

Archived Information

JAVITS GIFTED AND TALENTED STUDENTS EDUCATION

Goal: To improve the teaching and learning of gifted and talented students through research, demonstration projects, personal training, and other activities of national significance.	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
Legislation: Part B, of Title X of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Improving America’s Schools Act of 1994, P.L. 103-382 (20 U.S.C. 8031– 8037).	1985	\$0	2000	\$6.5
	1990	\$10	2001	\$7.5
	1995	\$4.9	2002 (Requested)	\$0

Program Description

The purposes of this program are: 1) to build a nationwide capability in elementary and secondary schools to meet the special educational needs of gifted and talented students; 2) to encourage the development of rich and challenging curricula for all students, through the appropriate applications and adaptation of materials and instructional methods developed under this part; and 3) to supplement the expenditure of state and local funds and effectively apply them towards the education of gifted and talented students. State educational agencies, local educational agencies, public and private agencies and institutions of higher education are eligible to receive grants.

Authorized activities include: 1) providing professional development (including fellowships) for personnel involved in the education of gifted and talented students; 2) establishing and operating model or exemplary programs to identify and educate gifted and talented students who may not be served by traditional gifted and talented programs; 3) training parents involved in gifted and talented programs; 4) implementing innovative strategies; 5) strengthening the capability of state educational agencies and institutions of higher education to provide leadership and assistance to local educational agencies and nonprofit private schools in planning, operating and improving programs for gifted and talented students; and 6) conducting programs of technical assistance and information dissemination.

In addition, this program supports a research center for gifted and talented education using no more than 30 percent of the total appropriation. On-going activities at the National Research Center on Gifted and Talented Education include: 1) investigating the causes for disparities in achievement at the highest levels of performance among various racial and ethnic groups; 2) studying models for increasing the proportion of under-represented students performing at the highest levels; 3) generating findings and applications that build the capacity of teachers and schools to improve the performance of under-represented students; and 4) conducting analyses of existing national and international databases to determine what is known about the opportunities available to, and educational outcomes of, gifted and talented, high achieving, or high-ability students.

For more information, please visit the program Web site at: <http://www.ed.gov/offices/OPE/HEP/iegps/javits.html>

Program Performance

OBJECTIVE 1: CONDUCT RESEARCH AND EVALUATION ON GIFTED AND TALENTED EDUCATION THAT WILL IMPROVE THE IDENTIFICATION AND TEACHING OF GIFTED AND TALENTED STUDENTS.

Indicator 1.1 Utility: At least 80 percent of recipients will report that the research products and evaluation results from the National Research Center on the Gifted and Talented help them to improve the identification and teaching of gifted and talented students.				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>In 1999, surveys of participants in Center workshops found:</i>		<p>Status: Target exceeded.</p> <p>Explanation: Surveys were sent to 590 people who have access to the Center's research. 196 people completed the survey, resulting in a 33 percent response rate. 92 percent agreed or strongly agreed that the Center's work improved their understanding of gifted and talented. Eighty-eight percent (88 percent) agreed or strongly agreed that the information was useful.</p>	<p>Source: Customer surveys, 2000. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Data to be reported:</i> Unknown.</p> <p>Validation Procedure: Data supplied by Center.</p> <p>Limitations of Data and Planned Improvements: Data will be corroborated by external evaluation in 2001. The external evaluation will include a major in-depth analysis of the Center's work.</p>	
<i>Improved understanding of gifted and talented education</i>				
Year	Actual Performance			Performance Target
1999:	89%			No target set
2000:	92%			80%
2001:				80%
2002:				
<i>Usefulness of information</i>				
Year	Actual Performance			Performance Target
1999:	76%			No target set
2000:	88%	80%		
2001:		80%		
2002:				

OBJECTIVE 2: DEVELOP MODELS FOR DEVELOPING THE TALENTS OF STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED, ARE LIMITED ENGLISH PROFICIENT (LEP), AND/OR HAVE DISABILITIES.

Indicator 2.1 Model effectiveness: At least 80 percent of Javits-supported projects will develop and implement model programs that increase the diversity of students identified as gifted and talented in their service region by at least 15 percent by the end of the project period, and that meet the needs of identified gifted students.

Targets and Performance Data								Assessment of Progress	Sources and Data Quality
Year	# of projects ended in FY	Actual	Target	Actual	Target	Actual	Target	<p>Status: Unable to judge in diversity category, but exceeded the target in the other two categories.</p> <p>Explanation: Based on data from the Center’s evaluation, unable at this time to arrive at a percentage of projects increasing diversity by 15 percent. All projects are operating in schools in empowerment zones with the vast majority living in poverty and many with no existing programs for gifted students. Some projects are curriculum-based and serve all students. Therefore, it is unclear how these projects could increase in diversity. 89 percent of teachers receiving training through Javits projects report that they use differentiated strategies at least once a month. (24 percent used daily, 26 percent, 2-3 times a week, 12 percent, 2-3 times per month, 10 percent once a month). 91 percent report developing independent study skills at least once monthly.</p> <p>Source: National evaluation, 2000. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Data to be reported:</i> Unknown.</p> <p>Validation Procedure: Internal review procedures of National Research Center (by statute).</p> <p>Limitations of Data and Planned Improvements: Record keeping by projects is inconsistent, making data collection and analysis difficult. Because the grants had different missions, the indicators don’t reflect the goals of the program. Impact measurement after three years of project needed for full picture.</p>	
		Percentage of projects increasing in diversity by at least 15 percent		Percentage of teachers reporting use of differentiation strategies		Percentage of teachers reporting increased student independence			
1999:	7	0%	No target set	78%	No target set	79%	No target set		
2000:	8	NA	80%	89%	80%	91%	80%		
2001:			80%				80%		
2002:									