

A Study of Talent Development in a Predominantly Low SES
and or African American Population
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The purpose of this study was to determine the impact of a self-contained gifted program targeted at African American and low SES gifted learners and to obtain an understanding of what these learners perceived as being the cognitive, affective, and social influences on their academic talent development. The study was focused on a special population that received gifted services for at least three years and those who did not. It was hoped that the study would provide useful information for educators and policy-makers in their decision-making about program prototyped for reaching African American and low SES learners most effectively. The findings of the study indicated that across all levels of education, there was a significant difference in the number of awards earned favoring students in the treatment group. The treatment group also had considerably higher mean scores than the comparison group on the *Iowa Test of Basic Skills*, the *Stanford 9*, the *Preliminary Scholastic Aptitude Test*, and weighted high school grade point average. An independent-sample t test revealed significant differences between the groups on these high stakes measurement. The moderate to high effect size implied the treatment differences were educationally important. The findings revealed no significant difference between the treatment group and comparison group on overall academic achievement motivation.