# Effective Program Models for Gifted Students from Underserved Populations

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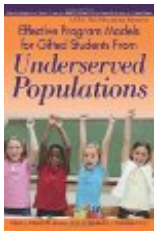
reviewed by Julia Roberts January 13, 2016




**Title:** Effective Program Models for Gifted Students from Underserved Populations
**Author(s):** Cheryll M. Adams & Kimberley L. Chandler
**Publisher:** Prufrock Press, Austin
**ISBN:** 1618210963, **Pages:** 100, **Year:** 2013
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At a time when the Excellence Gap highlights that underserved populations are not achieving at advanced levels, *Effective Program Models for Gifted Students from Underserved Populations* is a valuable resource for examining ways to remedy this undesirable situation. This book describes eight models that represent various curricular emphases and applies them across grades. Consequently, it is a handy resource for any educators who want to teach in ways that allow students from poverty, as well as children who are African American or Hispanic, to achieve at advanced levels. These are the children who are often underrepresented in programs or services for advanced and gifted learners

The books editors, Cheryll Adams and Kimberley Chandler, have included individuals who are key developers and/or implementers of these eight models, one model per chapter. They highlight information needed by educators who are searching for ways to develop the talents of children and young people who have been underrepresented in advanced programs. These curriculum writers and model implementers provide readers with resources and additional information in those areas that pique their interests. This sampling of programming options includes information useful for implementation as well as relevant research to guide decision-makers.

A few of the models will be described here. For example, the Young Scholars in Fairfax County, Virginia, is one of the featured models. Carol Horn describes a decade of history when the Young Scholars implemented a comprehensive approach to the underrepresentation of low-economic, minority learners

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- Julia Roberts *Western Kentucky University* E-mail Author JULIA LINK ROBERTS, Mahurin Professor of Gifted Studies at Western Kentucky University, Executive Director of The Center for Gifted Studies and The Gatton Academy of Mathematics and Science in Kentucky

in programs for gifted students. In summary, the Young Scholars model outlines essential elements and important characteristics that are supported by research and may be replicated in order to create systemic change and avenues of access to gifted programs that are open to all populations of students (p. 59).

Project Clarion is a K3 science curriculum developed as a five-year scale-up by the Center for Gifted Educations Javits project at the College of William & Mary. This curriculum was developed for promising learners from low-income households and was designed to meet the Next Generation Science Standards. This chapter provides research findings from the implementation of Project Clarion.

Project EXCITE is a model that has the long-term goal of closing the academic achievement gap between minority and majority students by bolstering the achievement of gifted minority students. The project identifies African-American and Latino children with talent in math and science by the end of third grade, and provides educational experiences and support to enhance their opportunities for advanced achievement. Other important components include building a peer culture and a developing a community of families to provide ongoing support.

The signing into law of the Every Student Succeeds Act as a reauthorization of the Elementary and Secondary Education Act highlights the importance of the various models explored in this book. One way to ensure that every student succeeds at a high level is to implement programming that develops the potential of children from all backgrounds, including those who have been underrepresented in advanced learning opportunities. Consider *Effective Program Models for Gifted Students from Underserved Populations* a practical resource that decision-makers can use when they design programming options but have limited experiences with the unique academic challenges of implementing gifted and talented programs.