

Archived Information

JAVITS GIFTED AND TALENTED STUDENTS EDUCATION

Goal: To improve the teaching and learning of gifted and talented students through research, demonstration projects, personnel training, and other activities of national significance.

Relationship of Program to Volume 1, Department-wide Objectives: The Javits program supports research and evaluation that will improve the knowledge based on education reform (Objective 4.3). The program has a particular focus on special populations (Objective 2.4) through its development of models for developing the talents of disadvantaged, Limited English Proficient (LEP), or disabled students.

FY 2000—\$6,500,000

FY 2001—\$7,500,000 (Requested budget)

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>			Status: Unable to judge at this time. Explanation: Because the customer survey did not have specific questions on improving the identification and teaching of gifted and talented students, we are unable to judge, but progress is likely. There are positive data on related topics, such as improving the understanding of gifted and talented education, and we estimate that data on this indicator will also be positive. The national evaluation report in 2000 is expected to include specific data on the value of the Center in improving the identification and teaching of gifted and talented students.	Source: Customer surveys, 1999. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000. Validation Procedure: Data supplied by Center. Limitations of Data and Planned Improvements: Current measures do not exactly match this indicator, but customer surveys will be aligned with the performance plan in the future. Data will be corroborated by external evaluation in 2001.
<i>Improved understanding of gifted and talented education</i>				
Year	Actual Performance	Performance Target		
1999:	89%	No target set		
2000:		80%		
2001:		80%		
2002:		80%		
<i>Usefulness of information</i>				
Year	Actual Performance	Performance Target		
1999:	76%	No target set		
2000:		80%		
2001:		80%		
2002:		80%		

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	Percentage of projects increasing in diversity by at least 15 percent		Percentage if teachers reporting use of differentiation strategies		Percentage of teachers reporting increased student independence		Status: Unable to judge, but progress toward target is likely. Explanation: Preliminary baseline data from the national evaluation: three projects appear to have increased diversity by 11 to 14 percent; two projects appear to have had less positive increases; two projects appear to have trended away from the target by 1 to 14 percent; two projects are near the target for meeting the needs of gifted students.	Source: National evaluation, 1999. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000. Validation Procedure: Internal review procedures of National Research Center (by Statute, the national evaluators). Limitations of Data and Planned Improvements: Record keeping by projects is inconsistent, making data collection and analysis difficult. The National Research Center will conduct annual workshops with the projects to improve evaluation.
		Actual	Target	Actual	Target	Actual	Target		
1999:	7	0%	No target set	78%	No target set	79%	No target set		
2000:			80%		80%		80%		
2001:			80%		80%		80%		
2002:			80%		80%		80%		

KEY STRATEGIES

Strategies Continued from 1999

- ❖ The Research Center will work with national, state, and local associations and agencies, through the National Research Center Advisory Council, to (1) develop a useful, national research and development agenda for the Center, (2) support dissemination of high-quality products from the Center, and (3) establish competitive priorities for new grants that implement effective research-based practices that increase student diversity in gifted and talented educational programs and improve the quality of programs.

New or Strengthened Strategies

- ❖ To improve alignment with the program’s performance plan and improve the reliability and validity of data, the Javits grantees will attend an annual workshop, conducted by the National Research Center, on evaluation.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

- ❖ The Javits Program collaborates with the Council for Exceptional Children and the National Association for Gifted Children on an ongoing basis to discuss ways of improving educational opportunities for gifted and talented children. Additionally, program staff is working with the Office of Special Education and Rehabilitative Services to focus on minority representation in gifted and talented programs. The program has also collaborated with the Office of Indian Education (OIE) and the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to produce reports on the status of gifted education with those special populations.
- ❖ The Research Center is a collaboration of five leading universities which also receives funding from other Federal agencies for gifted and talented education.

CHALLENGES TO ACHIEVING PROGRAM GOAL

- ❖ It is difficult for the Research Center to maintain a consistent research agenda in an environment of shifting priorities and in the complex, ever-changing settings of their school research sites.
- ❖ All Javits project sites are in empowerment zones that have a host of educational, resource, and cultural barriers to innovation and success. They are often faced with entrenched notions that make it difficult for them both to identify gifted and talented students from among traditionally underserved populations and to provide services outside the school norms.
- ❖ The first objective of Javits projects is to increase the diversity of students identified as gifted and talented and to provide them with appropriate services. Projects are fully engaged in achieving this objective and have little time or resources to focus on integrating gifted and talented strategies into the larger school context.
- ❖ It is difficult for the three-year Javits projects to change or improve the total school environment with the gifted and talented programs developed during the project period.

INDICATOR CHANGES

From FY 1999 Annual Plan (two years old)

Adjusted

- ❖ Indicators 1.1, 1.2, and 1.3 were consolidated into a single FY 2000 Indicator (1.1) emphasizing the impact of Center products and services.
- ❖ Indicator 2.1 was adjusted to establish a target for increased diversity in FY 2000.
- ❖ Indicator 3.1 was adjusted to strengthen its focus on impact in FY 2000.

Dropped

- ❖ Indicators 2.2 and 2.3 were dropped to reduce the overall size of the plan.

From FY 2000 Annual Plan (last year's)

Adjusted

- ❖ Indicators 1.1 and 2.1 were adjusted to align better with their respective objectives.
- ❖ Impact on total school improvement was removed from Objective 1 because the Center has been unable to identify a sufficient number of gifted and talented programs engaged in total school improvement to conduct a viable research study.

Dropped

- ❖ Indicator 3.1, Leadership, was dropped because of its overlap with Indicator 1.1.

New—None.