**ESEA Title I, Part A**

Supplements State and local funding for low-achieving children, especially in high-poverty schools

The program finances the additional academic support and learning opportunities that are often required to help disadvantaged students progress along with their classmates.

**Why use Title 1, Part A Funds for Gifted Children?:**

To assume that all gifted children come from middle or upper income brackets and are all achieving at high levels is to perpetuate a myth. Advanced learners are found in all cultures, ethnic backgrounds, and socioeconomic groups.

* In ***Mind the (Other) Gap: The Growing Excellence Gap in K -12 Education (***Plucker, Burroughs, Song, 2010) uses national and state assessment data to search for the existence of differences between subgroups of students performing at the highest levels of achievement. The study found that “an achievement gap exists at higher levels of academic performance. The economically disadvantaged, English Language Learners, and historically underprivileged minorities represent a smaller proportion of students scoring at the highest levels of achievement. There is a gender gap as well, with females performing better in reading and males in performing better in math.”
* Underachievement describes a discrepancy between a student's performance and his actual ability. Gifted students may become bored or frustrated in an unchallenging classroom situation causing them to lose interest, learn bad study habits, or distrust the school environment. Others may mask their abilities to try to fit in socially with their same-age peers. No matter the cause, it is imperative that educators trained in gifted education pedagogy help gifted learners break the cycle of underachievement in order to reach their full potential.

Excerpts from ***Mind the (Other) Gap: The Growing Excellence Gap in K -12 Education (***Plucker, Burroughs, Song, 2010)

“...… Because of a lack of state and federal financial support, often only affluent districts can afford to offer gifted education programs and services, which leaves many gifted students behind.”

“A convincing body of evidence suggests that the presence of an excellence gap is demonstrated both on national and state assessments of student performance…….

“The goal of guaranteeing that all children will have the opportunity to reach their academic potential is called into question if educational policies only assist some students while others are left behind. Furthermore, the comparatively small percentage of students scoring at the highest level on achievement tests suggests that children with advanced academic potential are being under-served, with potentially serious consequences for the long-term economic competitiveness of the U.S.” …………………

“Wyner, Bridgeland, and DiIulio (2009) estimate that 3.4 million high-achieving children live in households below the national median in income, over 1 million of whom qualify for free or reduced-price meals. They found evidence that compared to upper-income children of similar ability, these children are more likely to show decreased achievement in later grades and drop out of high school, and they are less likely to attend college and earn a degree. Given the well-documented personal and economic costs of academic underachievement, this study illustrates the immediate and long-term dangers posed by festering excellence gaps.”

***Mind the (Other) Gap: The Growing Excellence Gap in K -12 Education***

***(***Plucker, Burroughs, Song, 2010)

https://www.iub.edu/~ceep/Gap/index.shtml

**ESEA Title II, Part A, Improving Teacher Quality State Grants,**

These grants are used to increase academic achievement by improving teacher and principal quality.

Districts may use *Title II, Part A* funds to design and implement a wide variety of activities that can promote a teaching staff that is highly qualified and able to help all students *[and all students includes gifted students!]* --- regardless of individual learning needs --- achieve challenging content and academic achievement standards. Funds can also be used to provide school principals with the knowledge and skills necessary to lead their schools’ efforts in increasing student academic achievement. For example, the statute specifically authorizes the following:

Provide professional development activities that improve the knowledge of teachers and principals regarding effective instructional practices that

* Address the needs of students with different learning styles, particularly students with disabilities, students with special needs **(including students who are gifted and talented),** and students with limited English proficiency;
* Provide training in improving student behavior in the classroom and **identifying early and appropriate interventions to help students with special needs**; and
* Provide training on how to use data and assessments to improve classroom practice and student learning.

Improving Teacher Quality state grants, ESEA Title II, Part A

***Non-Regulatory Guidance Document***, Revised, October 5, 2006

**Part B — Mathematics and Science Partnerships**

The purpose of this part is to improve the academic achievement of students in the areas of mathematics and science…………..

* (2) focus on the education of mathematics and science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;……………………
* (4) develop more rigorous mathematics and science curricula that are aligned with challenging State and local academic content standards and with the standards expected for postsecondary study in engineering, mathematics, and science; and
* (5) improve and expand training of mathematics and science teachers, including training such teachers in the effective integration of technology into curricula and instruction.

http://www2.ed.gov/print/policy/elsec/leg/esea02/pg26.html