



BE REMARKABLE PROJECTS:
GOING BEYOND “DOING GOOD” TO “CREATING
SUSTAINABLE VALUE”.

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We're responding to a cultural climate that perceives gifted & talented children as elites.

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- ❖ Contrary to common belief, gifted students, like other children, will not do fine on their own. Like special-education students, they are exceptional — and deserve special services to meet their potential.
- ❖ Yet increasingly, they're being ill-served. The Jacob K. Javits Gifted and Talented Students Education Act is the only federal program dedicated to assisting gifted and talented students. However, the Javits program received zero funding from 2011 to 2013 and only \$5 million in 2014, a mere drop in the bucket compared with the \$11.5 billion annually allocated to special education.

Research shows:

Gifted students — especially those who are low-income — aren't getting the focus they need.

- There is a profound and widening excellence gap through elementary and secondary school.
- High-achieving, low-income students are less likely to pursue rigorous coursework or to score highly on aptitude tests.
- High-achieving, low-income students are less likely to apply to or enroll in highly competitive colleges and are less likely to complete college than their low-achieving, high-income peers.
- High-achieving, low-income students often exist in isolation.

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As a result, these particular students need:

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- To be academically challenged and inspired while in school, after school, and during the summer.
- Information regarding how to successfully navigate transitions to high school in order to prepare for, identify, and apply to competitive gifted programs.
- Financial resources that enable them to develop their academic and artistic talents.
- A peer community that challenges, supports, and inspires them.

High-achieving, low-income students need support to ensure that they thrive in school and beyond.

We aim to ensure that our G&T students have access to rigorous curricula and activities in school and in the community while engaging in meaningful, high-quality experiences. We will provide scholarships and grants, that these students have access to meaningful, high-quality educational experiences.

- Build awareness by:
 - Counseling G&T students how to: select, apply, pay for, and navigate family and community life that best suits their needs.
 - Supporting organizations and institutions that advise G&T students how to: select, apply and pay for gifted & talented programs that fit their acquired lifestyles.

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- Provide financial resources by:
 - Furnishing some of the most generous scholarships for students in elementary, high school and college.
 - Issuing grants to organizations so that high-achieving, low-income students can participate in exceptional summer and after-school programs.
- Provide a peer community by:
 - Connecting G&T students to one another via “in-person” events, mentoring opportunities, and online communities.

**A Report Card on State Support for
Academically Talented Low-Income Students**

[Article Reprint: Washington Post](#)- March 31st 2015

EQUAL TALENTS, UNEQUAL OPPORTUNITIES:

States aren't doing enough to support gifted students, especially those from low-income families — that's the message that the Virginia-based [Jack Kent Cooke Foundation](#) sent with the release of report cards on state policies for academically talented children.

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Year after year, in every state and community in our nation, students from low-income families are less likely than other students to reach advanced levels of academic performance, even when demonstrating the potential to do so.

Page | 4 These income-based “excellence gaps” appear in elementary school and continue through high school. It is a story of demography predetermining destiny, with bright low income students becoming what one research team referred to as a “persistent talent underclass.”

Low-income students, recently estimated to be roughly half of our public school population, are much less likely to achieve academic excellence or, when identified as high-ability, more likely to backslide as they progress through school.

In light of these disparities, schools can play an important role in equalizing opportunities. Through educating the nation’s youth, our schools cultivate our next generation’s talent, and students who do well in school are more likely to become productive contributors to society.

The report examines the performance of America’s high-ability students, with an emphasis on those who come from low income backgrounds.

Ultimately, 18 indicators were included in the analyses, representing nine distinct state-level policies and nine specific student outcomes. All data were collected at the state level, as we believe that changes to state-level policies are most likely to improve the country’s education of high-ability students, especially students from low-income families. States were then graded on both their policy interventions and their student outcomes.

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The vibrancy of our economy depends on intellectual talent, our quality of life is enriched by it and the moral code of our society is based on the free exchange of creative ideas. We must ensure that talent is developed equally in all communities, starting with ensuring that all students have access to advanced educational offerings. Yet there are reasons for optimism. Talent development is becoming a concern of policymakers, and many of the necessary policies identified by the expert panel and in the research literature are relatively low cost and easy to implement.

Reprint from: [Jack Kent Cooke Foundation state policy report cards](#)

A Report Card on State Support for Academically Talented Low-Income Students” by Jack Kent Cooke Foundation

Not all states require that gifted students be identified or offered special services:

But more important than the letter grades are some of the underlying data. (State policy report cards are a favorite tool among education-related organizations, and the mission and agenda of whatever group is doing the grading invariably affects the letter grades that are given.)

For example, nearly half of states do not audit, monitor or report on gifted and talented programs, according to foundation’s report.

The federal government requires all states to hold their schools accountable for ensuring that students reach proficiency in math and reading. But not

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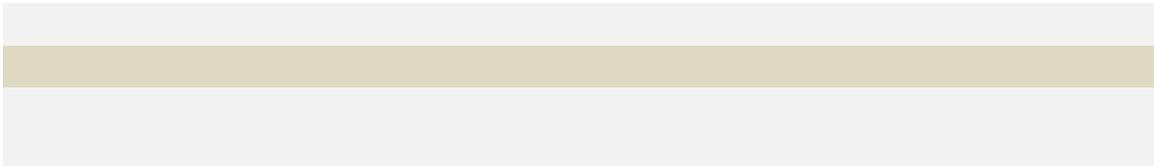
all states hold schools accountable for helping more students reach advanced performance levels:

Page | 6 **Most states do not offer an honors diploma that recognizes advanced coursework:**

The foundation argues that lack of attention devoted to advanced learners in these and other policies is likely helping to drive what it terms the “[excellence gap](#)”: the gap between the number of low-income versus affluent children who perform at high academic levels.

Less than one percent of low-income eighth-graders scored “advanced” on the 2011 NAEP reading exam; more-affluent students were five times more likely to score advanced. Math was better, but not much: 2.5 percent of low-income eighth-graders scored advanced, compared with nearly 13 percent of more-affluent students.

Read the entire report, click here: [Jack Kent Cooke Foundation state policy report cards.](#)





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- **For the future:** Students confined to educational environments that they don't find challenging or supportive, doesn't allow the necessary tools required to be the innovators, creators, leaders, nor the involved members of the 21st century global community to which they have the potential to become.
 - **For educational best practices:** Teachers trained to work with gifted learners benefit all students. Many successful learning strategies now touted in regular classrooms, due to their benefits in flexible grouping and academic rigor, actually originated in gifted education.

WE WELCOME YOUR PARTICIPATION

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