

First Questions from Reviewers

From Holly Armstrong, Academic Solutions.

Dear Reviewer:

As has been Holly Armstrong's experience with these learners, assistant principals, principals, and school counselors are usually familiar with these learners by name because of their 'unruly' behaviors. However, the reason other students can nominate (or they can self-nominate) is because these gifted learners may not reveal their talents to those in authority. Sometimes there is one person they trust in administration, and that would be the person who would nominate because they are aware of potential giftedness. When I have discussed this program with administrators in public and private schools, the interested party can identify at least one student while we're conversing. Some professionals have admitted to me they were that kid, and they say these are those brilliant students who fall through the cracks and often end up quitting school, getting into drugs, or other diversions because of their disenchantment with school.

The test administrations and evaluations will be conducted by Holly Armstrong. I realize I did not self-identify (Holly Armstrong) when typing the qualitative descriptions of the students in our local schools. Holly is a doctoral student of General Psychology, Cognition and Instruction, so she will be using empirically qualified techniques in metacognition.

Second Set of Questions from Reviewers

1. The budget provided shows a large deficit between expected income and expenses. While the applicant provides a list of potential funders, provide information whether they have been approached and what the status is.

We just received an SBA Economic Injury Disaster Loan of \$42,500.

As previously stated, we have approached Chase Bank for a \$5,000 community grant. They previously issued \$1,000 and the branch manager suggested I request \$5,000. We followed up and are awaiting a response.

We have been in communication with the Marketing and Charities Director of the Big Horn Cares Foundation (with whom we have a professional relationship prior to her work there), and she knows we will be applying for a grant for this project by Jul. 1, 2020.

We have met with the outreach manager of the Morongo Band of Indians, who, prior to COVID-19 was interested in granting us \$5,000; however, we do not know the status since that position has been put on furlough.

We talked to a representative from the Cahuilla Band of Indians, Wells Fargo Bank, and Bank of America and will soon be applying for grants from them.

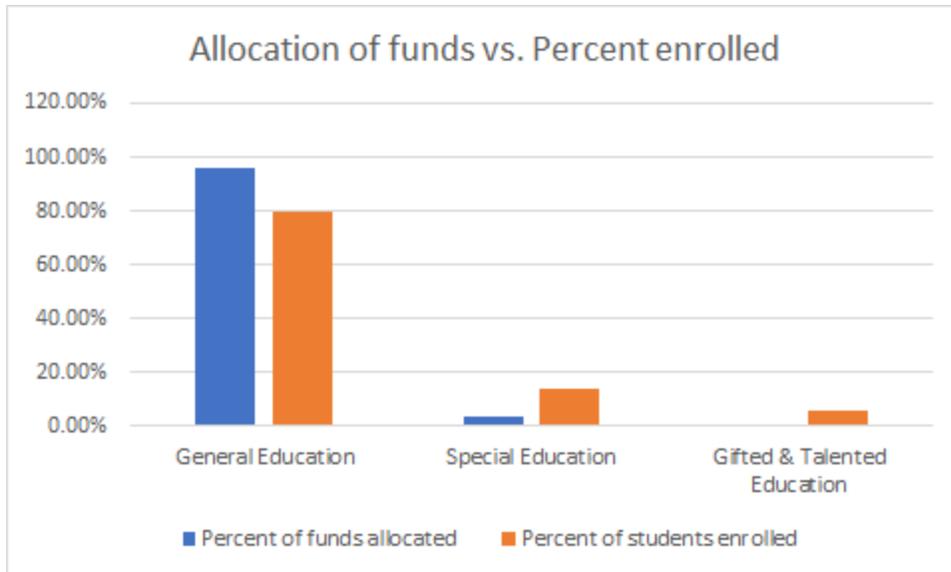
What will happen if the funds are not secured?

Regardless of other funding, as we told Anderson Children's Foundation, we have committed to completing this project.

2. Why is this program not funded by schools/school districts?

Because this is a gifted project, they do not have a budget to fund the project. As stated in the proposal, California stated gifted funding is allocated to the LCFF, so the Local Educational Agency (LEA) determines what that funding will be used for since it is not required to be used for gifted education (California Department of Education, 2020). Here is a visual to understand how greatly underserved gifted learners are. Keep in mind, the gifted funding may not even apply to gifted learners. As well, only 6% of the general population is identified as Gifted & Talented (National Association of Gifted Children, 2020), while at least 10% of all students are gifted/talented (National Association of Gifted Children, 2020), if considering under-served populations:

*See below spreadsheet for breakdown.



"The federal government does not provide funding directly to local school districts for programs and services for gifted and talented students" (National Association of Gifted Children, 2020).

In fact, like at least one of our school districts, there are many states in the U.S. who now only have funds allocated to identify intellectually gifted learners in their districts (and in some communities only identify artistically gifted students). Usually the students do not know they have been identified, and no services are provided (Mayes, Hines, & Harris, 2014).

3. Describe how the evaluations tools measure, how they work, what evaluative data will be obtained or how the information will be used.

First and foremost, Academic Solutions USA values beneficence i.e., we believe that all information gathered about a population is only to be used for the benefit of the individuals who are part of the given population.

Therefore, the BASC-3, which measures mental health and behaviors of the students, will be given pre-intervention to determine a baseline and post-intervention to determine if the intervention was effective in changing mental health and the consequential behaviors. Although this educational model has been repeatedly used and effective with underachieving "disenchanted" gifted learners (D. Higgins, Personal Communication, October, 2019), we wish to pilot this project and provide future projects which build upon it.

The BASC-3 is filled out by the individual and evaluated by the administrator.

Behavioral observations will be made by stakeholders and summarized by the Gifted Specialist.

Dynamic assessments will be developed and administered by the Gifted Specialist (based on the 20+ years of tutoring/teaching experience).

Semi-structured interviews will be based on published empirical research and the contribution of a gifted expert.

A survey will be administered to all participants (including support group members) via SurveyMonkey.

The information gathered will, again, be used to evaluate the success and develop future programming as well as to report to project funders. Additionally, with permission, the project results will be used to promulgate the success at conferences and educational in articles. The goal, as with all our projects is built on integrity and altruism. Confidentiality and ethical codes will always have priority.

Thank you, and I welcome any other questions you may have.

Sincerely,

Holly Armstrong

References:

California Department of Education. (2020, February 20). Resources. <https://www.cde.ca.gov/sp/gt/re/Resources> - Gifted & Talented Education (CA Dept of Education)

New Resources Stanford University Education Program for Gifted Youth (EPGY) As the new home of Stanford University's Education Program for Gifted Youth (EPGY), GiftedandTalented.com is the premier online community dedicated to advanced learning for K–12 students offering online courses, expert tutors, information and advice designed to help ...

www.cde.ca.gov

Mayes, R. D., Hines, E. M., & Harris, P. C. (2014). Working with twice-exceptional African American students: Information for school counselors. *Interdisciplinary Journal of Teaching and Learning*, 4(2), 125-139. <https://files.eric.ed.gov/fulltext/EJ1063067.pdf>

Working with Twice-Exceptional African American Students: Information for School Counselors

Working with Twice-Exceptional African American Students: Information for School Counselors . Renae D. Mayes . Ball State University . Erik M. Hines . University of Connecticut . Paul C. Harris . University of Virginia . This qualitative study examined the perceptions, attitudes, and experiences of eight

files.eric.ed.gov

National Association of Gifted Children. (Retrieved 2020, June 25). Frequently Asked Questions About Gifted Education. Retrieved from: <https://www.nagc.org/resources-publications/resources/frequently-asked-questions-about-gifted-education>

Frequently Asked Questions about Gifted Education | National Association for Gifted Children - NAGC

Frequently Asked Questions about Gifted Education. Is there a definition of "gifted"? Yes. The current federal definition of gifted students was originally developed in the 1972 Marland Report to Congress, and has been modified several times since then. The current definition, which is located in the Elementary and Secondary Education Act, is: ...

www.nagc.org