability students.	
Total	
	÷ 4
Guidance and Counseling Average Rating	

4. Professional Development: • Educator, administrator, counselor effectiveness	**Implementation Rating (see scale above)**
Personnel working with high ability students **have or are pursuing licensure** in gifted education.	
Personnel working with high ability students **are provided with opportunities for continuing professional developmen**t in the area of high ability education.	
Personnel working with high ability students are **coached on instructional best practice.**	
Administrators are trained on how to use a multifaceted identification process that ensures equitable access for all students, especially those typically underrepresented.	
Parents of high ability students are **provided with learning opportunities** about the characteristics and needs of high ability students.	
Total	
	÷5

Professional Development Average Rating	

5. Broad Based Planning Committee: ● Stakeholder participation	**Implementation Rating (see scale above)**
Committee must have **diverse stakeholders** representing the school and community (e.g. teachers, administrators, counselors, parents, students, community members, industry partners).	
Committee **meets periodically** to review the local plan for high ability students.	
Committee **designs and monitors the continuous development and implementation** of the levels of services of the program**.**	
Total	
	÷3
Broad Based Planning Committee Rating	

6. Program Evaluation: ● Leadership effectiveness ● Family and community engagement	**Implementation Rating (see scale above)**
Services are *constructed, developed*, and *regularly reviewed* by a **high ability specific, district-wide, stakeholder group** to ensure the broad range of individual high ability needs are met.	
There is a **written philosophy and/or mission statement** related to high ability students with *articulated goals and objectives* **of the services provided** for the students at each grade level and in each area served.	
Student **growth and achievement is regularly measured and evaluated** using multiple strategies to ensure consistent and sustained progress.	
All elements of the high ability program are **periodically reviewed** by individuals who are knowledgeable about high ability learners and competent in the evaluation process in order to *continue program improvement.*	

The **results of the program evaluation are presented** to the local school board, the stakeholder group, and accessible to all constituencies of the program.	
Total	
	÷ 5
Program Evaluation Average Rating	

High Ability Program Elements	Average Implementation Ratings
1. **Identification:** ● Access and equity	
2. **Curriculum and Instruction:** ● Student achievement	
3. **Guidance and Counseling:** ● Student conditions for learning	
4. **Professional Development:** ● Educator, administrator, counselor effectiveness	
5. **Broad-based Planning Committee** ● Stakeholder participation	
6. **Program Evaluation:** ● Leadership effectiveness ● Family and community engagement	

Rubric is adapted from the Program Checklist in the NAGC's Administrator Tool Kit

Brief Description of High Ability Program Models

Self-Contained Classrooms
All of the students in the class have been identified as high ability, and all of the instruction can be at the appropriate pace and level. This can occur in a self-contained classroom by grade, a multi-age classroom, or through a magnet school for the district. It is recommended for the teacher(s) to have a high ability license. This model provides the most opportunity for appropriately differentiated curriculum and instruction in core content areas.
Between Class Ability Grouping by Subject Area
The school schedule is constructed in a way that has coinciding times for grade level math and english language arts. During the two subject specific times, students will be grouped at their instructional level with other identified high ability learners to receive enriched and accelerated instruction. The remainder of the day, students would be in heterogeneous classrooms.
Flexible Grouping
An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.
Cluster Grouping
Students are ability grouped to provide a narrowed instructional range in each class; however, all classes have a group of typical learners. One class has a cluster of high ability students with a group of average achieving learners while other classes have some high achieving, average achieving, and low achieving students. This model requires fidelity of implementation to remain true to the model throughout the year (with transfers in and out). It is recommended that the cluster teacher hold a high ability license.
Push-In

High ability teachers or high ability instructional assistants assist the classroom teacher in providing enriched and accelerated instruction. Instructional assistants need to be under direct supervision of the classroom teacher.

Pull-Out

High ability students are “pulled out” of the general education classroom for special enriched and accelerated instruction.

Differentiation in general education classrooms

High ability teachers modify curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom. Levels of depth and complexity are differentiated through carefully planned, coordinated learning experiences that extend the core curriculum, combine the curricular strategies of enrichment and acceleration, and integrate instructional strategies that engage learners at appropriate levels of challenge.

Honors

Honors courses generally refer to higher-level classes that proceed at a faster pace and cover more material than regular classes. Honors classes are open to any student who is recommended by a teacher or maintains a particular level of performance.

Advanced Placement

High Schools offer courses that meet criteria established by institutions of higher education and audited by the College Board AP Program. College credit may be earned by obtaining a score of three or higher on an AP exam in specific content areas. The Pre-AP program is offered to younger students as preparation for the upper-level courses.

Dual Credit

High school students dually enroll in a college course, often for college credit. This allows access to additional academic and technical courses than what is provided at the local level. The term also refers to middle school students taking high school courses for credit.

International Baccalaureate (IB)
A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the completion of the IB program, which allows graduates access to universities worldwide. The IB program now includes middle years and primary years programs.
Magnet Schools
A public school program that focuses on a specific learning area such as math, science, technology, or the performing arts. Magnet schools have been established to meet the specific learning needs of the gifted.

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High Ability Program (HAP) Grant Timeline

High Ability Program (HAP) Sample Grant Timeline	
January	❑ Ensure all materials for the **multifaceted identification process** are **ordered** ❑ **Evaluation of student performance and growth** with an *adaptive achievement assessment.*
February	❑ **Broad Based Planning Committee meeting** to review identification process
March	❑ **Universal screening** of **ALL students in kindergarten and grades two and five** using assessment *measuring aptitude/potential*
April	❑ **Universal screening** continued using measure of *aptitude/potential* ❑ **Identification continued** using an *adaptive assessment measuring student achievement/performance/growth* ❑ **Application due May 1** for new grant cycle ❑ **Review budget** of current grant cycle
May	❑ **Broad Based Planning Committee meeting** discuss SMART goals ❑ **Evaluation of program**
June	❑ Ensure all allocated **funds have been requested from the Indiana Department of Education** (current grant cycle) **by June 1, 2024.**
July	❑ Once you receive approval, you may request funds beginning **July 1, 2024.**
August	❑ **Schedule professional development** opportunities for educators ❑ **Inventory supplies and services** within program **K-12**
September	❑ Ensure all funds are **encumbered no later than September 15.**
October	❑ **Evaluation of student performance and growth** with an adaptive achievement assessment. ❑ **Broad Based Planning Committee meeting** review SMART goal progress
November	❑ **Final collection of measurable data** for evaluation of goals. ❑ **Final review of expenditures**--*liquidation date mid-December*
December	❑ **Complete final report no later than December 31.** ❑ **Review Goals** ❑ Presentation of measured data for each goal ❑ Reflection on accomplishment of goal ❑ **Review Budget** ❑ Evaluate proper use of ID allocation (verbal & quantitative reasoning skills) ❑ Meet with local finance team to align figures