

## ABSTRACT

Long-Term Effects of a Summer Enrichment Program on Low-Income Gifted Students

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“Overlooked gems” is the term used in gifted education to describe high potential low-income students who are unable to excel because of significant barriers in their homes, environments, and educational systems, thus depriving America of a valuable resource. To address this issue, this study used a survey to measure longitudinal effects on low-income, gifted students who participated in a summer enrichment program for three or more years. The results showed positive social, emotional, motivational, academic, career, and generational effects. These findings expand knowledge relating to long-term effects of summer gifted enrichment programs, identifying those perceived as most beneficial and offers insight into multi-generational effects. The survey for this study, which is based on Lee, Olszewski-Kubilius, and Peternel’s (2009) Model of Influences and Effects in Special Programs for Minority Gifted Students, aids practitioners and researchers in analyzing other programs and their effects on low-income students.

Long-Term Effects of a Summer Enrichment Program on Low-Income Gifted Students

by

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A Thesis

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## LIST OF ABBREVIATIONS

ACT	American College Test
AP	Advanced Placement
ATDP	Academic Talent Development Program at UC Berkeley
CBK	Center for Bright Kids
CTD	Center for Talent Development at Northwestern University
CTY	Center for Talented Youth at Johns Hopkins Univeristy
Duke TIP	Duke Talent Identificatin Program
DMGT	Gagné’s Differentiated Model of Giftedness and Talent
GPA	Grade point average
HUD	Housing and Urban Development (a US government agency)
NAGC	National Association for Gifted Children
NGVF	Next Generation Venture Fund
Project LIVE	Launch Into Verbal Excellence
Project STREAM	Support, Training and Resources for Educating Able Minorities
SAT	Scholastic Aptitudte Test
SEO	Sponsors for Educational Opportunity
TEA	Texas Education Agency
UYP	University for Young People at Baylor University
WISD	Waco Independent School District

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## CHAPTER ONE

### Introduction

In 2011, 21% of school age children (ages 5 to 17) lived in poverty (National Center for Education Statistics, 2013). Poverty does not have gender bias, knows no racial or geographic boundaries, and is largely generational (VanTassel-Baska, 2010). The effects of growing up in a poor household affect a child's physical, psychological, and social health:

Compared with their economic advantaged counterparts, they are exposed to more family turmoil, violence, separation from their families, instability, and chaotic households...their parents are less responsive and more authoritarian. Low-income children are read to relatively infrequently, watch more TV, and have less access to books and computers. Low-income parents are less involved in their children's school activities. The air and water poor children consume are more polluted. Low-income neighborhoods are more dangerous, offer poorer municipal services... Predominately low-income schools and day care are inferior. (Evans, 2004, p.77)

The generational predisposition to poverty has negative effects on educational and vocational prognosis. Children who live in persistently poor households are 90% more likely to drop out of high school (Ratcliffe & McKernan, 2012). Of the children growing up in low-income homes, almost half will become low-income earning adults (Corak, 2006). Yet, the ability to permanently escape from poverty is strongly correlated with educational attainment (Adair, 2001).

Poverty is a complex issue that negatively affects many children, however, it is particularly limiting for high achieving students. Researchers have reported that the school system and the home environment of low-income gifted students appear to limit

opportunities for educational development. For example, schools in low-income communities have fewer identified gifted students who receive less curricular and financial resources when compared to their underachieving peers (Olszewski-Kubilius & Thompson, 2010). Further, economically disadvantaged families generally provide fewer structured opportunities outside of school because of financial limitations and narrower social capital (Jordan & Nettles, 2000).

Discrepancies in student achievement between higher- and lower-income students are demonstrated early and continue to expand throughout childhood and adolescence. After analyzing data from three national longitudinal studies, Wyner, Bridgeland, and DiIulio (2007) found 72% of first grade highly achieving students were from the upper economic half and only 28% students were from the lower economic half. These data suggest an educational unequal starting line for children from lower-income backgrounds (Wyner et al., 2007). There are also substantial differences between the performance of lower-income and higher income students. For example, only 1-2% of students who meet income criteria for the free or reduced-lunch program, score at advanced levels on National Assessment of Educational Progress math, civics, or writing exams compared to 6% or more of non-eligible students (Olszewski-Kubilius & Clarenbach, 2012). Further, economically disadvantaged high-achievers' performance regresses as they progress through school (Olszewski-Kubilius & Clarenbach, 2012; Wyner, et al., 2007). Therefore, it is important to identify gifted children as early as possible and provide resources to maximize their potential.

### *Defining and Recognizing Giftedness*

Originally, giftedness was associated only with superior inherited intellectual ability. In his pioneering longitudinal study, *Genetic Studies of Genius*, Terman (1926) defined gifted individuals (or geniuses) as those who scored at least 135 on the *Stanford-Binet Intelligence Scale*. He viewed giftedness as innate and dependent primarily on genetic factors. Although a contemporary of Terman, Hollingworth (1926), on the other hand, believed that both genetic and environmental factors contributed to potential development, publishing the first comprehensive gifted education textbook, *Gifted Child: Their Nature and Nurture*. Supportive of Hollingsworth's beliefs, social interaction theorist Vygotsky (1962) posited that in addition to biological development, a child's knowledge is co-constructed through interactions with people, believing the individual's social environment dictates the content ("what") and process ("how") people think and their resulting development.

In 1950, J. P. Guilford's address to the American Psychological Association challenged the notion that creative productivity resulted only from those with high intelligence scores (Guilford, 1987). As the expression "genius" described those whose creative productivity set them apart, Guilford argued that intelligence tests neglected to measure the multi-dimensional aspects of giftedness, particularly divergent production (Guilford, 1987). His actions expanded the idea of individual potential (Comrey, 1993). Yet for most individuals, giftedness remained associated with intellectual precociousness. It was not until the Commissioner of Education S.P. Marland's report to Congress in October 1971 that the concept of giftedness was broadened to six categories: intellectual ability, academic aptitude, leadership ability, creative thinking, visual and performing

arts, and psychomotor ability (Marland, 1972). This more inclusionary definition of giftedness is now represented in the majority of the states (NAGC, 2012-2013).

Recognizing that talent is found in all ethnic and socio-economic groups, the Federal Jacob K. Javits Gifted and Talented Students Act (1988) and the No Child Left Behind Act (2002) focused on identifying and nurturing talent among traditionally underserved groups using a broad description of giftedness:

The term “gifted and talented,” when used in respect to students, children or youth, means students, children or youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop such capabilities. (No Child Left Behind Act, P.L. 107-110 [Title IX, Part A, Definition 22], (2002)

Through grants, research, demonstrations, and information dissemination, particular attention was directed toward reducing achievement gaps among underrepresented children who might be disabled, minority, have limited English proficiency, and/or economically disadvantaged through fostering equal educational opportunity (NAGC, 2007). As a result of the Javits Act (1988) and The No Child Left Behind Act (2002), the definition of “gifted and talented” expanded to include multiple arenas of talent exhibition and implied that assistance was needed to develop student capabilities or gifts (Johnsen, 2011). Similar to the inclusiveness of the definition, researchers recognized the necessity for a broader range of talent identification, particularly for improving opportunities for low-income students.

#### *Underrepresentation of Gifted Children from Low-Income Backgrounds*

Poverty, not race or gender, is the primary variable leading to underrepresentation in gifted programs (VanTassel-Baska & NAEG 2009). Significant underrepresentation

of gifted students from lower socioeconomic groups and minority status backgrounds has been documented repeatedly (Baldwin, 2002; Brown, 1997; Gallagher & Courtright, 1986; Richert, 1987; Worrell, Szarko & Gabelko, 2000).

Before proceeding to reasons suggested for the paucity of identified low-income gifted students, the concept of economically disadvantaged individuals is illustrated in Table 1. School districts and most research studies use household eligibility for free or reduced lunch as classification for a low-income status. Poverty, the most economically disadvantaged category, is illustrated below and refers to households with incomes less than the federal government definition (see Appendix A). In this thesis, the terms economically disadvantaged and low-income are used synonymously unless otherwise clarified.

Table 1

*Economically Disadvantaged Definitions*

Level	Definition	2014 Annual Income	Economically Disadvantaged
Eligible for Reduced Lunch (Low-income per TEA)	Texas Department of Agriculture (Appendix C)	\$43,568 for a family of four	Yes
Low-Income (HUD)	HUD Income Limits (Appendix B)	\$41,350 for a family of four	Yes
Eligible for Free Lunch (Low-income per TEA)	Texas Department of Agriculture (Appendix C)	\$30,615 for a family of four	Yes
Poverty	US Poverty Guidelines (Appendix A)	\$23,850 for a family of four	Yes

Two reasons have been suggested for the disparity between gifted students from low-income compared to higher-income levels in gifted programming—identification instruments and access to gifted education programs.

First, researchers have proposed that talent identification relying on a singular intelligence test may be one reason for the lower representation. Students from lower-income homes tend to score lower on intelligence and verbal ability tests than those in economically advantaged homes, with long-term poverty having the most substantial cognitive disadvantage on the students (Smith, Brooks-Gunn, & Klebanov, 1997). In light of poverty's negative effect on intelligence tests, broader talent identification procedures that include using multiple assessments or indicators should be used (Worrell et al, 2000). After a three-year analysis of using performance-based tasks in conjunction with traditional measures for gifted identification, VanTassel-Baska, Feng, and Evans (2007) reported that this method can result in identifying up to 20% more underrepresented minority and low-income students.

Second, low-income children have less access to gifted programming. As the primary nominators for a gifted program, teachers act as gatekeepers (Latz & Adams, 2011). Teachers are less likely to nominate poor minority children for gifted assessment (Olszewski-Kubilius & Thompson, 2010). Research suggests that teachers focused more on the weaknesses of economically disadvantaged and minority students; therefore, they were less likely to identify these students' demonstrated giftedness in other arenas (Speirs Neumeister, Adams, Pierce, Cassady, & Dixon, 2007). Also, more gifted programs exist in schools serving higher socio-economic families (Baker & Friedman-Nimz, 2002; Passow & Frasier, 1996). In lower-income public schools with gifted services, unequal funding may result in inequitable programs compared to schools in more affluent neighborhoods (Borland, 2004). These schools also generally attract less experienced teachers who have access to fewer educational resources (Passow & Frasier, 1996).

Just as diamonds in the rough are concealed and undervalued, so is giftedness that comes in different packages. VanTassel-Baska and Stambaugh (2007) refer to low-income learners with intellectual and academic promise as “overlooked gems.” These students are unable to progress to their full potential alone; they need educational gemologists to identify and assist in developing their skills and talents.

### *Talent Development Model*

Giftedness and talent models have moved away from a historically static viewpoint to an understanding of giftedness as developmental. Gagné’s (2004a, 2004b) Differentiated Model of Giftedness and Talent (DMGT) provides a theoretical, holistic framework which emphasizes the importance of context and distinguishes between natural aptitudes and developed abilities (see Figure 1). In this model, giftedness implies untrained propensities and potential for achievement occurring in one or more domains, expressed extemporaneously. Domains of giftedness include superior intellectual, creative, social, perceptual, or physical abilities. Talent is a highly developed skill and knowledge base in one field, resulting in superior performance and achievement compared to peers active in the field. Gagné qualified that the individual must rank in the top 10% in comparison to similar age peers to be classified as gifted. The DMGT depicts how nature and nurture, impacted by chance, environmental, and intrapersonal catalysts combine with learning opportunities and practice, to limit or enhance the transformation of natural abilities into developed talent.

According to this model, informal/and formal learning processes combined with environmental catalysts are instrumental in transforming natural abilities into developed talent. As already discussed, the multi-faceted deficits resulting from poverty may

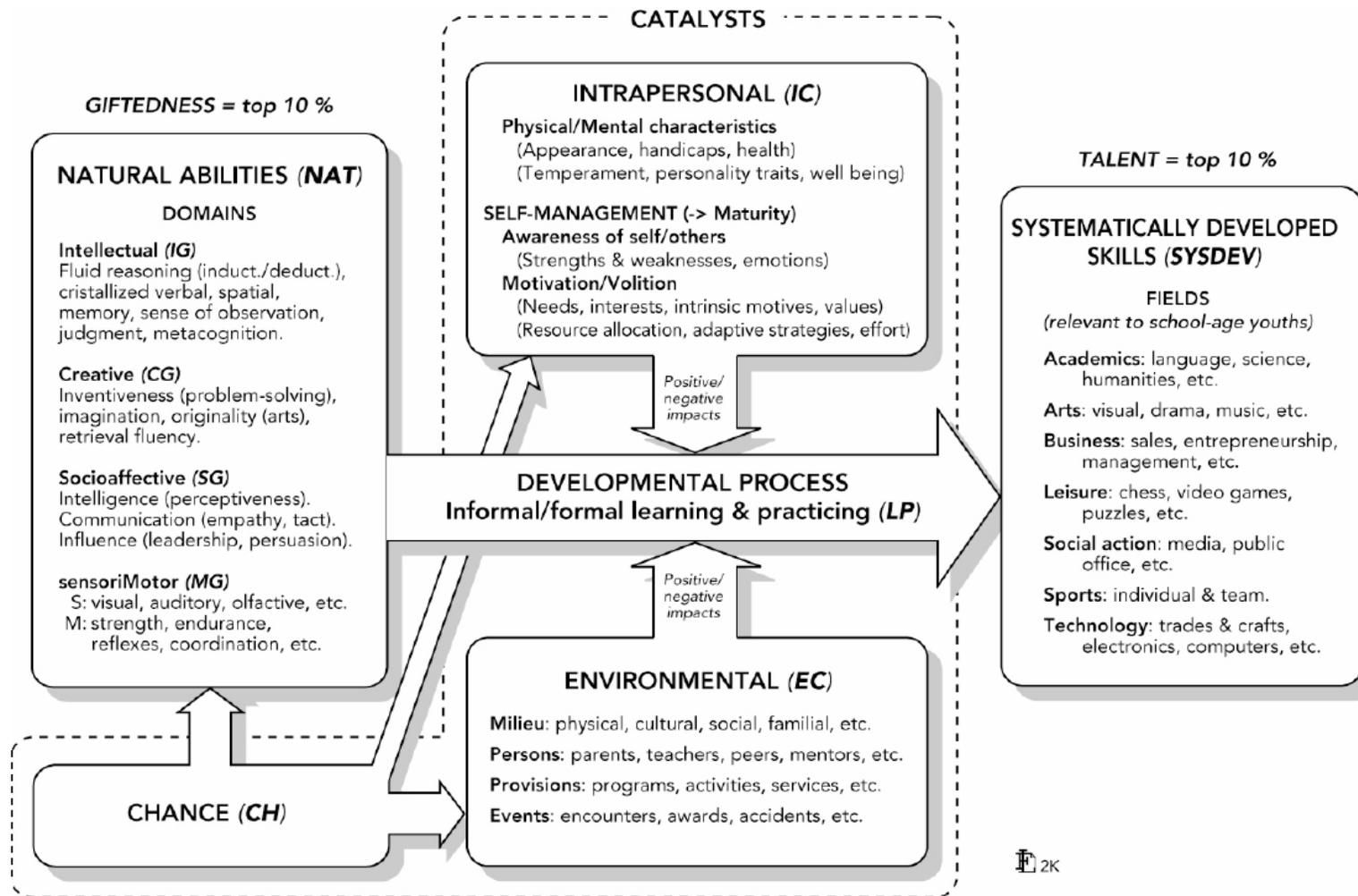


Figure 1. Gagné's Differentiated Model of Giftedness and Talent (2004b)

negatively impact high potential children and, therefore, identification and enrichment of talent has vital importance for economically disadvantaged students. An enriched environment can positively change the trajectory of development for these students.

### *Enrichment Programs*

Enrichment programs outside of the classroom can be effective vehicles for talent development. Resources to support talent development are not available to all students. Out-of-school opportunities are provided to supplement school curriculum allowing students to engage subjects on a deeper level than in a traditional classroom setting (Olszewski-Kubilius & Clarenbach, 2012; Subotnik, Olszewski-Kubilius & Worrell, 2011). Provided by universities, public schools, private organizations, and talent search programs, a variety of gifted augmentation options are available. Some enrichment opportunities include: summer camps, study abroad, clubs, Saturday school, Governor's School, mentorships, educational/academic mentoring, and after school competitions such as Odyssey of the Mind (Creative Competitions, 2006) and Math Counts (Math Counts Foundation, 2013). Olszewski-Kubilius (2007a) argues that programming outside of the school has "become a vital part of the education of gifted youths" (p. 15). Special gifted education programs can provide students with accelerated learning opportunities, academic challenge, intensive talent instruction, as well as interaction and social support with gifted peers (Olszewski-Kubilius, 2007a). Academic achievement, college application rates, and advanced course selection are positively affected by participation in Saturday classes, after-school, or summer enrichment programs for gifted (Stambaugh, 2007).

### *Summer Enrichment Programs*

Many higher educational institutions provide summer talent enrichment for local and/or residential students (Olszewski-Kubilius & Clarenbach, 2012). Examples of summer programs offered for gifted development include: the Davidson THINK Summer Institute at the University of Nevada (Davidson Institute for Talent Development, 2014), National-Louis University's The Center for Gifted summer programs (The Center for Gifted, 2014), Purdue's GERI Summer Residential Camp (Purdue College of Education, 2014), the Center for Talent Development at Northwestern University (Center for Talent Development, 2014), Maryland Summer Centers for Gifted and Talented Students (Maryland State Department, 2014), the Tennessee Governor's School for the Arts (Tennessee Governor's School for the Arts, 2014), the Summer Institute for the Gifted (Summer Institute for Gifted, 2014), Duke's Talent Identification Program (Duke TIP, 2011a), and Johns Hopkins Center for Talented Youth (Johns Hopkins Center for Talented Youth, 2013). A requirement of many of these programs, however, is the identification of gifted and talented students at the school level, which has already been identified as a potential barrier for low-income students. Additionally, the cost for most of these programs is prohibitive for economically disadvantaged students.

### *Summer Enrichment Programs for Students from Low-Income Backgrounds*

Recognizing the lack of economic diversity in summer talent development programs, some universities and private foundations are seeking to minimize the financial barrier to enrollment. For example Johns Hopkins Center for Talented Youth (CTY) intensified efforts to find and serve low-income students. Initiatives were taken to strengthen recruiting in underserved economically challenged students in urban and rural

areas. From 1998 to 2005, CTY's financial assistance from tuition and grants increased ten-fold, leading to increasing the Latino, African American, and Native American participation from 1% to 12% of the students who were served (Ybarra, 2005). The Jack Kent Cooke Foundation, one of CTY's supporters, has a high commitment to supporting rigorous summer enrichment opportunities because the Foundation believes that low-income, high-ability students are a "powerful and largely untapped resource for the U.S." (Jack Kent Cooke Foundation, 2013, para. 4). Desiring to enhance student creativity, boost academic achievement, foster intellectual peers friendships, and stimulate advanced educational and career attainment in low-income sixth to twelfth graders, the Jack Kent Cooke Foundation (2013) awarded grants of over 2.3 million dollars in 2012 for low-income, high achieving students to attend these summer camps: The Art of Problem Solving Foundation in New York City (Art of Problem Solving Foundation, n.d.), Carleton College (Carleton College, 2014), the Center for Gifted Education at the College of William and Mary (William & Mary, 2014), the Johns Hopkins University-Center for Talented Youth (Johns Hopkins, 2013), Chicago's Noble Network of Charter Schools (Noble Network, 2014), Purdue University's Gifted Education Resource Institute (GERI) (Purdue College of Education, 2014), Maryland State Department of Education (Maryland State Department, 2014), the Pre-College Academy at University of California Berkeley (University of California, Berkeley, 2014), the University of Connecticut's Neag Center for Gifted Education and Talent Development (University of Connecticut, n.d.), and summer academy classes at Vanderbilt University (Vanderbilt University, 2014).

The National Association for Gifted Children (Olzewski-Kubilius & Clarenbach, 2012) highlighted different programs for economically disadvantaged youth. Although varying in size and method, the programs that included a summer component, commonly offered strategies for talent development and high achievement. Programs summarized are: Next Generation Venture Fund, the TEAK Fellowship, and SEO Scholars.

*Next Generation Venture Fund.* Developed in 2003, Next Generation Venture Fund (NGVF)'s mission is to “build a pipeline for high potential students from diverse backgrounds that will lead from high school to selective colleges and universities, and on to challenging careers and key leadership roles in society” (Duke Talent Identification Program, 2011b). The program has evolved into a joint venture between Duke Talent Identification Program (TIP), Johns Hopkins Center for Talented Youth (CTY), Northwestern University Center for Talent Development (CTD), and the Center for Bright Kids (CBK). Entrance for the Next Generation Venture Fund (NGVF) is dependent on financial need and by earning qualified SAT/ACT middle scores through the Talent Search. Over five hundred students are served from 8<sup>th</sup> to 12<sup>th</sup> grade, not including 300 alumni (Olzewski-Kubilius & Clarenbach, 2012). NGVF seeks to build students academically, socially, and personally through a personalized educational advisor, local family workshops, SAT/ACT preparation classes, college essay consulting, college-level courses, leadership opportunities, mentoring, and two summer academic programs on a university campus (NAGC, 2012). Results of the program include:

- 100% college acceptance rate (90% “very competitive “institutions),
- increased AP and International Baccalaureate course enrollment, and
- higher SAT/ACT scores (Olzewski-Kubilius & Clarenbach, 2012).

*TEAK Fellowship.* Serving New York City since 1998, the TEAK Fellowship is a year-round program that provides economically disadvantaged, talented seventh to twelfth grade students access to educational opportunities. Saturday and summer programs, mentoring, leadership training, parent support group, and college guidance are features of the program used to help gifted students succeed in high school and gain admission selective colleges. Their programs have been successful, as:

- 100% eighth grade students earned admission to academically selective high schools,
- 100% TEAK graduates were admitted in four-year colleges, including 87% of students who enrolled in top tier institutions of higher education (TEAK Fellowship, 2012).

*SEO Scholars.* Motivated low-income high school students are served by the Sponsors for Educational Opportunity (SEO) Scholars Program, another year-round program preparing high school students for admission to competitive colleges and universities. Summer and Saturday classes give participants academic success training, leadership development, and college knowledge. From ninth to twelfth grade, researchers tracked SEO scholars, comparing them with matched non-SEO students from the same public schools who had similar academic profiles and backgrounds. Results demonstrated that in comparison to the matched group, the SEO Scholars:

- earned a higher grade point average (mean GPA was 3.3 vs. 2.7),
- reported better SAT scores (mean score = 1616 vs. 1492), and
- were more likely to enroll in selective colleges (Coleman, Palmiter, Turner, Vile, Warburton, & Reisner, 2012).

*Project EXCITE.* Project EXCITE, at Northwestern University, is a six-year enrichment program for academically talented minority students. A multi-faceted approach, including tutoring, parent support education, and more than 400 hours of summer and weekend enrichment programs, it prepares third to eighth grade students for high school advanced programs in math and science. Admission into Project EXCITE does not require income restrictions, but most students were from low or moderate-income backgrounds (Lee, Olszewski-Kubilius, & Peternel's., 2009). Results from this program included:

- Gains in reading and math on the Illinois Standard Achievement Test, meeting or exceeding white student scores in the district.
- 70% of EXCITE students completed one or two years high school math prior to ninth grade.
- Scored well above the same ethnic group averages in their district on the eighth grade EXPLORE exam (Olszewski-Kubilius & Clarenbach, 2012).

*Research on Summer Enrichment Programs for Students from Low-Income Backgrounds*

In spite of the prevalence of these programs, “with rare exceptions, the literature reports almost no formal evaluations” of talent enrichment programs (Subotnik et al., 2011, p. 23). The National Summit of Low-Income, High Ability Learners concluded that research was essential to identify effective program models for economically challenged students from different cultures, races, and geographical locations (Olszewski-Kubilius & Clarenbach, 2012). Although the aforementioned examples demonstrated favorable outcomes in academic achievement and admittance to selective institutions, research did not investigate which components, if any, of these multi-faceted programs affected the student outcomes. These programs are not alone; other talent

programs with positive results have scant research, if any, to determine most effective program elements (Clasen, 2006, Levine & Nidiffer, 1996). Even fewer studies have been conducted on the long-term effects of summer talent enrichment programs that are targeted toward economically disadvantaged or minority students, especially if they were identified by non-academic measures and standardized academic/intellectual scores (Clasen, 2006).

Maturational changes, obtaining high response rates, and maintaining research integrity are just some of the difficulties that research measuring long-term efficacy of gifted programs entail and may contribute to limited research in this area. Research that occurs after a period of time between the program and measurement makes it difficult to attribute changes in the individual as resulting from the program, natural development, and/or outside influences. Further, obtaining contact information after a significant period has passed can be problematic. Participants may feel that dealing with the urgency of the present has a higher priority than responding to requests about their past experiences, and they may never respond to requests for information. Another reason the literature is not replete with research may be that studies involving different stakeholders who have an interest in project outcomes may lead to weakened evaluation methods and findings (Knapp, 1995). Research demonstrating limited or no positive effects resulting from participation is not conducive to continued funding. In spite of obstacles in determining long-term efficacy, Subotnik and Arnold (1993) argue, “Knowing whether we have... intervened in useful ways depends on what becomes of individuals marked as gifted and treated through education” (p. 118).

There are only a few published studies describing the long-term effects of enrichment programs with a summer component for economically disadvantaged students. Two of the programs described below, Project STREAM and Project LIVE, have been discontinued. Project EXCITE's study regarding longitudinal effects of gifted programming served as a model for the current study.

*Project STREAM.* Project STREAM (Support, Training and Resources for Educating Able Minorities) was a gifted program with summer components (Clasen, 2006). The objective of the program was to increase the number of gifted low-income and minority students in gifted programming, to promote increased high school graduation rates, and to increase the percentage of those students who continued their schooling at higher educational institutions. Program participants enrolled in summer residency camp, took Saturday classes, and visited institutions of higher learning. Follow-up research was collected 13 years after initial enrollment in Project STREAM with 22-year-old participants to determine long-term success in reaching program goals (Clasen, 2006). School records or contact persons were located for over 75% of participants ( $n=158$  out of the original 204). Reported results demonstrated that over two-thirds graduated from high school. Of the high school graduates, 60% were enrolled in college or had graduated from college. When correlated with level of involvement in Project STREAM, those students who had higher levels of participation were also more likely to complete high school and continue to college. Qualitative survey research ( $n=43$ ) was used to assess participant perceptions. Eighty-five percent of respondents reported that the program was "very important" to their school success and 88% ranked the program as "important" or "very important" regarding their career decisions. They

reported the best program components were college campus familiarity, summer programs, and exposure to students from diverse backgrounds. Unfortunately, in spite of addressing the importance of long-term stability of programs for low-income youth (Clasen, 2006), Project STREAM no longer exists.

*Project LIVE.* Advanced fifth and sixth grade low-income readers were invited to participate in a verbal talent enrichment and acceleration program, Project LIVE (Launch Into Verbal Excellence). The objectives of the program included increased numbers of low-income students placed in high school Honors English and higher language and literacy proficiency (Lee, Olszewski-Kubilius, & Peternel, 2010) After two years of participation (during seventh and eighth grade) in summer writing classes, weekly school reading clubs, and monthly Saturday classes, 37 of the original 45 students completed the program. The results demonstrated that Project LIVE students scored higher on reading and English EXPLORE subtests than their locally and nationally grade equivalent peers; all but one student passed the ISAT, and over two-thirds were eligible for Honors English in high school. This emphasizes that any demonstrated overall improvements in language skills are especially noteworthy. This program was unfortunately discontinued after three years when the grant funding terminated.

*Project EXCITE.* Project EXCITE is the only ongoing program with published results which describe the long-term effects of summer component enrichment programs for economically disadvantaged students. In addition to asking questions about program elements, each student and one or more of the parents were interviewed to address the effects of participation in Project EXCITE on the student, the parent, and on the student's

peer relationships within and outside the program (Lee et al., 2009). Results indicated that students and parents described the program as fun and challenging, leading to improved academic performance; additional positive outcomes were increased academic self-confidence and a development of greater social networks with intellectual peers who supported high achievement. A Model of Influences and Effects of Participation in Special Programs for Minority and Gifted Students (Lee et al., 2009) from their research was used in guiding research questions for the present study (see Figure 2).

### *Current Study*

Project Promise, funded by a Housing and Urban Development (HUD) grant was designed to boost talent development and academic enrichment for low-income gifted individuals from Waco Independent School District. The primary objectives of Project Promise were to identify gifted students who are at-risk and to provide a summer educational and developmental program designed to facilitate higher education readiness. To date, over 300 low-income, fourth through twelfth grade gifted students have been provided scholarships to attend summer enrichment classes at Baylor's University for Young People (UYP).

To qualify for Project Promise, students must be identified as gifted and meet federal low-income criteria. All participants in UYP are identified as gifted and talented by Waco ISD identification procedures or by performing in the top 15% on any of the assessments used or by a case-study portfolio. Families eligible for Project Promise must earn annual incomes below the federal low-income criteria, which is 80% of median income (see Table 1 and Appendix B).

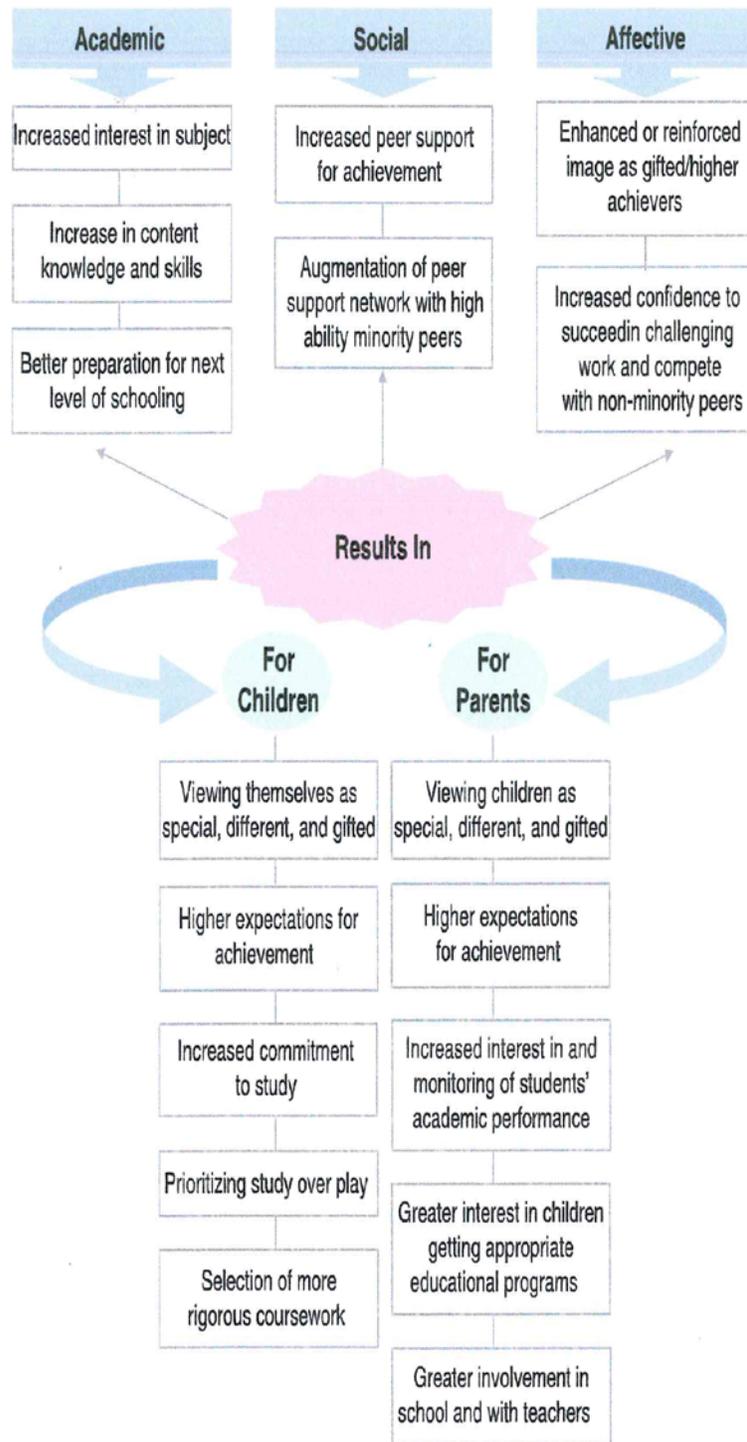


Figure 2. Model of Influences and Effects of Participation in Special Programs for Minority Gifted Students (Lee et al., 2009).

This study sought to expand on Lee et al.'s (2009) qualitative research. Differences in this study compared to Project EXCITE are sample size, participant length of involvement in the program, age of participants when queried, research method, and the target population. For example, EXCITE qualitative interview research was conducted with 14 ninth grade students and, separately, their parent(s) after the students had completed six years of participation in the enrichment program. Project EXCITE was geared toward underrepresented minorities in gifted programs (African American and Hispanic individuals), most of whom were low to moderate income (Lee et al., 2009).

In contrast, this current quantitative survey research targeted 128 Project Promise adults who participated in the program for three to nine years. Project Promise students were all economically disadvantaged according to HUD income guidelines (see Appendix B) and, over 80% were underrepresented minorities in gifted education. Other differences in this study included additional measurements of generational effects and influence of instructors and mentors on participants. These added aspects of study may have implications for future decisions in designing or modifying talent development programs and may provide potential avenues for researchers to investigate regarding how to positively impact breaking down the generational poverty cycle.

Contributing to existing research on talent development, this study expands the current knowledge regarding longitudinal effects of summer gifted enrichment programs on low-income students. Information was collected to determine which aspects of the program were most beneficial to students in the long term and to what extent, if any, participation resulted in multi-generational effects upon their families. An additional

contribution from this study included development of a survey measurement instrument based on Lee et al.'s (2009) research model.

The purpose of the current study was therefore to examine how low-income, gifted Project Promise individuals were aided educationally, vocationally, socially, personally, and generationally. Specific research questions included:

1. Educational/Career: To what degree did Project Promise influence participants' educational and career decisions?
2. Social Relationships: To what degree did social relationships with Project Promise peers, instructors, and mentors/counselors influence participants' development?
3. Personal: To what degree did Project Promise influence participants' personal development?
4. Generational: To what degree did Project Promise have a generational influence on participants' and their families' lives?

## CHAPTER TWO

### Literature Review

A concern for educators is underrepresentation of economically disadvantaged children identified and served in gifted programs. Compared to “diamonds in the rough” (Ford, 2007), low-income gifted students need to be found and polished to reveal their true potential. This review of literature will address modern definitions of giftedness and describe Gagné’s (2004b) talent development model. Following this foundational information, specific talent development programs that include a summer component will be described including their reported effects on all students, specifically, those from low-income backgrounds.

#### *Definition of Gifted*

Since the middle of the twentieth century, definitions of giftedness have broadened to include potential and multiple types of giftedness. Expanding the definition of giftedness to include prospective performance, Marland’s (1972) Congressional Report acknowledged that gifted students may have exhibited outstanding abilities or may have the capability of performing at a high level. Going beyond the traditional academic achievement or intellectual ability, the Congressional Report included four additional areas for potential achievement: leadership, visual and performing arts, creative thinking, and psychomotor skills. In its most recent definition, the National Association for Gifted Children (2010) also included multiple areas of aptitude or competence in at least one domain such as painting, sports, dance, music, language, math, etc. Tannenbaum (2003)

further elaborated the desired outcome in his definition, “Giftedness in children ... denotes their potential for becoming critically acclaimed performers or exemplary producers of ideas in spheres of activity that enhance the moral, physical, emotional, social, intellectual, or aesthetic life of humanity” (p. 45). Factors and life circumstances may limit or enhance a child’s potential to develop into an eminent producer as depicted in Tannenbaum’s (2003) star-shaped model: general ability/intelligence, special domain aptitude, nonintellective requisites (such self-concept, mental health or motivation), environmental supports, and chance (see Figure 3). Individual potential is maximized by integration of the five factors.

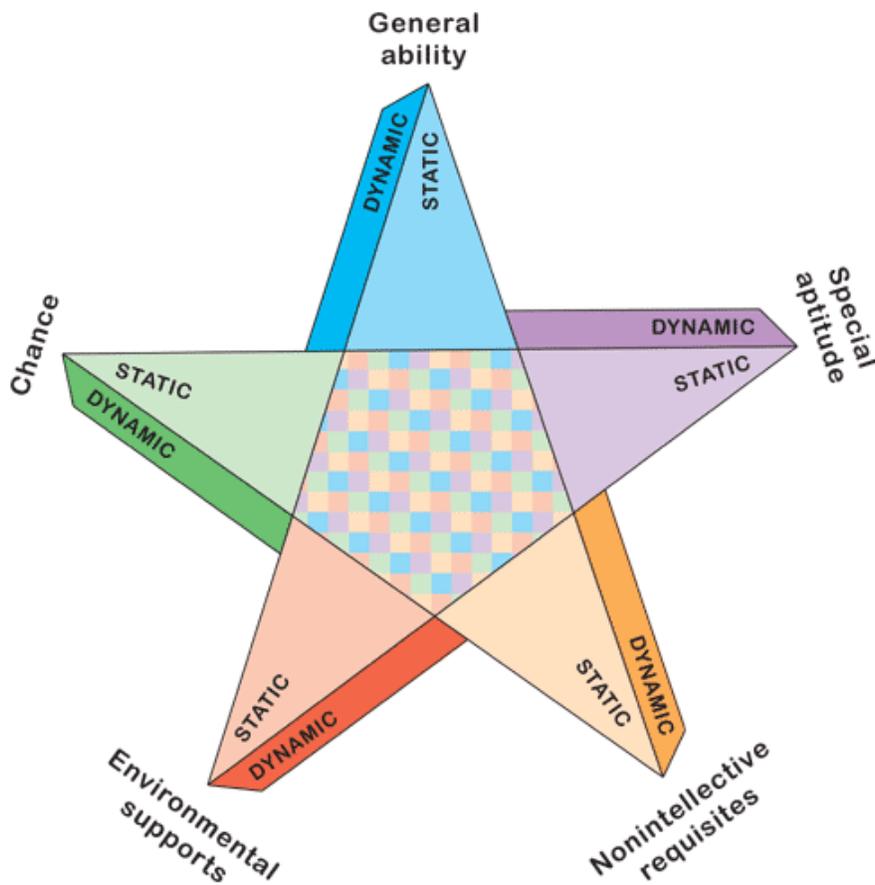


Figure 3. Tannenbaum’s Star Model (2003)

Renzulli (1986) also included multiple factors in his definition, but he differentiated between gifted behavior and gifted individuals. Gifted behavior is a result of the interaction of three types of human traits: high creativity, high motivation, and above average general or specific abilities. Gifted children have or are capable of developing the combined traits and applying them to a valued area of human performance. Common to all of these definitions is the concept that giftedness may include outstanding potential or demonstrated performance in a wide variety of domains and may be influenced by various factors.

Definitions of giftedness since the Marland Report have attended more to the concept of talent and its development. For example, the U.S. Office of Educational Research and Improvement (1993) omitted the word “gifted” in updating its definition:

Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity or excel in specific academic fields. (Ross, 1993, p. 33)

Moreover, Gagné (2004b) discriminated between talents and gifts in recent models. In all of these models, various factors can either enhance or inhibit the growth and exhibition of these abilities. The next section will describe how current models and definitions of giftedness are moving away from a more fixed conception and focusing on developing students’ talents and gifts.

### *Talent Development*

Moving away from a static conception of giftedness, current talent development theories capitalize on the role of identifying and actively developing talent. Traditionally,

identification of a gifted student relied on intelligence and/or academic achievement measures, which implicitly assumed global and fixed intelligence, resulting in a single program of study that often ignored individual strengths and weaknesses (Feldhusen, 2001). Current models and theories, however, propose that developing talent is a long-term process where aptitudes are nurtured and practiced (Feldhusen, 2001). Other proponents of talent development include Gagné (2004b, 2005), Gardner (1983), Tannenbaum (2003), and Csikszentmihalyi, Rathunde, and Whalen (1993). Programs that serve gifted youth are most effective when they identify a student's talent strengths and focus their services on enhancing these talents (Feldhusen, 2001).

#### *Gagné's Talent Development Model*

Gagné's (2004b) Differentiated Model of Giftedness and Talent (DMGT) depicts the developmental process that may transform gifts into talents (see Figure 1). Suggesting that giftedness and talent are two separate concepts, he delineates, "One cannot be talented without first being gifted. The reverse is not true" (Gagné, 2004a, p. 2). Superior natural abilities (in the top 10% compared to same age peers) are the untrained and spontaneously expressed "raw material" described as giftedness. Giftedness may be discovered in intellectual, creative, socioaffective, or sensory/motor domains. Talent is progressively manifested as excellence in a particular field resulting from the systematic training, practicing, and development of natural aptitude (giftedness).

The talent development course, according to the DMGT, is hindered or facilitated by internal (intrapersonal) factors, external (environmental) factors, and chance (Gagné, 2009). Intrapersonal catalysts refer to genetic predispositions and learned behaviors relating to psychological, personality, and physical components. Additionally, four

categories of environmental catalysts positively or negatively affect the process of developing talent. First, *milieu* includes the home, school, and community level. *Persons* include siblings, parents, peers, mentors, and teachers. Extracurricular activities and gifted education programs are examples of *provisions*. Positive or negative significant *events* such as winning an award, accidents, illness, or death of a family member may influence talent development. The final factor, *chance*, exerts influence on all the other elements described above.

Gagné's emphasis on the potential positive or negative influences of intrapersonal and environmental catalysts in talent development has clear implications for enrichment programs. Catalysts, acting as positive influencers, facilitate more intensive practicing and systematic learning and help in transforming raw skills into recognized talent. In contrast, negative intrapersonal or environmental catalysts can hinder or block the emergence of talent from natural abilities. Academic underachievement by an intellectually gifted student is cited as an example of the negative influences of internal or external factors (Gagné, 2005). In light of the importance of the necessity for catalysts in positively impacting talent development of gifted students, Johnsen (2011) insists that schools and communities should identify and advocate for gifted students, including implementing programs both inside and outside the school to assist in developing each individual's potential. Private foundations, talent search programs, universities, and community groups have developed opportunities for gifted students to develop their abilities and talents.

Unfortunately, not all gifted students have equal, or even similar, access to opportunities and experiences to develop their talents. It is income level, not race, which

often prevents gifted students from taking advantage of or succeeding in advanced or gifted programming (Phelps, 2007; VanTassel-Baska, 2009). Therefore, children from poverty need greater support than gifted children from middle-class families to develop their talents (Olszewski-Kubilius, 2007b). The following section will describe the reasons that low-income gifted students do not have exposure to the same talent enhancing opportunities.

### *Barriers to Achievement and Talent Development for Low-Income Gifted*

‘Overlooked gems’ is the metaphor VanTassel-Baska and Stambaugh (2007) used to describe the raw potential of low-income gifted students. “This population of learners has the greatest need for programs and services that can help optimize their human potential and has the greatest risk of being forgotten in the context of both gifted and general education” (VanTassel-Baska, 1998, pp. 96-97).

The next subsections will first address the achievement or excellence gap between gifted or high ability-learners from low-income compared to middle-income homes. Following this section, identification of three overall factors that create and reinforce the excellence gap will be suggested. Low income gifted students compared to their wealthier peers do not have access to the same quality of education, typically live in family and community environments that are less conducive to achievement and talent development, and are at greater risk to regress in learning over the summer.

### *The Excellence Gap*

The “excellence gap” is the educational crisis reflected in the discrepancy of individuals from low-income backgrounds contrasted with middle- or higher- income

students reaching top levels of achievement (Olszewski-Kubilius & Clarenbach, 2012). As reported in the introduction, research by Wyner et al. (2007) reflected first grade starting line inequalities in the number of high achieving students below the national income mean (28%) and high achieving students with family income above the mean (72%). Of additional concern is that low-income students lose educational ground over time, and the divergence between achievement percentages by income level increase as students progress through elementary, middle, and high school (Olszewski-Kubilius & Clarenbach, 2012; Wyner et al., 2007). This is not a singular finding, rather the excellence gap appears to be widening. The Center for Evaluation and Education Policy (2010) reported that from 1996 to 2007, only 1.5% of students eligible for free or reduced-lunch scored advanced level on fourth grade math tests compared to 8.8% of non-eligible wealthier students; this reflected a 1.2% growth for the lower income students and a 5.6%, growth for higher income students over a 12 year period (Plucker, Burroughs, & Song, 2010). On the eighth grade math test, free and reduced lunch eligible students performance increased marginally from 1.0% to 1.7% versus a significant gain from 4.3% to 10.0% for non-eligible students (Plucker et al., 2010). The researchers describe that, in effect, the gap in math in fourth grade widened by 4.1% and the eighth grade gap has increased by 4.9% points. Achievement gaps between SES levels, though not as significant, are reflected on reading scores too. On fourth grade reading exams, the gap for advanced levels is 7.4% (2.3% free and reduced lunch to 9.7% from higher SES); by eighth grade both groups decreased in advanced performance, but a 3.1% gap remained (3.7% for higher SES students and 0.6% free and reduced lunch children). This growing gap has been demonstrated to negatively impact high school

completion rates, admission to selective college rates, and persistence in college for students in lower-income families (Barton & Coley, 2009).

### *Home and Environmental Conditions Less Conducive to Talent Development*

Parental support for education, alternative parenting styles, differing levels of language exposure, and experience in different physical environmental settings are some factors that may be responsible for the excellence gap. Children raised in poverty are at continued risk for underachievement (Stormont, Stebbins, & Holliday, 2001). The Policy Evaluation and Research Center's synthesis of research categorized three clusters of factors (school, home, environment) that correlate with the large achievement gap between schools serving lower and higher income households (Barton & Coley, 2009). Natriello, McDill, and Pallas (1990) reported five familial factors correlating with poor academic performance: (a) Latino or African-American heritage, (b) a poorly educated mother, (c) limited English proficiency, (d) poverty, and (e) a single-parent family.

Johnsen (2011) also described characteristics that support or impede achievement for lower-income children as the impact of family, friends, and extracurricular activities. Lower levels of achievement and motivation, as well as increased risk for many social-emotional issues are associated with growing up in poverty (Beirne-Smith, Patton, & Ittenbach, 1994).

Family support and involvement in promoting achievement and talent development often is limited for poorer children. The National Center for Family and Community Connections with School reviewed and synthesized research concluding that families have a major influence on a child's achievement in school and beyond (Henderson, & Mapp, 2002). Specifically, the researchers found students with involved

parents, irrespective of their family's income level, were more likely to earn higher grades, take more challenging courses, attend school regularly, graduate from high school, and pursue higher education. It was White, middle-class parents, however, that tended to be more active at their child's school. In poverty-level households, parents were less likely to support their child's development by volunteering at school or attending school events and were typically less involved in student learning (Barton & Coley, 2009).

The different parenting styles between different SES groups also impact achievement and talent development. Lareau's (2011) ethnographic research identified contrasting parenting styles between income levels. Middle-class parents practiced a "concerted-cultivation" approach, while poor and working-class parents emphasized "accomplishment of natural growth". These differing parenting styles lead to different expectations for achievement.

Middle-class parents promote talent development by enrolling their child in numerous age-stratified, structured activities, emphasizing communication and performance. Horvat, Weininger, and Lareau (2003) reported that the average number of non-school related organized activities that a child participated in decreased by SES: five activities for middle-class children, two and a half for working-class children, and one and a half for poor children. Examples of the many talent development activities they considered were dance, music lessons, team sports, religious classes, choir, drama, art, Brownies or Cub Scouts (Horvat et al., 2003).

In contrast, working-class and poor parents primarily provided for physical needs, valuing family or free time over various extracurricular activities, and used different

methods to motivate their children. These parents exemplify Lareau's (2002) concept of "accomplishment of natural growth" defined as the parent's beliefs that children will thrive if provided care, food, and safety. Free time and extended interactions with family were prioritized over developing talents. Further, parents in lower SES groups motivated their children with more directives and, in some cases, emphasized more physical discipline (Lareau, 2002). Similarly, children raised in welfare-supported or working-class families heard a lower ratio of encouragements to discouragements compared to offspring in professional families (Hart & Risely, 1995). Lareau (2002) asserted these differing childrearing practices resulted from varied economic resources. Lack of economic resources prohibits access to similar high-quality enrichment experiences that wealthier families can afford (Ford, 2007; Olszewski-Kubilius & Thompson, 2010). However, finances are not the only factor as working-class and poor parents are also less likely to seek desired academic or talent development resources, in part because they assume they lack the right or the ability to procure these services for their child (Horvat et al., 2003).

It should not be inferred that all low-income family environments are reflective of the natural growth childrearing perspective as described above, because some low-income families, in spite of limited resources, can and do support achievement. Sampson's (2002) research with low income, urban African American children demonstrated that families with higher achieving children (as measured by GPAs) had different family and home environments. The poor families with high achieving students emphasized the power of education and structured their family life around schooling. Specifically, they monitored schoolwork, provided a quiet study environment, expected

help with chores, encouraged extracurricular participation, cultivated internal motivation, and communicated positive, hopeful future expectations. In contrast, while families with lower achieving students assented to desiring achievement, they did not follow through with actions to demonstrate and support these espoused values. This research demonstrated that academic achievement differences between low-income minorities can be explained and significantly affected by purported “middle-class family values” with respect to education (Lee et al., 2009).

Lower socioeconomic status also correlates with lower language development. Lower income parents engage in less conversation with their children. Hart and Risely’s (1995) research on language development demonstrated that by 36 months, children’s vocabulary in professional families was greater than the vocabulary of the parents in welfare recipient households. Higher SES toddlers had learned twice as many words as their lower-income peers. In spite of the consensus on the importance of reading for children’s language and literacy development, pre-school age children from poor homes had fewer books, and they were less likely to have books read aloud to them on a daily basis (Barton & Coley, 2009). Lareau’s (2002) research demonstrated that most middle-class parents limited television watching and preferred their children to read for entertainment, but in poor or working class homes the television was on continuously. Clearly, lower levels of literacy and ability to communicate have a negative effect on achievement.

Other environmental conditions correlated with the lower achievement for low-income students were low birth weight, greater risk of lead poisoning, and higher food insecurity (Barton & Coley, 2009). Compared to heavier infants, babies born under 5½

pounds are at greater risk for impaired development, failing classes, and needing to repeat a grade. Children living in poverty were also twice as likely to have lead poisoning, which can cause reading, learning, and attentional difficulties (Barton & Coley, 2009). Food is important for nourishing body and mind. In 2011, 46% of households at or below the poverty level had food insecurity, which is associated with depressed cognitive development and achievement in children (Barton & Coley, 2009; Child Stats.gov, 2011).

Poverty is a condition that hinders optimal intellectual, talent, and physical growth. Not only does family income level potentially negatively affect a student's educational support, but correlating parenting styles, decreased language exposure, and hindered physical development are additional implications affecting optimum intellectual and talent development.

#### *Unequal Access to Quality Education*

Inequalities in public education exist for students from different income levels. The underrepresentation of gifted students from economically disadvantaged homes is indicative to the overall inequalities of the public educational system of serving children from low socioeconomic households (Borland, 2004; Passow & Frasier, 1996). The Education Trust (2005) reported that schools in poverty districts receive \$907 less per student in 2003 than the most affluent districts, and if the recommended 40% funding equity adjustment were to be applied, the gap would increase to \$1,436 per student. In addition to unequal funding, lower income schools generally have less qualified teachers and unfavorable school environments.

The quality and experience of teachers and the school atmosphere are school factors that correlate to the income-related achievement gap. Teachers in low income

schools were less prepared in their content discipline, had less teaching experience, earned lower salaries, had more teacher absences, and had higher teacher turnover rates compared to schools serving higher income children (Barton & Coley, 2009). The overall school ambiance negatively affected the teachers resulting in less desirable working conditions and lower academic expectations for students (Barton & Coley, 2009). Inconsistencies in education according to economic advantage not only occur during the school year, but in the summer as well.

### *Learning Deterioration over Summer Break*

Summer can be a time of development or regression in skills and abilities for students; however, economically disadvantaged children regress academically because they have fewer learning and development resources during the summer vacation. Entwisle and Alexander (1992) reported, “It is mainly when school is not in session that consistent losses occur for poorer children ... for children in poverty, every summer meant a loss, for those not in poverty, every summer meant a gain” (p. 82). In research supporting this statement, middle-class students’ performance on reading tests conducted after the summer break demonstrated slight performance gains in their reading recognition, but lower income students demonstrated a significant loss, ultimately creating a gap of about three months (Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996). Alexander, Entwisle, and Olsen (2007) contend that the achievement gap between low SES and high SES ninth grade students can be traced back to disparities in summer learning experiences of the preceding years. This differential is vitally important at the ninth grade juncture because a child’s academic trajectory directly impacts the student’s placement in college preparatory high school classes, high school completion rates, and

ultimately the decision to attend a four-year college (Alexander et al., 2007).

Accordingly, “This summer shortfall relative to better-off children contributes to the perpetuation of family advantage and disadvantage across generations” (p. 175).

Family background, childrearing strategies, and economic resources impact how students from different economic groups spend their summer. Reasons for lower participation in summer activities to promote academic and talent growth in lower socioeconomic groups is due to fewer economic resources and less social capital (Chin, & Phillips, 2004). In this context, those researchers defined social capital as the necessary knowledge to assess their child’s natural talents, and the know-how to locate resources that would best enhance their child’s talents. However, positive effects of out-of-school activities on overall educational attainment have been demonstrated particularly for urban gifted students living in poverty (Olszewski-Kubilius & Lee, 2004).

Alexander et al. (2007) concluded that summer school or after-school programs, targeted specifically toward economically disadvantaged students, which incorporate best practice principles and provide educationally enriching experiences, are the most evident approaches to address this issue. In light of the disparities in summer learning opportunities, the researchers suggested that supplemental programming may have lasting reverberations that lessen generational educational stratification effects.

Narrowing the excellence gap is a concern that needs to be addressed. Developing talents of gifted low-income students is one effective avenue to promote achievement and change the trajectory of high ability students who are from

economically disadvantaged families, but these students face additional barriers in accessing programs for gifted students.

### *Underrepresentation of Low-Income Students in Gifted Programming*

The underrepresentation of gifted individuals from low-income backgrounds has been and continues to be an issue vitally important to future generations of Americans. According to VanTassel-Baska (2010), poverty, and its resulting effects, is the predominant variable leading to underrepresentation in gifted programs. Individuals and members from low socioeconomic backgrounds and marginalized minorities are the least likely to be identified as gifted (Worrell, 2010). If these promising students are identified as gifted, however, they often have unequal access to quality schools and gifted programming.

### *Less Likely to be Identified as Gifted*

Poor children are less likely to be identified as gifted (Olszewski-Kubilius & Clarenbach, 2012; Olszewski-Kubilius & Thompson, 2010; Stormont et al., 2001). Slocumb (2001) states, “identifying gifted students from middle-class homes ... is easier than identifying giftedness in poverty. It is under-representation of gifted children from poverty that crosses all racial and cultural groups and that presents the greatest challenge” (p. 4). Data from the National Educational Longitudinal Study highlighted that only 9% of eighth grade students in a gifted and talented program were from the lowest socioeconomic quartile; in contrast, almost half identified gifted were from the top quartile (Borland, 2004). McBee’s (2006) research in Georgia demonstrated that students who did not receive free or reduced-lunch financial assistance were three times more

likely to be nominated for gifted assessment. Latz and Adams (2011) labeled these poor, gifted children as “twice-oppressed” because they are not only in an oppressed social class but their potential is also oppressed by teachers who often are biased against lower-socioeconomic students when identifying giftedness. These studies support the assertion that educators, who serve as the gatekeepers for gifted programs, appear to be partial to middle and upper-class students.

Possibly unintentionally, it is the culturally-defined gifted identification processes that have excluded lower-income and minority students (Borland, 2004). Borland argued that the imbedded concept of giftedness in America, shaped and typically identified by the culturally dominant population of White middle- and upper-middle-class professionals, is inherently biased to underrepresent groups outside of that mainstream.

Research demonstrated that low-income families were less likely to challenge educational administrative decisions such as nomination or selection into gifted programming. Middle-class parents obtained desired educational outcomes for their children using their social connections and capital, often by forming a likeminded group to effect change (Horvat et al., 2003). However, working-class and poor parents were less likely to seek desired services for their child, and of those parents who pursued obtaining educational needs for their child, such as gifted programs or gifted assessment, approached the needs in an individualized manner as compared to the more effective collective approach of middle-class parents (Horvat et al., 2003).

One way to increase identification of low-income students is to alter gifted identification. Fortunately, more low-income and minority students have been identified for gifted programming using alternative performance task measures including nonverbal

assessments (VanTassel-Baska et al., 2007). Demonstrating expanded access to gifted programs, alternative identification measures increased the number of gifted low-income students in South Carolina by 3% over a three-year period using the measures described above. The researchers noted that those individuals alternatively identified generally performed at levels below their counterparts on statewide assessments, except in the specific strength area that led to the gifted identification. Students performed similarly to those traditionally identified in their individual strength areas (VanTassel-Baska et al., 2007). Passow and Frasier (1996) argued that since giftedness identification decisions are merely a predictor, educators should seek to err toward over-inclusion of lower income students. In further support of potentially over identifying low income gifted students, Robinson, Zigler, and Gallagher, (2000) reported that the talent development strategies that aid gifted children are beneficial models to improve the performance of all students.

### *Unequal Access to Gifted Programming*

To further compound the problem, poor children who are identified as gifted, are less likely to have gifted programs in their schools (Borland, 2004; Olszewski-Kubilius & Thompson, 2010). Availability of gifted programming is highest for schools serving higher-income children; students in the highest SES quartile are 28% more likely to attend schools offering gifted and talented programs than those in the lowest SES quartile (Baker & Friedman-Nimz, 2002).

However, admitting more students to gifted programs may not be the only change needed. Altering identification measures has allowed a greater inclusion of underrepresented groups, but gifted programming must be modified correspondingly to

serve these students appropriately. High potential, low-income minority children often will not find success in gifted programs with verbal focus designed for high-achieving White students (Olszewski-Kubilius & Thompson, 2010).

Not only do low-income students have lower referral and acceptance rates to gifted programs and less availability of gifted programs on school campuses, but they also are unable to access community development programs for talented youth. Low-income parents of gifted children are often unaware of available gifted programming or are hesitant to enroll their child; therefore, they need encouragement and practical assistance (Phelps, 2007). Despite the fact that many students from low income may qualify for gifted summer programs, finances and other factors are barriers to participation. Transportation difficulties to programs that require gifted participants to leave neighborhoods may hinder participation for low-income students (Olszewski-Kubilius & Clarenbach, 2012). Economically disadvantaged students may also be needed to babysit younger siblings, earn money through employment, or have other family responsibilities preventing enrollment, even if financial aid were available (Olszewski-Kubilius & Clarenbach, 2012). For example, Berkeley's Academic Talent Development Program (ATDP) actively recruits students from low-income backgrounds, expands identification criteria beyond school cutoffs, and provides financial aid resources (Worrell et al., 2000). Yet, only 11-12% of participants of the 2,000 gifted students served each summer are from poor or working class backgrounds. Further, in spite of a provision of full scholarship provisions offered to 492 students to return to ATDP a second year, only 44% of ATDP attenders chose to return to the program.

In addition to suffering from a gifted identification bias against low-income students, these children generally attend schools that are not as enriching to students overall, and many of these institutions do not even have programs for gifted and talented. Schools serving predominantly low-income students typically have larger classes, less experienced teachers, poorer facilities, fewer educational resources, and less gifted programming (Passow & Frasier, 1996). This is a concern because “gifted programs are serving to widen the gap between society’s haves and have-nots and between White and minority families by disproportional serving the children of the former and neglecting the children of the latter” (Borland, 2004, p. 6).

Low income gifted students compared to their wealthier peers are less likely to be identified as gifted and do not have access to similar programming to develop their gifts. The underrepresentation and underservice of low-income individuals in gifted programs inhibits their talent development, therefore negatively impacting future generations. Olszewski-Kubilius and Clarenbach (2012) argued that the future of our nation is contingent on the ability to develop talents of gifted individuals from every economic strata and community.

Diamonds, formed under extreme pressure, are good metaphors for low-income gifted students who thrive in the midst of difficult home, environmental, and educational, settings. Easily overlooked, diamonds in the rough resemble a non-descript rock or a sugar cube. Many gifted students from economically challenged backgrounds are similarly unnoticed or discounted. Just as gemologists improve the brilliance of a diamond by faceting or cutting them to enhance their interaction with the light in the

environment, educational gemologists should seek to search for and apply enhancing interaction to promote these students to shine to their full capability.

*General Principles Regarding Promising Low-Income Learners*

Although much research exists on achievement about poverty and achievement, few empirical studies have been published on gifted students of poverty (Ford, 2007). Rose (2009) echoed the assertion that scant research has examined talent development among lower income learners.

The talents of disadvantaged and minority children have been especially neglected...representing an enormous pool of untapped talent ... It is sometimes assumed that children from unpromising backgrounds are not capable of outstanding accomplishment. Yet stories abound of disadvantaged children who achieve at high levels when nurtured sufficiently. (Ross, 1993, p. 5)

With the ultimate goal of nurturing talents and gifts as early as possible, Ford (2007) advocates that educators, families, and community partners should collaborate to assist students in low SES families by providing challenging learning opportunities and raising the bar of expectations for these students.

Best educational practices, according to the 2012 National Summit on Low-Income High-Ability Learners, include specific action points related to identification of gifted students and gifted services (Olszewski-Kubilius & Clarenbach, 2012). These action steps are: providing venues for developing talent before identification, educating teachers about talent spotting in various cultures and demographics, making identification more inclusive by allowing for multiple and varied assessments, comparing using subgroup norms, and permitting subsequent retesting opportunities. Gifted programming, such as summer programs, for low-income, high-ability students should include contact

with peers and challenging content material to develop the students mentally and socially. Learning opportunities should build upon family strengths and stimulate commitment to continued learning and achievement.

Olszewski-Kubilius (2007b) reflected on long-term lessons learned from working with promising learners from poverty which include:

- School district-university partnerships with school districts are powerful and effective avenues to support economically disadvantaged students.
- Programs for at-risk students must sustain commitment to provide support over the long term and start with children when they are young. (Loss of funding and turnover of program leadership are barriers to this.)
- Program components are necessary to provide peer support for high achievement and stimulate motivation for students from poverty.
- Family involvement, built on mutual respect and understanding, is instrumental to fostering maximum talent development and should focus on interventions that focus on family strengths and compensate for weaknesses.

She emphasized the need to construct programs that are flexible and multifaceted, able to respond to the individual child and family needs and not merely focusing on the “typical” low-income child (Olszewski-Kubilius & Thompson, 2010).

#### *Talent Development Programs with a Summer Component*

Positive effects of out-of-school activities on overall educational attainment have been demonstrated particularly for urban gifted students living in poverty (Olszewski-Kubilius & Lee, 2004). Kitano (2007) refers to enrichment programs as vehicles for talent development. The term enrichment implies programming that covers supplemental material or teaches topics that are not typically covered in traditional grade level curriculum such as robotics classes for middle-schoolers and human anatomy for fourth graders (Subotnik et al., 2011). The goal of enrichment programming is to provide

students an opportunity to investigate and participate in a given subject in greater depth. Subotnik et al. (2011) clarified that enrichment is not the same as acceleration, but it may result in accelerated placement. This literature review will focus primarily on academic acceleration or enrichment programs with a summer component.

### *Examples of Talent Development Programming for Low-Income Students*

The following section will describe programs that serve low-income gifted students and their effects. Center for Talented Youth is a program serving predominantly higher income families, but has developed an outreach to lower income individuals. Project LIVE, Project EXCITE, and Project Promise are examples of programs serving almost exclusively students from lower socioeconomic households

*Center for Talented Youth (CTY).* Housed at Johns Hopkins University, CTY's mission is to recognize and develop the world's brightest minds (Brody, 2007; Johns Hopkins, n.d. 2013; Ybarra, 2005). Psychology professor Julian Stanley founded the Center for Talented Youth in 1979. The CTY Talent Search was the first university-based talent search in America. As part of the Talent Search process, students who score at or above the 95<sup>th</sup> percentile on standardized tests in second to eighth grade are invited to take above-level testing (such as the SAT for middle school students) to determine their admittance in the program. Students whose scores meet or exceed the award ceremony scores on advance level testing are honored and admitted into the Talent Search program.

Identified Talent Search students may attend a three-week summer camp sessions. CTY has offered challenging three-week summer academic programs at twenty-three

different locations to over a million gifted students since its inception in 1979. In 2012, CTY's summer courses served approximately 9,500 students (Johns Hopkins, 2013) in which students deeply immerse themselves in one subject in depth from a wide range of selections in mathematics, natural sciences, social sciences, and humanities (Ybarra, 2005). Equivalent to a year's high school science class or a semester college level class, these fast-paced classes emphasize intellectual development.

Recognizing that gifted low-income students face greater barriers in finding appropriately challenging academic opportunities and that the program lacked socioeconomic and ethnic diversity, CTY amplified their recruitment initiatives in the 21<sup>st</sup> century to find and serve low income learners (Brody, 2007; Ybarra, 2005).

Outreach coordinators from CTY have visited schools, primarily on the East coast, to speak with parents and make presentations to encourage testing through CTY.

Transportation assistance and fee waivers were provided for low-income students to participate in testing. Individual and foundation donations were used to distribute 4.2 million dollars in scholarships to qualified low-income students to attend the summer residential program. Ten times the number of scholarships for economically disadvantaged students was awarded from 1998 to 2005 (Ybarra, 2005). For those students who did not meet CTY qualifications to attend the summer program, CTY provided college counseling, weekend seminars, as well as math and verbal skills programs specifically targeted to serve the lower-income students.

Johns Hopkins Center for Talented Youth research department published a retrospective report outlining the benefits of participation in their accelerated summer programs, demonstrating overall benefits in academic, social, and personal areas (Johns

Hopkins, n.d.). Data for the report were compiled from 30 years of research studies, program evaluations, student interviews, and parent, student, and alumni surveys. Reported academic benefits included gains in learning, acceleration of course materials, exposure to academic role models, academic challenge, skill development, heightened interest in subject area, increased academic confidence, improved studying and time management skills, increased motivation to attend college, and better preparation for college. Socially, a supportive network of other bright students led to a sense of belonging and increased social confidence for gifted students. Personal benefits reported were greater open-mindedness, maturity, independence, and exposure to life-long learning and self-discovery. Other research of Talent Search programs that used SAT scores as admission criteria, demonstrated that participants earned higher grades in high school and college and achieved better college entrance test scores than those students who were eligible but did not participate (Benbow & Stanley, 1983; Brody & Blackburn, 1996). However, CTY's summer programs historically served students from higher socioeconomic status and presently cost over \$3500 to attend (Johns Hopkins, 2013), therefore these reported effects are not necessarily representative of effects on low-income students.

On the other hand, a section of CTY's 30-year retrospective report reported specifically on the comparison between CTY low-income scholars to the overall CTY population. Low-income students demonstrated similar achievement gains and reported more pervasive social, cognitive and academic benefits (Johns Hopkins, n.d.). The lower-income students demonstrated equal or better achievement gains on pre-and post-test achievement tests to their CTY classmates. Although summer programs benefit all, a

higher percentage of these underrepresented students rated open-mindedness, exposure to diverse backgrounds, setting higher academic goals, and preparation for college as benefits of their summer program experience compared to the overall CTY population. Compared to a control group of eligible, but non-CTY participating peers, the low-income students who participated in summer programs had higher enrollment in honors/AP courses in high school, showed greater increase in SAT scores from middle to high school, and were more likely to attend highly competitive colleges.

Ongoing work with low-income students led CTY to discover that these students generally need additional year-round follow-up to continue to perform at advanced levels (Brody, 2007). Therefore, CTY formed partnerships with Jack Kent Cooke Young Scholars and Next Generation Venture Fund to accomplish the necessary year-round support. Both programs provide educational advisors to work with these low-income students to identify learning opportunities and coordinate funding for developing their individual talents, as well as to assist students with high school course selection and college applications.

*Project LIVE.* Project LIVE (Launch Into Verbal Excellence) was an enrichment and acceleration program focused on developing verbal talent (Lee et al., 2010; Olszewski-Kubilius, 2007b; Olszewski-Kubilius & Thompson, 2010). Advanced readers, as demonstrated on achievement tests, from low to moderate income were recruited in fifth and sixth grade. Short-term goals of the program were to increase low-income students' placement in high school Honors English. Increased interest and competency in critical reading, literary analysis, language usage, and expository writing were long-term goals that would facilitate participation in the most challenging high school English

courses. Teachers nominated potential students who were then required to complete student essay, submit parent statements, and provide language arts scores on district and state assessments. Fifty students from two different middle schools were admitted to Project LIVE. A majority of students were minorities with annual household incomes (\$38,000) that were half of the average income in the community (\$75,000).

Students participated year-round in the program for two to three years. Summer writing camps, once-a-month Saturday classes, and a weekly after-school reading and discussion clubs were the vehicles for language arts enrichment for gifted students. The initial LIVE cohort had a 79% completion rate (37 out of 45 students). Results demonstrate that the program helped to prepare the students for advanced coursework by maintaining or improving reading and language achievement. Specific results included:

- Significant improvements were demonstrated on reading and English subtests of the EXPLORE test (compared to no changes in the math portion).
- Compared to an average growth of 1.3 and 1.5 points on English and reading EXPLORE subtests respectively, LIVE students increased by 2.4 and 2.9 points. These scores outperformed grade equivalent students in their school district and nationally.
- On the ISAT, 98% of students met or exceeded standards on the reading skills subsection, compared to 84% students in the district.
- 70% of students completing the LIVE program were eligible for Honors English in high school (compared to an overall district average of 47%).
- Time spent on reading and writing outside of school showed no significant changes from 6<sup>th</sup> to 8<sup>th</sup> grade, but this lack of change may be a result of increased homework demands.
- Parental expectations for achievement, as well as increased monitoring of homework and extra reading, resulted from their child's participation. Other parental changes included increased magazine subscription rates to enhance language development at home.

The increases in standardized test results are significant considering that high-achieving low income students have more barriers in maintaining their high achieving status as discussed in the previous excellence gap section. For example, 44% of lower-income students are unable to maintain their high achieving status in reading between first and fifth grade (Wyner et al., 2007). This emphasizes that any demonstrated overall improvements in language skills are especially noteworthy.

Unfortunately, like many other gifted programs for disadvantaged students, Project LIVE had a short lifespan of only three years. Once the grant by Jack Kent Cooke Foundation expired, the program was discontinued. This is indicative of a greater problem for gifted programming to low income families; these programs are unsustainable when grant funding ceases (Olszewski-Kubilius, 2007b; Olszewski-Kubilius & Clarenbach, 2012).

*Project STREAM.* Originally funded by a Javits grant, Project STREAM (Support, Training and Resources for Educating Able Minorities) was a university pre-college program created to address the underrepresentation of gifted low-income and minority students and to increase their high school graduation, college enrollment, and college retention (Clasen, 2006). Beginning in 1990, sixth, seventh or eighth grade students qualified for the program by meeting one or more academic or alternative gifted identification measures (art assessment, problem solving capabilities, teacher nomination, or demonstrated leadership). Program components included summer residency camp, Saturday classes, and a quarterly visit to an institution of higher learning. The summer programming included both academic acceleration and enrichment courses (art, design, theatre).

Follow-up quantitative and qualitative research was collected 13 years after participation when participants were approximately 22 years old. Records from high school confirmed that 107 (68%) of the 158 participant sample graduated, the remainder had moved away, left school, or dropped out of high school to work in family businesses. Of the confirmed high school graduates:

- 60% ( $n=64$ ) enrolled in an institution of higher learning,
- 17% (or 42% of those who enrolled in college;  $n=27$ ) had graduated from college, and
- 5% (or 13% of those enrolled in college;  $n=8$ ) were pursuing advanced degrees.

Specific identification measures and high levels of program involvement were associated with successful student outcomes. Students who were identified primarily on academic GPA measures or alternative identification leadership or problem solving measurements were the most likely to graduate from high school and continue to higher education; students identified by teacher nomination were the least likely to demonstrate high school completion. Additionally, 88% of participants with the highest level of program involvement attended or completed college, in contrast with 5% of non-participants.

To address participant perceptions, qualitative surveys were obtained from previous participants ( $n=43$ ). Students perceived the program as assisting their potential academic and psychological deficits as they transitioned from middle school to high school and college. Specifically:

- The three most influential program components reported were familiarity with a college campus, attendance at summer programs, and working with students from diverse backgrounds.

- Almost 90% of students ranked Project STREAM as important or very important in their career decisions.
- The summer residency camp was described as “very important” by 85% for their success in school.

Interviews with students, school liaisons, staff, and parents ( $n=24$ ) identified the stability of the program, the sense of community, challenging curriculum, and the university campus experience as most meaningful program components. Unfortunately, in spite of the addressing the importance of long-term stability of programs for low-income youth (Clasen, 2006), Project STREAM no longer exists.

*Project EXCITE.* Project EXCITE resulted from a partnership between Northwestern University and local Evanston, Illinois, schools to target primarily low income Hispanic and African American students (Lee et al., 2009; Olszewski-Kubilius, 2007b; Olszewski-Kubilius & Thompson, 2010). Although the district was comprised of 50% minority students, only 5 to 10% of advanced math and science students were from the targeted minority population in previous Project EXCITE programs. Therefore, the overarching long-term goal of Project EXCITE was to seek to close the achievement gap between minority and majority students. Additional program goals were to prevent achievement regression, to have students complete Algebra 1 by the end of eighth grade, to provide a science laboratory experience to equip students to enter high school advanced tracks in science, to provide positive peer support, and to increase home support for achievement.

Parent nomination, achievement tests, and nonverbal ability measurements were used to initially identify mathematically talented children in second grade. Selection was based on high scores on Iowa Test of Basic Skills math subtest or high scores on Naglieri

Nonverbal Ability Test, along with grade-level performance on reading scores. Accepted students participated in over 400 hours of summer programs, Saturday classes, and after-school science and math enrichment programs for six years, concluding upon entrance into high school. Additional services included tutoring and services to support parents. In spite of more fluctuating math and science course grades than expected while enrolled in the program, positive results were demonstrated:

- Of the original cohort of 17, 15 (70%) students entered high school completing Algebra 1 or Algebra 1 and Geometry, which was a 300% increase of low-income minority students entering 9<sup>th</sup> grade.
- Over 89% of the next two to three cohorts were on track to complete Algebra before high school.
- Two students progressed significantly in mathematics; one high school freshman was admitted to the Illinois Mathematics and Science Academy, and one sophomore had taken AP Calculus.
- Over half and up to 67% of the four EXCITE cohorts entered honors level science.

Additionally, separate student and parent interviews were conducted with 14 of the original cohort of 17 at the end of eighth grade (6 years of participation) to obtain further qualitative data (Lee et al., 2009). A majority of students reported that the overall experience was fun or challenging, and six students commented on new learning or advanced learning compared to their peers at school. Half of the students interviewed prioritized EXCITE over spending time with friends. Participants also discussed the difficulties with managing time demands of schoolwork, EXCITE, and other activities. Students ( $n=13$ ) were willing to sacrifice other activities to be part of EXCITE because they believed that their participation would lead to a stronger academic future. Citing reasons such as their child's increased interest and motivation for academic pursuits, and

increased personal interest and involvement ( $n=12$ ) in their child's academics, parents reported they were very happy with the program. Educational benefits were identified by most parents ( $n=11$ ) as the most beneficial aspect of the program. All parents reported that the Saturday parent seminars were useful and enlightening, and 10 parents reported regularly connecting with other EXCITE parents. As a result of EXCITE, most parents ( $n=12$ ) had higher academic expectations for their child and perceived their child's attitudes toward math and science were positively affected. All of the student participants and all of the parents strongly recommended Project EXCITE to other families and their students.

Lee et al.'s (2009) research with predominately minority, low-income students resulted in a proposed Model of Influences and Effects of Participation in Special Programs for Minority Gifted Students (see Figure 2). This is a modified version of Olszewski-Kubilius and Lee's (2004) previous model based on research with middle to high income gifted students. This model demonstrates that out-of-school activities have academic, social, and affective benefits for children and parents. Academic benefits include increased knowledge, skills, and interest in subject content leading to better preparation for future academic endeavors. Positive peer supports for achievement are social benefits. Affective benefits are increased confidence, perseverance, and enhanced self-perception as an achiever. These factors influence students positively by creating a higher commitment to study, a willingness to select more difficult courses, as well as creating expectations and fostering belief that higher achievement is obtainable. Positive effects for parents that result from participation in special programs are higher achievement expectations, increased homework monitoring, greater interest in education,

and greater involvement with school. This model was used in formulating research questions for this study regarding Project Promise.

*Project Promise.* Since 1999, the City of Waco Housing and Urban Development grant has funded scholarships for low-income gifted youths to attend summer enrichment programming (Feuerbacher, 2004; Johnsen, Feuerbacher, & Witte, 2007; Woods, 2005). Project Promise participants attend University for Young People at Baylor University with other gifted students from central Texas. Primarily, this program seeks to provide opportunities within a supportive atmosphere for low-income gifted students to explore interests, develop their talents, identify potential careers, and interact with like-minded peers while exposing these students to a university campus. Project Promise students attend classes taught by Baylor professors and local school district gifted and talented educators. Project Promise students must be enrolled in Waco public schools, meet income eligibility requirements (see Appendix B), and have previously been identified as gifted within their school or meet requirements through the University for Young People (UYP) identification process.

Previous Project Promise research focused on the factors that promoted participant participation and retention. Woods (2005) examined the demographic, academic, social, and intellectual differences between high- and low-level participants ( $n=71$  total) who had attended Project Promise for two, three, or four years. Research data demonstrated that the earlier a student started in the program and the longer they stayed in the program, the more likely that student would return the following year (Woods, 2005). Academically and intellectually, students with stronger language skills and reasoning skills were more likely to remain active in the program.

Feuerbacher's (2004) research compared case studies of students who continued ( $n= 68$ ) to those who discontinued ( $n= 63$ ) participation in Project Promise. Although some students were ineligible to continue for reasons beyond their control, such as moving out of the district (14%) or earning an income too high to qualify (7%); the majority of students discontinued based on their own choice including decreased interest (32%), or as a result of inappropriate negative behavior (21%). Males, Hispanics, and those from two-parent households had higher returning rates than females, African American or Anglo American, and those with a mother as head of household.

Social factors such as relationships with peers, mentors, and parents had the greatest impact on Project Promise student retention rates (Johnsen et al., 2007). Project Promise students reported that they formed friendships with like-minded peers who also valued growth in learning. Mentors who took a personal interest in the students' outside activities and family and positively reaffirmed the students' abilities developed the most connected relationships with attendees. Suggesting that relationships nurtured retention, more returning students demonstrated connected relationships with peers (74% vs. 54%). Ongoing participants had more positive comments regarding their teachers and from their teachers than the former participants (Feuerbacher, 2004). Not surprisingly, since parent support would enhance commitment, returning Project Promise participants reported higher parental involvement (85%) in their lives than non-returning students (61%). Only 6% of returnees described their parents as uninvolved contrasted with 21% of former participants reporting detached parenting. In spite of limited financial resources, Project Promise parents understood the importance of the program for their child's future and supported their children with high expectations and loving relationships. Overall, the

positive influence of social factors and learning support described by Project Promise ongoing participants is consistent with previous research that social and academic support are necessary components for nontraditional students to remain in gifted programs (Worrell et al., 2000).

Positive self-perception was a personal factor correlating with Project Promise retention (Johnsen et al., 2007). Ninety-one percent of ongoing participants expressed positive self-perception; in contrast 36% of former students reported negative self-perception. Reporting gained mastery as a result of participation in enrichment classes and other experiences had led them to feel confident in their abilities to perform in academics or artistic areas. Participants also described other positive self-perceptions such as having future goals/direction, the ability to discern positive factors in negative situations, and a perceived role model status. These factors are examples of self-efficacy. Bandura's (1997) research supports that the extent of activity participation is related to the amount of perceived self-efficacy or competence in that area. Resulting implications are that a person's initial choice of activities, perseverance, and academic success directly corresponds to their self-efficacy.

Project Promise, a summer-only talent development program, differs from CTY, Project LIVE, Project STREAM, and Project EXCITE year-round program models that include a summer component. Further, CTY, Project LIVE, and Project EXCITE are primarily academically focused, whereas Project Promise (like Project STREAM) identifies students also on non-academic measures and serves to develop talents in intellectual, creative, and socioaffective domains.

### *Summary of Program's Effects on Gifted Students from Low-Income Backgrounds*

The effects on students from low-income backgrounds can be divided into four categories: educational/career, social relationships, personal, and generational. The educational/career category measured educational progress, awards, employment, and career interests. It additionally measured the student's perception of the impact of Project Promise with respect to their course selection in middle and high school, career options, preparation for higher education, and decision to pursue higher education. The social category reported the extent that social relationships with peers, mentors, and instructors positively influenced the participant's social life, emotional life, academic life, and motivation to achieve. The personal category measured the extent that Project Promise participation increased the following: self-esteem, confidence to succeed academically, effort to achieve academically, goal setting, and understanding personal strengths. The final research category, generational effects, captured the participant's perspective regarding the extent of parental and sibling support in Project Promise, if their participation influenced their parents or siblings to pursue higher education, and the degree that their Project Promise involvement will impact how they raise their current or future children. With the exception of generational effects, Lee et al. (2009) have included the three other general categories in their Model of Influences (see Figure 2).

A table overviewing research regarding CTY, Project LIVE, Project STREAM, Project EXCITE, and Project Promise divided into the four research categories is listed on the following page. (See Table 2). This section will summarize educational/career, social relationships, personal, and generational effects and identify gaps in the research literature.

### *Education and Career Effects*

Gifted programs with summer components have short-term and long-term educational and career implications. All of the talent development programs in Table 2 reported short-term and long-term benefits. Short-term benefits include academic gains, increased learning, motivation, and positive attitudes toward academic subjects. Long-term effects include higher enrollment in advanced or Honors courses in high school, higher SAT scores, familiarity with college, greater likelihood to attend selective colleges, and exposure to career selection. The Next Generation Venture Fund's program for high-ability, low-income learners reported increased AP course enrollment, higher SAT/ACT scores, and a 100% college acceptance rate (Olszewski-Kubilius & Clarenbach, 2012). All TEAK Fellowship eighth grade students earned admission to academically selective high schools and every high school graduate entered 4-year colleges, including 87% at top tier institutions of higher education (TEAK Fellowship, 2012). SEO Scholars outperformed similarly matched non-SEO peers from the same public schools in grade point average (3.3 vs. 2.7), in SAT scores (1616 vs. 1492), and likelihood to attend selective colleges (Coleman et al., 2012). Overall, these findings are consistent with Olszewski-Kubilius' (1998) assertion that students who attend summer talent search development programs are generally more likely to select more demanding high school coursework and to attend more selective universities.

### *Social Relationships Effects*

Only Project EXCITE reported a social benefit--the development of supportive friends (see Table 2). Other general research discussing summer enrichment programs

Table 2

*Summary of Talent Development Programs' Effects by Area on Gifted Students from Low-Income Backgrounds*

	CTY: Low-Income since 2000	Project LIVE	Project STREAM	Project EXCITE
Educational/ Career Effects	<p>Compared to CTY's overall population, the low-income students:</p> <ul style="list-style-type: none"> <li>• had higher pre- and post-test achievement gains</li> <li>• had higher academic goals,</li> <li>• reported better preparation for college</li> </ul>	<ul style="list-style-type: none"> <li>• significant improvement on reading and English subtests on EXPLORE test</li> <li>• greater percentage of students meeting or exceeding standards on ISAT reading skills test</li> <li>• 70% eligible for Honors English</li> </ul>	<ul style="list-style-type: none"> <li>• 60% high school graduates enrolled in college; of those- 17% graduated, and 5% pursued advanced degrees</li> </ul> <p>Survey respondents:</p> <ul style="list-style-type: none"> <li>• 90% report program as "important" or "very important" in career selection.</li> <li>• 85% report program as "very important" in school success</li> <li>• familiarity with college as one of top benefits</li> </ul>	<ul style="list-style-type: none"> <li>• increased positive attitudes toward math and science</li> <li>• increased motivation</li> <li>• new/advanced learning</li> <li>• 300% increase in minority enrollment in honors classes</li> <li>• 70% to 89% of cohorts completed Algebra 1 before 9<sup>th</sup> grade</li> <li>• 50% to 67% of cohorts entering Honors science</li> </ul>
Social Effects	<p>Compared to equal-ability control group, low-income students:</p> <ul style="list-style-type: none"> <li>• demonstrated greater increases in SAT scores</li> <li>• took more advanced high school courses</li> <li>• were more likely to attend selective colleges</li> </ul>			<ul style="list-style-type: none"> <li>• supportive friends</li> </ul>
Personal Effects	<p>Report greater benefits than overall population in:</p> <ul style="list-style-type: none"> <li>• open-mindedness</li> <li>• exposure to diverse individuals</li> <li>• setting higher academic goals</li> <li>• college preparation</li> </ul>		<ul style="list-style-type: none"> <li>• exposure to people from diverse backgrounds as one of top benefits</li> </ul>	<ul style="list-style-type: none"> <li>• willing to sacrifice time now to have greater long-term benefits</li> <li>• prioritized learning over social time</li> </ul>
Generational Effects		<ul style="list-style-type: none"> <li>• higher academic expectations for child</li> <li>• increased monitoring of schoolwork &amp; reading</li> </ul>		<ul style="list-style-type: none"> <li>• higher academic expectations for child</li> </ul>

provided additional insight regarding social benefits. Summer programs provided gifted students validation and allowed them to form like-minded friendships (Rinn, 2006; Ware, 1990). Exposure to other talented peers in out-of-school activities provided adolescents increased competition, challenge, and emotional support which are critical to talent maximization (Olszewski-Kubilius & Lee, 2004). Increased interpersonal communication abilities were reported by 71% of students attending creative summer enrichment program (Parker, 1998). Rigby (2005) argues, therefore, that the opportunity for interaction with other gifted children is “one of the most beneficial aspects of summer programs (p. 13). This is important because gifted students may be ridiculed by same-age peers at school for their zeal for learning and intelligence (Rigby, 2005) or be viewed as different (Coleman & Cross, 2014). Enriching relationships with adults may also result from summer programs. Mentors and adult role models provide individual support and exemplify passion for their field (Ware, 1990). Little, Kearney, and Britner (2010) suggest that mentors, in addition to acting as a role model, may serve as an impetus for academic achievement.

### *Personal Effects*

The Center for Talented Youth and Project EXCITE report positive personal benefits that include exposure to diverse individuals, encouragement to set higher academic goals, greater open mindedness, and learning to make short term sacrifices for long-term benefits (see Table 2). Summer enrichment programs also allow students to realize being smart is not something to be ashamed of when they are surrounded by intellectual peers, contributing to their emotional development (Rigby, 2005). Although some research is equivocal regarding gifted students’ self-concepts, some studies

indicated higher self-concept and other studies indicated lower self-concepts (Rinn, 2006). Yet, there is empirical evidence that social self-concept improves significantly for teenagers after participation in a summer gifted program (Brookby, 2004; Rinn, 2006). For example, after attendance at a summer program designed for highly creative students, 69% students report greater self-confidence; and after a second year of attendance, even more individuals (77%) report greater self-confidence (Parker, 1998).

### *Generational Effects*

Generationally, participation in summer enrichment gifted programming spurs parents to higher academic expectations (see Table 2). Summer programs may also benefit parents, giving them the opportunity to meet with other parents of gifted students (Rigby, 2005). However, research demonstrates that children's extracurricular activities promote parental social connections and professional networks primarily among middle-class parents (Horvat et al., 2003).

### *Conclusion*

Although a wider range of enrichment programs (like Project Promise) have become increasingly popular, only a few empirical studies as described above have been conducted to analyze the effects of these activities in developing talent of gifted students specifically (Kitano, 2007). It must be noted that most students attending summer programs are from economically privileged backgrounds because the costs related to testing, transportation, and tuition are barriers to participation for families with fewer financial resources (Olszewski-Kubilius & Clarenbach, 2012). Relatively few scholarships are offered at most academically driven talent search programs. Therefore,

limited research has been conducted on gifted programs with a summer component for low-income learners and no research examine effects of summer-only programs for economically disadvantaged students.

Since VanTassel-Baska (1984) reports that positive academic, social, and personal effects are benefits of summer gifted programming, it is imperative that these programs for low-income gifted learners be evaluated. Additional research evaluating the impact of specific interventions and replicating reportedly effective programs for economically disadvantaged students is necessary in order to inform future gifted programming and policies (Olszewski-Kubilius & Clarenbach, 2012; Stambaugh, 2007). Retrospective and longitudinal studies provide insight as to the most effective program components. Successful cost-effective programs will be more likely to be implemented and sustainable (Olszewski-Kubilius & Clarenbach, 2012). Future helpful contributions to the body of knowledge may demonstrate what programs work, how they work, and why they work in decreasing the achievement gap for economically challenged students. This research is vital and can serve to impact educational reform and facilitate more financial resources for gifted programming (Lee et al., 2010). “There is an enormous individual and social cost when talent among the Nation’s children and youth goes undiscovered and undeveloped. These students cannot ordinarily excel without assistance (Marland, 1972, p. 3).”

## CHAPTER THREE

### Method

Positive anecdotal and case study evidence of the Project Promise Program's effects on students had been cited, but investigation of its long-term effects had not been studied. Therefore the aim of this study was to examine the longitudinal effects of participation in Project Promise, a summer enrichment program for gifted students.

Specifically, the following research questions were investigated:

1. To what degree did Project Promise influence participants' educational and career decisions?
2. To what degree did social relationships with Project Promise peers, instructors, and mentors/counselors influence participants' development?
3. To what degree did Project Promise influence participants' personal development?
4. To what degree did Project Promise have a generational influence on participants' and their families' lives?

This chapter describes the method used to address these questions and is divided into six broad sections. After outlining the research design rationale, a detailed narrative describes the program context, sample participants, instrumentation, and research procedure. The method of data analysis, for both quantitative and qualitative responses, is defined in the concluding section.

#### *Research Design Rationale*

Descriptive survey research was the research design chosen to investigate longitudinal effects of participation in Project Promise. "Survey research involves

collecting data to test hypotheses or to answer questions about people's opinions on some topic or issue" (Gay, Mills, & Airasian, 2006, p. 183). The survey addressed the research questions through the use of a quantitative instrument designed to conduct a cross-sectional study measuring longitudinal effects of participation in a summer enrichment program. The inclusion of optional open-ended questions allowed participants to clarify or expand on the ways that Project Promise's courses, peers, instructors, and mentors influenced them and their families. This qualitative information provided some additional means for explaining the survey results. No other additional data than the survey responses were collected as part of this study.

Convenience and accuracy are distinct advantages of survey research for participants. Participants can select an opportune time and location to respond. This ease in responding should prompt a higher response rate, hopefully leading to a greater likelihood of statistical significance. Objectivity is enhanced because participants often respond more openly and honestly on a survey than in personal interviews. Increased accuracy in tabulation and statistical analysis result from uniform definitions and standardized stimuli. Finally, optional open-ended questions embedded in the survey allow respondents to opt to complete the survey more expediently or to provide additional narrative information. Any participant qualitative response adds greater depth in understanding participant responses.

Web-based survey research has additional advantages. An online survey allows for collection of a broad amount of data from a large number of respondents at no cost to the researcher. Accuracy is enhanced by eliminating researcher data entry errors. Skip logic functions of a web survey shorten the survey by limiting non-applicable questions

and lessening participant response fatigue. Convenient and instantaneous, survey response data is immediately recorded and available for data analysis.

### *Program Context*

Project Promise is an enrichment program designed to enhance talent development and academic augmentation for gifted individuals from low-income homes (see Appendix B for HUD guidelines) who live in the Waco School District. First funded in 1999 by the City of Waco's Housing and Urban Development, Project Promise has provided scholarships for over 300 low-income gifted and talented students to attend a summer enrichment classes at Baylor's University for Young People (UYP). Baylor, the hosting institution, is a private, religiously affiliated, medium-sized university located in central Texas.

Waco is home to an ethnically diverse population with many economically disadvantaged households. Waco's 2012 urban population of 127,018 included 45.8% Anglo American, 29.6% Latino American, 21.5% African American, 1.8% Asian American, and 1.3% other residents (U.S. Census Bureau, 2014). The student ethnic distribution reflected even greater diversity than Waco's urban population statistics, and included 56.1% Latino American, 30.6% African American, 11% Anglo American, and 2.3% other students (WISD Annual Report Card, 2012). Not only was Waco's median household income (\$32,239) significantly less than the Texas' median household income (\$51,563), but 30% of Waco's residents had incomes below poverty level (\$23,050 for a household of 4) compared to 17.4% of Texas residents (US Census Bureau, 2014). Yet the economic risk was even greater for the 15,240 students enrolled in the Waco Independent School District. Over 88% of the student population was

described as economically disadvantaged and were eligible for free or reduced meals or other public assistance (See Appendix C for income eligibility); and 70.1% were defined as at-risk (see Appendix D for a definition) for dropping out of school (WISD Annual Report Card, 2012). WISD served 17.3% limited English proficient students (those whose primary language is not English and whose English skills are limited to the extent they have difficulty performing English classwork), as well as 7.9% identified gifted students (WISD Annual Report Card, 2012).

Situated near the heart of the city, Baylor University's School of Education annually hosts the University for Young People (UYP), a holistically-based summer gifted enrichment program serving 4<sup>th</sup> through 12<sup>th</sup> grade students from any school district. Since 1999, UYP has provided services for students from home school, private school, over 60 central Texas school districts, and over 20 other school districts. Each student may elect to participate in two sessions of two-week classes taught by Baylor professors and school district gifted education teachers. All students must complete a UYP application for admission including: parent and teacher surveys, recent achievement and aptitude scores, and a student product sample. More than 120 students from central Texas typically attend UYP annually; of these students, over 50% are Project Promise students who attend UYP through a financial scholarship provided by the City of Waco. All participants in UYP are identified as gifted and talented by their local school district or by performing in the top 15% on any of the assessments used for entrance into UYP or by a case-study portfolio.

Project Promise participant nominations from Waco Independent School District (WISD) teachers occur annually. The nominated students need not have been

previously identified as gifted by the school district but may apply for UYP admission subsequent to a teacher's recommendation or a self-initiated nomination. A committee reviews all of the information for each student and decides if Project Promise will be helpful in developing his or her abilities and talents. Once admitted, Project Promise students receive annual scholarships until the summer before their senior year of high school, providing the family's income remains within federal financial limits. All participants in this program must also be economically disadvantaged youth and live in a household that earn less than 80% of the median salary per federal HUD guidelines (see Appendix B).

A key feature of Project Promise is the organization of the students into groups of 10 or 11 students. Each of these groups has a mentor who assists students and who actively develops relationships with the students as they gather to eat, play, and participate in team-building activities together. Additional practical provisions specifically for Project Promise students include complimentary lunch in dining halls as well as daily transportation back and forth between a student's home and Baylor University.

Project Promise's overarching goal is facilitating higher education readiness for students at-risk. This is accomplished through exposure to a university campus, enriching course content, and through mentor influence. The strategies to promote these goals include: (a) identification of gifted and talented children who are at-risk; (b) exploration and discussion to learn students' interests including potential vocational goals through parent, teacher, and student interviews; (c) enrollment of students in

summer enrichment classes that support their objectives, and (d) arrangement of supplemental follow-up activities that support students' interests and vocational aims.

### *Participants*

The defined population for this research study included all adults (born prior to 3/1/1996) who participated in Project Promise for three or more years. The annual lists of Project Promise participants, case studies from a prior dissertation (Feuerbacher, 2004), as well as a visual inspection of the files from the Project Promise inaugural class of 1999 were used to identify individual participation years. These data were used to isolate all the Project Promise participants from Baylor's UYP database. Once a list of all of the Project Promise student participants was created, this data file was reduced to include only those meeting the population parameters described above.

Of the approximately 300 children who had participated in Project Promise since its inception, 190 have participated for three or more summer sessions. Of those students, contact was attempted only for the approximately 128 adults who were born prior to March 1, 1996. Initial contact was attempted using a Project Promise Facebook page. For those without Facebook accounts or those who did not respond to Facebook messages, contact was attempted through email, text, or telephone as described in the procedure section. In spite of snowball approach utilizing Project Promise participants as well as database information, current contact information for 17 students was unable to be obtained. Yet, of the 111 who were sent requests to complete the online survey, 70% ( $n=89$ ) of the sample responded. Table 3 represents the demographic characteristics of the sample with regard to sex, race, and age.

Table 3

*Demographic Characteristics of Participant Population*

Demographic Characteristics of	Total Population		Participant Sample	
	<i>n</i>	%	<i>n</i>	%
<b>Sex</b>				
Male	58	45%	39	44%
Female	70	55%	50	56%
	<i>n</i> =128		<i>n</i> =89	
<b>Race</b>				
Hispanic	64	50%	46	52%
Black/African American	40	31%	26	29%
White/Caucasian	19	15%	13	15%
Asian	2	2%	2	2%
Other/Not reported	3	2%	2	2%
	<i>n</i> =128		<i>n</i> =89	
<b>Age (as of 3/1/2014)</b>				
Unknown	2	2%	0	0%
18 years	14	11%	11	12%
19 years	12	9%	12	13%
20 years	11	9%	9	10%
21 years	7	5%	6	7%
22 years	14	11%	10	11%
23 years	12	9%	7	8%
24 years	14	11%	7	8%
25 years	19	15%	13	15%
26 years	14	11%	9	10%
27 years	7	5%	4	5%
28 years	2	2%	1	1%
	<i>n</i> =128		<i>n</i> =89	

*Instrumentation*

In addition to collecting the students' general demographic data, the survey instrument was designed to address the educational, career, social, personal, and generational effects of Project Promise. This online survey was hosted on Baylor's Qualtrics website. Although a pencil and paper survey was made available if requested by a student, no requests were received.

This five-part survey (see Appendix E) consisted of 67 items and is based on Lee, et al.'s (2009) special program participation model (see Figure 2). Three of the four sections corresponded to each of the model categories (see Table 4). The final, generational section of the questionnaire measured the effects of Project Promise participation on the student's family of origin as well as his or her present/future family.

Seven blocks of questions on the survey used a six-point Likert Scale. Likert responses provided for each block were: *strongly disagree, disagree, slightly disagree, slightly agree, agree, and strongly agree*. The survey was carefully worded and field-tested to avoid specialized vocabulary that may have been unfamiliar to the respondents. Six optional open-ended questions allowed the participants to respond in a narrative

Table 4

*Research Questions and Survey Items using the Model of Influences and Effects of Participation in Special Programs for Minority Gifted Students (Lee et al., 2009) Category Framework*

Model Categories (Lee et al., 2009)	Research Questions by Category	Survey Items by Category (Appendix E)
<i>Academic &amp; Career*</i>	Influence of Project Promise on Student's a) Education b) Career	a) #15 - #45, #51-#52 b) #46 - #50, #51-#52
<i>Social Relationships</i>	Influence of Project Promise Participant's Social Relationships on Student with: a) Peers b) Instructors c) Mentors/Counselors	a) #53 - #54 b) #55 - #56 c) #57 - #59
<i>Affective/ Personal*</i>	Influence of Project Promise on Personal Development from a) Student's Self- Perception b) Family's Stated Perception	a) #60 - #61 b) #62 - #63
<i>Generational*</i>	Generational Influence of Project Promise on Student's Family (Defined as parent(s), guardians, siblings, & present or future children.)	#64 - #65

*Note.* Categories in italics are added or modified in present study.

format to the influence of Project Promise's courses, peers, instructors, mentors, and concluded with a self- and parent reported-assessment of the personal and generational effects of the program.

Validity of the survey was addressed through research, student and professional reviews, and piloting the survey with former Project Promise students. Using a published peer-reviewed research based model (Lee et. al., 2009) as a framework for the survey questions enhanced content and construct validity. The survey was piloted with seven Project Promise graduates in January 2014 and reviewed by professionals in the field of gifted education for suggestions and to address content and construct validity. Multiple drafts of the survey incorporated their suggestions into the final survey.

#### *Procedure*

The researcher used these specific steps in conducting the study:

1. Consulted previous research in developing the survey instrument and designing the study. Instrument was revised as suggested after professional input.
2. Identified participants who met parameters of the study.
3. Transcribed survey that included an informed consent form on Qualtrics website.
4. Integrated suggested revisions and subsequently pilot tested the survey with previous Project Promise participants.
5. Met with the thesis committee to review the research design and the instrument. Revised the research and instrument as suggested by the committee members.
6. Submitted the approved research proposal, including the final survey, to Baylor Institutional Review Board and obtained IRB Approval.
7. Created a Facebook page for Project Promise survey research.

8. Conducted a Facebook search for participants. Sent friend requests and also messaged participants with a request to complete the online survey.
9. Used a snowball approach to request updated contact information for target participants. Names of participants without current contact information were emailed to survey respondents and also posted on the Project Promise Facebook page on two different occasions. Contact information was updated when obtained.
10. Monitored survey completion status and, if no response, sent up to five weekly requests via Facebook or email asking participants to complete the survey.
11. If survey was not completed after one month of Facebook and/or email requests, additional measures were taken. For any participant who had not responded or who lacked updated contact information, all phone numbers and email addresses listed in UYP database were contacted. If parents were reached by email or phone number, they were asked to encourage their child to complete the survey. If applicable, siblings who had completed the survey were asked if they would be willing to contact their brother or sister to request participation.
12. Collected and analyzed quantitative data collected from this instrument using Qualtrics, a visual inspection of individual responses in Microsoft Excel, and SPSS software.
13. Inspected individual record files for participants who reported attending less than three years on the survey; if less than three years of participation, that participant's responses were eliminated from data analysis.
14. Analyzed and summarized quantitative data to explain the results.
15. Used constant comparative analysis to evaluate and summarize qualitative data responses.

### *Data Analysis*

#### *Quantitative Data*

Descriptive statistics, such as frequencies, as well as measurements of central tendency, variability, relative position, and relationships were used to report the survey quantitative results. Qualtrics data were downloaded to SPSS software to analyze

statistical results. Cronbach's alpha measurements were used to measure internal consistency of questions within each scale. Pertinent and applicable tables and graphs were developed to share the effects of Project Promise on the participants' educational, career, social relationships, personal development, and generational influence.

### *Qualitative Data*

All of the qualitative data questions were optional. Following each scale, participants were prompted and given the option to provide any additional written comments regarding the influence of Project Promise on their life. These narrative comments were analyzed inductively using a constant comparative method. Comments were examined and compared with other comments within each scale and across scales to consider differences and similarities. Reoccurring themes and relationships were identified from the narrative response analysis. Written responses were additionally analyzed across scales giving specific attention to safeguard that a participant's response was not calculated more than once per scale to prevent inflated response rates. In this analysis, two to five themes per scale emerged; comments pertaining to those themes were sorted and tallied. Specific individual comments that were representative of reoccurring ideas were selected and were written in the results section.

## CHAPTER FOUR

### Results

The purpose of the current study was to determine the longitudinal impact of participation in Project Promise on low-income, gifted individuals. Specifically, this research addressed how individuals were assisted educationally/vocationally, socially, personally, and generationally. The research questions for this study were:

1. Educational/Career: To what degree did Project Promise influence participants' educational and career decisions?
2. Social Relationships: To what degree did social relationships with Project Promise peers, instructors, and mentors/counselors influence participants' development?
3. Personal: To what degree did Project Promise influence participants' personal development?
4. Generational: To what degree did Project Promise have a generational influence on participants' and their families' lives?

The results are organized to address each of these questions. First, general information describes the participants who responded to the survey. Demographic information reflects such variables as sex, race, age, marital status, children, education, employment, and income status. Second, each of the four research questions is addressed individually including the influences of Project Promise courses, peers, instructors, and mentors. The impact of Project Promise on personal development and on their immediate families will conclude this chapter.

## *Demographic Information*

### *Selection Criteria*

For the purpose of this study, the sample identified participants who were 18 or older as of March 1, 2014 and had attended Project Promise summer enrichment camps for three or more years. Qualifications for admittance to Project Promise required that students were identified as gifted, attended school in the Waco district, and met annual federal low income criteria (see Appendix B).

### *Demographic Characteristics*

Of the 128 participants who met the stated criteria, 89 (70%) completed the survey. Demographic sex and race characteristics of the respondents are represented as frequencies and percentages in Table 5.

Table 5

*Demographic Characteristics of Survey Respondents*

Demographic Variable (N=89)	<i>n</i>	%
Sex		
Male	39	44%
Female	50	56%
Race		
Hispanic	46	52%
Black/African American	26	29%
White/Caucasian	13	15%
Asian	2	2%
Other/Not reported	2	2%

Participants who responded to the survey were 44% male and 56% female. The participants were primarily Hispanic (52%,  $n=46$ ), followed by Black (29%,  $n=26$ ),

White (15%,  $n=13$ ), Asian (2%,  $n=2$ ), and 2% ( $n=2$ ) other or not reported (see Table 5).

The sex and race percentages of survey respondents was representative of the overall population within plus or minus four percentage points (see Table 3).

Participant age and family status are displayed in Table 6. All of the participants were over 18 years old; however, eight respondents were attending their senior year of high school. A majority (54%,  $n=48$ ) of respondents were 22 or younger, and 46% ( $n=41$ ) were 23 or older. Thirteen percent ( $n=12$ ) of the respondents were married, and 21% ( $n=19$ ) had children.

Table 6

*Age, Marital Status, and Family Status of Survey Respondents*

Demographic Variable ( $N=89$ )	$n$	%
<b>Age as of 3/1/2014</b>		
18 years	11	12%
19 years	12	13%
20 years	9	10%
21 years	6	7%
22 years	10	11%
23 years	7	8%
24 years	7	8%
25 years	13	15%
26 years	9	10%
27 years	4	5%
28 years	1	1%
<b>Marital Status</b>		
Married	12	13%
Not Married	77	87%
<b>Children</b>		
Had a child or children	19	21%
Did not yet have children	70	79%

### *Educational Achievement*

All participants involved in Project Promise successfully demonstrated high school completion (see Table 7). All respondents had either earned a high school diploma ( $n=80$ ), earned a GED ( $n=1$ ), or expected to complete their high school career spring of 2014 ( $n=8$ ).

Table 7

#### *High School Achievement of Survey Respondents*

High School Completion Status ( $N=89$ )	<i>n</i>	%
Graduated	80	90%
Earned GED	1	1%
Expected to graduate in 2014	8	9%
Did not graduate	0	0%

Additionally, all of the pending high school graduates ( $n=8$ ) intended to matriculate to a community college or a university fall of 2014. Sixty-three percent ( $n=5$ ) of participants who intended to graduate in 2014 plan to attend community college; and 37% ( $n=3$ ) planned to enroll in a four-year college or university in the fall of 2014. Almost two-thirds (63%,  $n=5$ ) intend to work while attending a higher educational institution.

Of the 81 participants who had completed high school, 89% ( $n=72$ ) had attended a higher educational institution. Forty-nine participants (55% of total participants, 68% of higher education participants) attended community college (see Table 8). Often participants attended community college with the intent to transfer to another institution. Of the 49 who attended community college, a total of 32 (65% of  $n=49$ ) used these

credits for bachelor degree requirements: twenty-three (47% of  $n=49$ ) earned credits before transferring to a four year institution, including four (8%) who earned their associates degree before transferring to a university, and the remaining participants planned to transfer to a university or college ( $n=9$ , 18% of  $n=49$ ). Six respondents (12% of  $n=49$ ) attended technical school after attending a community college. Four respondents (8% of  $n=49$ ) expected to earn their associate degree in 2014. The remaining eight respondents (16% of  $n=49$ ) had attended or are presently attending community college.

Table 8

*Community College Achievement of Survey Respondents*

Attended Community College ( $n=49$ )	<i>n</i>	% (of $n=49$ )
Transferred credits to a four year university/college	18	37%
Planned to transfer credits to a university/college	9	18%
Earned associate degree and transferred to a university/college	4	8%
Transferred to a technical college and then a university/college	1	2%
Transferred to a technical college	5	10%
Expected to earn associate degree in 2014	4	8%
Presently attending community college	1	2%
At one time (it unclear if presently attending)	7	14%

Technical colleges were another location for educational pursuit. Nine respondents (10% of total participants, 13% of higher education participants) attended technical school to study culinary arts, medical assisting, graphic design or other technical fields (see Table 9). Six of the nine participants who attended technical school had also taken community college courses (see Table 8 and 9). A total of four

respondents graduated from technical college (45%), and two respondents (22%) transferred to a university. Four participants attended both community college and technical school, but it is unclear if they had plans to graduate from either institution.

Table 9

*Technical College Achievement of Survey Respondents*

Attended technical college ( $n=9$ )	$n$	% (of $n=9$ )
Enrolled in a technical college	4	45%
Transferred to a university	1	11%
Graduated from a technical college	3	33%
Graduated from a technical college and transferred to a university	1	11%

*Note.* Six (of  $n=9$ ) individuals attended both technical college and community college and are reported in both Tables 8 and 9.

Participants also demonstrated their commitment to higher education by their attendance at a college or university (see Table 10). Half of the total participants ( $n=44$ ; or 61% of higher education participants) had attended a college or university, including the 28 respondents (31% of total participants) who were enrolled at a four-year university or college at the time of the survey. In spite of the fact that only 46% ( $n=41$ ) of the respondents were 23 years old or older, 13 (29% of participants  $\geq 23$ ) had earned a bachelor degree. An additional, eight participants (18% of university participants) intended to graduate in 2014, bringing the total number of university graduates by the end of 2014 to 21 respondents (48% of university participants).

Table 10

*University or College Achievement of Survey Respondents*

Attended university or college ( <i>n</i> =44) ...	<i>n</i>	% (of <i>n</i> =44)
Graduated from a university or college	13	30%
Intended to graduate during 2014	8	18%
Presently attending a university or college	20	45%
No longer attending and did not graduate	3	7%

*Note.* Twenty-three (of *n*=44) individuals attended both a university and community college (reported in Tables 8 and 10), including one who attended a community college, a technical school, and a university (reported in Tables 8, 9, and 10). One other attended technical school and a university and is reported in both Tables 9 and 10.

Participants also reported interest in graduate school. Five participants had enrolled in graduate degrees programs. Two respondents had earned master’s degrees (in social work and education), and one who continued to a doctoral program (in educational psychology). Another participant enrolled in law school directly after earning a bachelor degree, and two others were in other master’s degree programs (architecture and communication studies). Encouragingly, 17 participants who were either presently enrolled in undergraduate coursework or who had graduated indicated that they plan to pursue graduate level work, and an additional 17 participants reported they might consider attending graduate school.

*Employment*

Participants were contributing members of the workforce. Table 11 reports that over 75% (*n*=67) of the respondents were employed. More than half of those employed (*n*=37) worked part-time and 30 respondents were employed full time. This is a relatively high employment rate considering that at the time of the survey 8 respondents

were enrolled in high school and 22 respondents were enrolled full-time in a university. With regard to annual earnings, 12% of participants ( $n=11$ ) declined to report their annual income. However, 19% ( $n=17$ ) respondents reported earning over \$30,000 per year. The 22 participants who were not employed comprise most of the 24 respondents who reported earning less than \$10,000 per year.

Table 11

*Employment and Income Status of Survey Respondents*

Demographic Variable (of $N=89$ )	$n$	% of $N=89$
<b>Employment Status</b>		
Full time	30	34%
Part-time	37	41%
Not employed	22	25%
<b>Reported Annual Income (<math>N=89</math>)</b>		
Below \$10,000	24	27%
\$10,000 - \$19,999	21	24%
\$20,000 - \$29,999	16	18%
\$30,000 - \$39,999	8	9%
\$40,000 - \$49,999	3	3%
\$50,000 - \$59,999	4	5%
\$60,000 - \$69,999	1	1%
\$70,000 or more	1	1%
Declined to answer	11	12%

In summary, the preceding demographic tables and text report that a majority of the 89 participants who completed the survey were females (56%). The survey participants were representative of the total population with regard to sex, race, and age (see Table 3). Many participants represented ethnic minorities in gifted education: 52% Hispanic, 29% Black, 15% White, 2% Asian, and 2% other or not reported. Participants' ages ranged from 18 years old to 28 years old. A majority of participants

had not started their own families yet: only 13% were married and 21% had one or more children. All participants had or will have completed their high school education by summer of 2014. Eighty-nine percent ( $n=72$ ) of those who already completed high school ( $n=81$ ) had pursued some higher education. Of the participants who attended higher education institutions ( $n=72$ ): 68% ( $n=49$ ) attended community college, 13% ( $n=9$ ) attended technical school, and 61% ( $n=44$ ) attended a four-year college or university. (Since some participants enrolled in multiple institutions, percentages equal more than 100 percent.) Graduates earned these degrees: associate's degree only ( $n=3$ ), associate's degree and a bachelor's degree ( $n=1$ ), technical school degree only ( $n=4$ ), bachelor's degree only ( $n=10$ ), and a bachelor's and a master's degree ( $n=2$ ). During 2014, four more participants expected to earn their associate degree and eight participants expected to graduate with their bachelor's degree. Seventy-five percent of respondents were employed ( $n=67$ ), with a majority earning less than \$30,000 per year (69%,  $n=61$ ).

### *Effects of Project Promise*

On an ordinal scale measurement from 1 (strongly disagree) to 6 (strongly agree), participants were asked to respond to the effects of Project Promise on various aspects of their lives (see survey in Appendix E). One section asked about the influence of UYP courses on participants' educational and career decisions. The effects of peers, instructors, and mentors were measured separately to address the social relationships construct. Participants reflected on the effects to their personal life, including self-esteem, confidence, setting goals, and motivation. The final sections of the survey addressed statements parents made regarding the effects of Project Promise on the

participant, and concluded with questions about the extent Project Promise may have influenced other family members or the participant’s descendants.

The survey demonstrated internal consistency. Cronbach’s alpha measured the internal consistency of each section (five to seven items per section) and overall consistency (see Table 12). The Cronbach’s alpha ranged from .83 (Project Promise courses) to .95 (Project Promise mentors) indicating a relatively high level of consistency within each scale. Given this level of item internal consistency, means were derived for each scale to serve as the primary data point (see Table 13). An overall .92 Cronbach’s alpha (for all 39 questions) reflected a very high level of internal consistency.

Table 12

*Internal Consistency of Scales*

Scales	Number of Items	Cronbach’s alpha
Project Promise courses	5	.83
Project Promise peers	7	.89
Project Promise instructors	5	.92
Project Promise mentors	5	.95
Project Promise on you personally	6	.91
Parents’ comments about Project Promise	6	.88
Project Promise on your family	5	.87
Total Scale	39	.92

*Overall Effects of Project Promise*

Participants reported positive effects in academic, career, social, personal, and generational constructs. Mean responses measuring positive effects for each scale generally ranged from “agree” to “strongly agree” ( $M=5.32$  to  $5.72$ , see Table 13). The

only subsection that was slightly lower ( $M = 4.98$ ) reflected that participants “slightly agreed” to “agreed” that Project Promise courses impacted their education and career decisions. The standard deviations of the mean ranged from .52 to .86. However, the smallest standard deviations for the mentor effects ( $SD=.52$ ) and the parent’s comments ( $SD=.54$ ) and reflected less variation in participants’ responses regarding the effects of the mentors on their lives and also on their parents’ support of Project Promise and comments about its effects. The relatively largest standard deviation for the effect of courses ( $SD=.86$ ) reflected the greatest variability in mean score. The greater variability may indicate that participants viewed the courses’ effects differently or that the questions in the scale did not consistently measure the overall effects of courses (also supported by the .83 Cronbach alpha score in Table 12).

Table 13

*Mean Effects by Scale*

Scales	<i>n</i>	<i>M</i>	<i>SD</i>
Project Promise courses	88	4.98	.86
Project Promise peers	89	5.47	.59
Project Promise instructors	89	5.59	.55
Project Promise mentors	88	5.72	.52
Project Promise on you personally	89	5.51	.61
Parents’ comments about Project Promise	88	5.57	.54
Project Promise on your family	87	5.32	.78

Participants’ optional qualitative responses are reported in the appendices. All responses are recorded by category in Appendix F. Using a constant comparative method, comments were organized by theme within each category (see Appendix G).

To prevent inflated response rates, attention was given to safeguard that a participant’s response was not counted in the overall category score more than once.

*Education and Career Effects*

Five questions addressed the longitudinal effect of Project Promise on educational and career decisions. An overall mean score of 4.98 ( $SD=.86$ , see Table 13) reflects that participants “slightly agree” to “agree” that their participation in Project Promise influenced their selection of more challenging courses in middle and high school, broadened their career options, influenced their decision to pursue higher education, and prepared them for higher education (see Table 14 for mean score for each question). The participants “agreed” to “strongly agreed” that the courses influenced their decision to attend higher education ( $M=5.19$ ,  $SD=1.16$ ) and prepared them for higher education ( $M=5.23$ ,  $SD=1.01$ ). Participants only “slightly agreed” ( $M=4.15$ ,  $SD=1.52$ ) that they pursued an interest or career that they learned about through Project Promise participation; the highest mean score in the category, however, reflected that the courses broadened their career options ( $M=5.26$ ,  $SD=.98$ ). The standard deviations for all of these items indicate greater variability among the participants than the other scales.

Table 14

*Effects of Courses: Mean Score for Each Question*

Effects of Courses	<i>n</i>	<i>M</i>	<i>SD</i>
Took more challenging middle and high school courses	89	5.11	.98
Broadened career options	89	5.26	.98
Pursued interest or career I learned about in PP	89	4.15	1.52
Influenced my decision to attend higher education	89	5.19	1.16
Prepared me for higher education	88	5.23	1.01

Fifty-five percent ( $n=49$ ) of respondents added additional qualitative information under the effects of Project Promise courses (see Appendices F and G). Since this was the first open-ended question, many participants commented on the program in its entirety, which might explain why this section had the most responses. Several reoccurring themes emerged including exposure to college, broadened opportunities, career exploration, and enhanced skills or development in a variety of areas. Participants ( $n=21$ ) mentioned how exposure to a university setting encouraged them to attend college or prepared them for their educational future. As an example, one participant commented, “Project Promise exposed me to college environment and showed me I can do better for myself despite my parents’ financial situation.” Another predominant theme mentioned by 18 participants was the expansion of opportunities, which allowed them to explore various interests. Regarding her attendance at Project Promise one participant said, “[I] develop[ed] a love and capacity for pursuing a broad range of academic and recreational topics.” Certain classes helped 10 participants select or eliminate certain careers. Other benefits mentioned included developing characteristics helpful for their future education and career such as a responsibility, time management, punctuality, leadership, and a love for learning. In summary, most comments could be summed up as one participant concluded, “It definitely helped me broaden my idea of university/college and pushed me towards choosing a better future.”

### *Social Relationships Effects*

The influence of social relationships was also measured. Five to seven questions (per scale) on a Likert scale measured the extent that participants reported the positive

influence of Project Promise peers, instructors, or mentors on the participant’s academic achievement, as well as social, emotional, and academic development.

*Peers.* Respondents “agreed” to “strongly agreed” that peers had positive effects on their social, emotional, and academic development ( $M=5.47$ ,  $SD=.59$ ; see Table 13). Table 15 reports mean scores for each peer scale question. Overall, participants affirmed that Project Promise had a positive effect on them socially ( $M=5.62$ ,  $SD=.61$ ) and that they made close friends as a result of attending Project Promise ( $M=5.55$ ,  $SD=.81$ ). The question that asked if friends outside of Project Promise were positive about the participant’s participation had the relatively lowest mean and largest standard deviation ( $M=5.28$ ,  $SD=1.01$ ). One possible reason for this, as suggested in the pilot phase, was that the participants’ school friends might be unaware of Project Promise because it occurred during the summer, and therefore they did not make any comments, positive or negative, about it.

Table 15

*Effects of Peers: Mean Score for Each Question*

Effects of Peers	<i>n</i>	<i>M</i>	<i>SD</i>
Made close Project Promise friends	89	5.55	.81
Positive social influence	89	5.62	.61
Positive emotional influence	89	5.52	.79
Positive academic influence	89	5.43	.75
Motivated academic achievement	89	5.45	.72
Had high expectations for me	89	5.44	.71
My other friends were positive about Project Promise	89	5.28	1.01

Developing long-term friendships was a great benefit of Project Promise; in fact, 21 of the 31 comments specifically referenced that they still remain friends with some of their Project Promise peers as echoed in this comment: “I still keep in contact with my peers from UYP and cherish all of our memories!” (Qualitative responses are reported in Appendices F and G.) Making new friends from other schools helped participants become more social and made their summer more enjoyable for nine respondents. Others ( $n=10$ ) responded that Project Promise peers were on a similar intellectual level or that they motivated these gifted participants to learn more. For example, one participant wrote, “Me and my friend met at UYP and have been best friends since the fourth grade. We are now in college and still helping each other through difficult times and striving for academic excellence.” Only two participants commented that their school peers made fun of them for “attending school or smart camp” during the summer.

*Instructors.* Participants reported that they “agreed” to “strongly agreed” that instructors had high expectations that motivated their academic achievement and positively influenced them socially, emotionally, and academically ( $M=5.59$ ,  $SD=.55$ , see Table 13). The mean scores and the standard deviations for the five questions in this scale were very consistent ranging from a mean of 5.53 to 5.64 and standard deviation scores ranging from .57 to .68 (see Table 16).

Twenty-one (24%) respondents provided supplementary qualitative comments (see Appendices F and G). Two respondents did not think that they had a deep enough relationship with the instructors to make a significant difference on their life. On the other hand, four participants reported the influence of specific instructors with nine respondents commenting on how caring the teachers were--they were like friends or

family. Six participants were inspired to work harder to achieve by the UYP instructors. One participant summed up many of the comments, “The instructors were the best part! They were fun and knowledgeable. They were friends and counselors.”

Table 16

*Effects of Instructors: Mean Score for Each Question*

Effects of Instructors	<i>n</i>	<i>M</i>	<i>SD</i>
Positive social influence	89	5.58	.62
Positive emotional influence	89	5.53	.68
Positive academic influence	89	5.61	.63
Motivated academic achievement	89	5.58	.65
Had high expectations for me	89	5.64	.57

*Mentors.* The final social relationships scale examined the positive effects of mentors on the participants’ social, emotional, and academic lives. Of all of the social scales, mentor effects received the highest overall score, with a mean of 5.72 ( $SD=.52$ , see Table 13). Overall, this information provides strong evidence that, in general, the social relationship with mentors had the greatest multi-faceted benefits for each participant. Table 17 reports mean scores by individual question demonstrating that participants “agreed” to “strongly agreed” that their mentors had positive social, emotional, and academic influences in their lives. The individual questions with the highest mean scores indicated participants agreed the most strongly that mentors had high expectations for them ( $M=5.76$ ,  $SD=.57$ ) and that they motivated academic achievement ( $M=5.75$ ,  $SD=.55$ ). Many participants reported that they remained in contact with one of more of their mentors ( $n=26$ , 29%); and an additional 44 respondents (49%) reported that although they had not remained in contact with

mentors, they would like to. This underscores the significant role mentors played in participants' lives as 78% of participants expressed a desire for an ongoing relationship with their previous mentor(s).

Table 17

*Effects of Mentors: Mean Score for Each Question*

Effects of Mentors	<i>n</i>	<i>M</i>	<i>SD</i>
Positive social influence	89	5.73	.52
Positive emotional influence	89	5.69	.61
Positive academic influence	89	5.69	.58
Motivated academic achievement	89	5.75	.55
Had high expectations for me	89	5.76	.57

Thirty-one respondents (34%) recorded positive supplementary comments in the mentor section (see Appendices F and G). Eight respondents named specific mentors or a particular situation that affected them positively. Participants reported that the mentors were not only role models, but they were our “friends” ( $n=4$ ). Repeated adjectives used to describe the mentors were “amazing,” “kind,” “great,” “fantastic,” “energetic,” “friendly,” and “fun.” One reoccurring theme was that the mentors were available or helpful ( $n=12$ ), acting as role models who “poured into the students.” Overall they were a “great group of people who showed us what we could aspire to be when we were older.”

*Personal Effects*

Project Promise participants reported that the program also had personal benefits. The overall mean score of 5.51 ( $SD = .61$ , see Table 13) represents that participants

“agreed” to “strongly agreed” that the program had positive influences on their goal setting, self-esteem, academic confidence, understanding of their strengths, willingness to work and study harder, and increased confidence in their ability to succeed in higher education. High and relatively consistent mean scores (ranging from  $M=5.43$  to  $M=5.60$ ) and consistent variability (ranging from  $SD= .65$  to  $.81$ ) were typical of the responses to individual questions within the personal effects scale (see Table 18). Project Promise “helped me to have confidence that I could succeed academically” and “helped me to better understand my strengths” were the questions in this section that had the highest mean and lowest variability ( $M=5.58, SD=.65$ ;  $M=5.60, SD=.67$  respectively).

Table 18

*Personal Effects: Mean Score for Each Question*

Personal Effects	<i>n</i>	<i>M</i>	<i>SD</i>
Higher self-esteem	89	5.52	.74
Confidence I could academically succeed	89	5.58	.65
Working and studying harder to achieve	89	5.43	.78
Goal setting and work to complete goals	89	5.44	.81
Confidence in ability to succeed in higher education	89	5.47	.79
Better understand my strengths	89	5.60	.67

Qualitative comments ( $n=25, 28%$ ) regarding personal development typically described the positive role ( $n=23$ ) that Project Promise had in their life (see Appendices F and G). Two comments were neither positive nor negative, such as the suggestion of a course “on social-emotional issues that minorities face” and a wish that “someone would have persisted [in contacting] me to continue [in Project Promise].” The process of self-

discovery was a theme for ten participants, such as learning their potential, understanding their strengths, and learning “who I am.” The program helped four participants to become more “outgoing.” College became not only an option but also a “must” for two participants. Life-changing was repeated by three participants including this participant’s words, “UYP changed my life. The best support an adolescent could ever need.” Another participant agreed, “First-generation, low-income citizens? This was vital to our growth and development.”

### *Generational Effects*

Since there is a significant generational component of ongoing poverty, it is important to consider how any program targeted toward low-income students may affect or alter this cycle. In the present study, this impact was measured by first assessing the level of parental support and parental comments about the positive effects of Project Promise from the perspective of the participant. Secondly, the concluding set of questions addressed what impact, if any, participation in Project Promise had on the respondents’ parent(s), sibling(s), and their children or prospective children. Did involvement influence the participant’s parents or siblings to aspire to higher education? Also, to what degree did their participation in Project Promise influence higher goals/aspirations for their own children or have a positive influence on how to support their own children academically?

*Parental support and perceptions.* The first set of questions was written to assess parental support and the parents’ perceptions of the effect of participation in Project Promise. Respondents “strongly agreed” ( $M=5.87$ ,  $SD=.38$ , see Table 19) that

their parent(s)/guardian(s) supported their participation in Project Promise which was the highest mean score of any individual question in the entire survey. The overall ratings for this scale were relatively high ( $M=5.57$ ,  $SD=.54$ , see Table 13), with an overall mean score slightly less than mentor effects and instructor effects. Participants indicated that their parents viewed Project Promise as having a positive effect on their children socially ( $M=5.46$ ,  $SD=.71$ ), emotionally ( $M=5.36$ ,  $SD=.80$ ), and academically ( $M=5.61$ ,  $SD=.65$ ) as reported on Table 19. Their parents also had higher expectations for them to achieve academically because of their participation in Project Promise ( $M=5.53$ ,  $SD=.74$ ).

Table 19

*Perceptions of Parents’/Guardians’ Comments: Mean Score for Each Question*

Perceptions of Parents’/Guardians’ Comments	<i>n</i>	<i>M</i>	<i>SD</i>
Supported my participation in Project Promise	89	5.87	.38
Reported a positive social influence on me	89	5.46	.71
Reported a positive emotional influence on me	89	5.36	.80
Reported a positive academic influence on me	89	5.61	.65
Reported it motivated academic achievement in me	88	5.60	.67
Reported they had higher expectations for me to achieve academically	89	5.53	.74

Pride, appreciation, and value of the program were three themes that emerged from 18% of the participants ( $n=16$ ) who added additional qualitative comments about their parents’ perceptions of how Project Promise affected them (see Appendices F and G). “More than anything, my parents were just proud of the fact that I was able to attend,” expressed sentiments conveyed by four respondents. Eleven respondents

commented about their parent's gratitude and support of the program. One participant remarked, "My mother definitely appreciates the opportunities that Project Promise presented to me." Expressed by 12 respondents, the final theme was parental value of the program, "My parents always commented that the program was of great value and supported its influence on my life." One participant expressed an important issue for first generation college-going students, "Our parents were helpful to the program since it reinforced a notion that they could only speculate about (re: high expectations for excelling, knowing a college environment will offer something different), but didn't have any way of confirming."

*Generational effects on parent(s), sibling(s), and child(ren).* The concluding section assessed the degree of impact that Project Promise had on the participant's nuclear/family of origin and his or her descendants. The respondents "agreed" to "strongly agreed" ( $M=5.32$ ,  $SD=.78$ , see Table 13) that their participation positively influenced their family of origin and future family. Specifically, respondents agreed that their siblings were supportive of their involvement in Project Promise ( $M=5.53$ ,  $SD=.66$ , see Table 20). The positive effects of the program for the participants' descendants were the two questions with the highest mean ratings in this section (see Table 20); Project Promise positively influenced how participants will support their own children academically ( $M=5.64$ ,  $SD=.65$ ) and inspired participants to have higher goals and aspirations for their children ( $M=5.61$ ,  $SD=.75$ ). The question in the generational scale with the comparatively lowest mean addressed the influence on their parent(s) to aspire to higher education ( $M=4.75$ ,  $SD=1.55$ ).

Table 20

*Generational Effects: Mean Score for Each Question*

Generational Effects	<i>n</i>	<i>M</i>	<i>SD</i>
Siblings supported my participation in Project Promise	88	5.53	.66
Influenced my sibling(s) to aspire to higher education	88	5.13	1.18
Influenced my parent(s) to aspire to higher education	88	4.75	1.55
Influence how I will support my children academically	88	5.64	.65
Inspired me to have higher goals or aspirations for my own children	87	5.61	.75

One quarter of survey respondents ( $n=22$ , 25%) added additional qualitative comments in the generational effects section (see Appendices F and G). Twelve participants remarked about their sibling involvement in Project Promise and the benefits they observed in their siblings. One comment summarized those responses, “I’m very happy that Project Promise exists and with the positive impact it has had on my siblings!” The desire for this program to continue so that their children could be involved was specifically mentioned by nine participants, “If this program is still around, my children will be there.” In total, 13 participants’ comments centered on potential benefits to their own descendants. One participant wrote, Project Promise “made me realize the value and importance of children having new experiences and because of that I will always expose my children to higher education and its benefits.”

Participants expressed Project Promise is too good to keep to themselves. Although no questions on the survey asked if this program would be good for other students, four participants commented on their desire to have more children benefit from programs similar to Project Promise. “I truly feel that every child should endure in

something as special and amazing at this.” Two such respondents would like to be part of starting similar institutions; one wrote, “I loved and found my UYP experience so beneficial that I wish I could help pioneer a similar program at Utah State University.”

### *Summary*

Demographic data, as well as quantitative and qualitative responses, demonstrated that Project Promise did have positive effects on participants. Effects included education and career decisions, as well as social, personal, and generational development.

Participants reported success in education and employment. All participants demonstrated successful high school completion. Eighty-nine percent of those already graduated attended a higher education institution, and every 2014 high school graduate planned to matriculate to a community college or university. Respondents attended community college ( $n=49$ ), technical college ( $n=9$ ), university or college ( $n=44$ ), and graduate school ( $n=5$ ). By the end of 2014, the graduate achievement will include eight respondents from community colleges, four respondents from technical colleges, 21 respondents from universities, and two who have earned their master’s degree. Of the 36 participants who either attended or graduated from a university, 94% ( $n=34$ ) indicated that they plan or might consider attending graduate school. Three-fourths of the participants reported that they were employed on a part-time or full-time basis.

The educational/career, social, personal, and generational effects were measured using clusters of questions within each scale. Mean scores per scale were reported because the survey demonstrated high measures of internal consistency overall and within each scale. The mean scores for six of the seven scales ranged from 5.32 to 5.72

(on a 1 to 6 Likert scale), demonstrating that respondents “agreed” to “strongly agreed” that Project Promise peers, mentors, and instructors impacted them positively; participation benefitted them socially, emotionally, and academically; influenced their siblings to aspire to higher education; and inspired and influenced the academic support for their own children. The single scale with a relatively lower mean ( $M=4.98$ ) demonstrated that participants “slightly agreed” or “agreed” that the Project Promise UYP courses influenced their career and academic decisions. Finally, optional qualitative responses for each scale were overwhelmingly positive and provided additional insight and commentary regarding individual effects of Project Promise.

## CHAPTER FIVE

### Discussion

The purpose of this study was to examine the degree of educational, vocational, social, personal, and generational longitudinal benefits that low-income, gifted students received as a result of their participation in Project Promise. An online survey was used to gather both quantitative and optional qualitative responses. This chapter includes an overview of the population and sample participants who completed the survey. Next, each research question is discussed individually, including pertinent demographics, a summary of the research, and its relationship to other relevant published research. A partnership model outlining the key components of low-income gifted special programming is proposed next. After addressing the research limitations, the results are examined in order to serve as a springboard for other gifted educators and researchers in addressing the needs of low-income gifted students.

#### *Summary of Sample Participants*

Project Promise is a program that admits Waco ISD gifted students from families with annual incomes below the federal low-income criteria. The population for the study included all students who attended Project Promise for three or more years and were born prior to March 1, 1996. The identified population included 128 individuals, 89 of which responded and completed the online survey. This 70% response rate is significant, considering that current contact information was only available for 111

individuals; therefore it reflects an 80% response rate for those contacted. The participants were representative of the total population with respect to sex, race, and age.

### *Interpretation of Research Findings*

#### *Demographic Characteristics*

Two important demographic characteristics, race and age, are highlighted because of the infrequency of gifted research on low-income, gifted education minorities. This study was also uncommon as participants were adults responding to the longitudinal effects of a participation in a gifted summer program.

As stated previously, poverty and Black or Hispanic heritage are two of the five factors identified that correlate with poor academic performance (Natriello et al., 1990), and additionally, the underrepresentation of Black, Hispanic, and Native American children in gifted education has been a persistent problem (Naglieri & Ford, 2003; Lee, Matthews, & Olszewski-Kubilius, 2008; Wyner, et al., 2007). All Project Promise participants were raised in low-income homes, and over 80% of the participants represented gifted minorities: Hispanic (52%,  $n=46$ ), and 29% ( $n=26$ ) Black. Project Promise race demographics also reflected the local school district population of 56% Hispanic, and 31% Black (WISD Annual Report Card, 2012).

Second, most research regarding gifted programming is done while the individual is still a child. In contrast, participants in this study were adults, aged 18 to 28. Responding from a retrospective vantage point, adult participants considered their participation in Project Promise as a grade, middle, and/or high school student. Although eight participants were in their senior year of high school, the remaining 81

completed high school in the last one to ten years. Forty-eight (54%) participants had been out of high school for five years or longer. The contribution of this research expands understanding regarding longitudinal effects of summer programs on demographically similar individuals.

As a point of reference, demographics for Project STREAM and Project EXCITE are highlighted. Clasen (2006) examined longitudinal effects on individuals who participated in Project STREAM. Of the original 204 Project STREAM participants, only 42 surveys (21%) were completed because of loss of contact or non-response. Although their population included ethnic minorities in gifted education (Black - 46%,  $n=95$ ; and Latino - 24%,  $n=48$ ) and low-income (49%,  $n=100$ ), the demographics of survey respondents were not reported so it is not clear if the participants reflect the population. The average age of Project STREAM respondents was 22 years old. Although a much smaller sample, all EXCITE respondents were minorities in gifted education (Black - 57%,  $n=8$ ; Hispanic - 43%,  $n=6$ ) because Project EXCITE was designed to increase minority interest in math and science (Lee et al., 2009). At the time of their research, EXCITE participants were incoming ninth graders and most were from low- to moderate-income homes.

### *Academic and Career*

The research examined Project Promise's influence on participants' educational and career decisions. First pertinent demographics related to participants' education and career will be reviewed followed by a discussion of related participant responses.

*Academic.* Participants demonstrated success in their educational pursuit. All participants had either completed high school or planned to graduate in spring. The eight pending graduates intended to proceed directly to community college ( $n=5$ ) or to a university ( $n=3$ ). Eighty-nine percent ( $n=72$ ) of those who completed high school ( $n=81$ ) attended one or more institutions of higher education. The greatest number of participants ( $n=49$ ) attended community college, often for the purpose of earning university transfer credits ( $n=32$ ). Four of those individuals earned their associate degree. A total of nine participants attended technical college, including four graduates and two who transferred to a university. Matriculation to a university or college was reported by 44 participants, including 13 bachelor's degree graduates and eight pending 2014 graduates. Graduate school was the destination for 5 participants; including two master's degree earners. Almost all of those who enrolled in a university or who had earned their bachelor degree (34 out of 36) reported that they intended to attend or would consider attending graduate school. In totality, most participants reported that they were presently attending school or had completed their degree. However, one area for further research includes educational path clarification and illumination. For example, it is not clear from the survey responses if seven community college, four technical college, and three university students intend to return to school and, if not, their reasons for discontinuing their education. Also, it appears that many participants often followed a circuitous higher education path, involving starts and stops as well as transfers among institutions, and investigating this would be interesting to pursue further.

Educational progress of Project Promise can be compared to that of Project STREAM participants. Only 68% ( $n=107$ ) of the sample graduated from high school; of the remaining 32% ( $n=51$ ), student transcripts were marked “dropped” or “left school” including the 11 students who left school to work in the family business (Clasen, 2006). Unfortunately, it is not uncommon for gifted students to drop out of school. Renzulli and Park (2000) studied gifted students who dropped out of high school, finding that these high ability students were more likely to drop out of high school if they were economically disadvantaged, Hispanic, male, pregnant, or lacking educational goals. Further, students whose parents were not actively involved in education or whose parents had low levels of education were also more likely to not finish high school. Therefore, the 100% completion rate for Project Promise participants is remarkable. Sixty percent of Project STREAM’s high school graduates ( $n=64$ , or 40.5% of the total sample) enrolled in higher education including: 27 who reported to have graduated and 6 who had dropped out of college with stated plans to return. For some combination of reasons, Project Promise participants have significantly higher educational achievement percentages.

Understanding that education is not the only way to measure success, it does frame an individual’s trajectory in life. For those who lack high school diplomas by age 20, they are seven times more likely to be persistently poor young adults and 50% more likely to have irregular employment compared to high school graduates (Ratcliffe & McKernan, 2012). Often job opportunities and increased salary potential are more likely as a result of higher education.

While at one time formal education was not a pre-requisite for obtaining a good-paying job in this country, times have changed. Under the status quo, the United States is producing succeeding generations of children who face challenges right out of the starting gate and are less likely to achieve economic success for themselves and the next generation. (Ratcliffe & McKernan, 2012, p.14)

So, while education is not a singular measure of success, it can be used to break generational poverty.

Project Promise courses had a positive effect on participants' educational and career decisions (overall  $M=4.98$ ,  $SD=.86$ ). Consistent with Lee et al.'s (2009) Model of Influences and Effects of Participation in Special Programs for Minority Gifted Students (see Figure 2), participants reported that Project Promise involvement led them to select more rigorous coursework ( $M=5.11$ ,  $SD=.98$ ) and better prepared them for higher education ( $M=5.23$ ,  $SD=1.01$ ). Lee et al.'s (2009) model did not address higher education decisions (presumably because their participants were ninth graders). Project Promise participants affirmed that their involvement influenced personal decisions to attend higher education ( $M=5.19$ ,  $SD=1.16$ ). Optional comments by participants ( $n=21$ ) primarily highlighted that Project Promise prepared them for their future education mentioning how exposure to a university influenced their decisions to attend college or prepared them for college.

These findings are supported by the Center for Talented Youth's retrospective 30-year research, which indicated that a higher percentage of low-income students reported that it was "very true" or "mostly true" that CTY participation helped to prepare them for college and prompted them to set higher academic goals similar to their higher-income counterparts; compared to an equal ability control group, the low-income CTY participants took more advanced high school courses than non-participants (Johns

Hopkins, n.d.). College campus familiarity was the benefit that the most students (93%) ranked as important from Project STREAM (Clasen, 2006).

*Career.* Most Project Promise participants reported gainful employment. Over 75% of respondents ( $n=67$ ) were employed, including 37 part-time workers and 30 full-time workers. Considering that one-third ( $n=30$ ) were enrolled in a university or high school at the time of the survey, the employment rate indicates that some participants worked while attending school full-time. Almost one-fifth of the respondents (19%,  $n=17$ ) reported earning over \$30,000 per year, which is higher than the poverty and low-income levels for individual member households (see Appendices A, B, and C). Considering that 25% ( $n=22$ ) of respondents were not employed and therefore are likely not earning money and that 12% ( $n=11$ ) of participants declined to answer, 37% ( $n=33$ ) earning over \$20,000 per year is hopeful.

Although participants reported that the UYP courses broadened their career options ( $M=5.26$ ,  $SD=.98$ ), their lowest overall response to any individual question reflected slight agreement to pursuing an interest or career they learned about in Project Promise ( $M=4.15$ ,  $SD=1.52$ ). The large standard deviation, however, reflected a variance in participant responses. Ten participants wrote comments regarding how the courses helped them narrow down specific career options. One wrote, “[My] first website design course was at UYP and now I am a freelance web developer.” Another commented,

I wanted to study law before I took a UYP class and discovered that being an attorney required me to spend most of my time in the law library. Definitely changed my career as far away from that course as possible!

Eighteen participants added additional remarks about how Project Promise expanded their overall opportunities. For example, “UYP completely broadened my horizons,” enabled exploration of a “broad range of academic and recreational topics,” showed an “insight on different educational possibilities,” and included an “array of different career paths that could be taken.”

In summary, Project Promise courses had longitudinal positive effects with regard to education and careers for participants. Academically, participants demonstrated successful completion of high school and almost all had either enrolled (81%,  $n=72$ ) or planned to enroll (9%,  $n=8$ ) in higher education in 2014. Participants reported that Project Promise courses prompted them to select more challenging courses in middle and high school, prepared them for higher education, and influenced their decision to attend higher education. With respect to their careers, the Project Promise courses broadened their career options.

### *Social Relationships*

The influences of social relationships with peers, instructors, and mentors on the participants’ development were examined. While participants rated all of the social influences highly, participants rated the effects of mentor relationships as having the most positive effects relative to the other scales.

*Peers.* Friendships that occurred as a result of participation in Project Promise resulted in positive effects. Participants reported making close friends with Project Promise peers ( $M=5.55$ ,  $SD=.81$ ) and that they positively influenced them socially ( $M=5.62$ ,  $SD=.61$ ), emotionally ( $M=5.52$ ,  $SD=.79$ ), and academically ( $M=5.43$ ,  $SD=.75$ ).

Specifically, these peers served to motivate academic achievement ( $M=5.45$ ,  $SD=.72$ ) and had high expectations for one another ( $M=5.44$ ,  $SD=.71$ ). These survey results support Lee et al.'s (2009) Participation in Special Program Model (see Figure 2) which suggested that gifted programming for minorities serves to increase peer social support for achievement and enhances a supportive network of high ability peers. Twenty-one of the 31 peer scale comments referenced ongoing friendships with peers they met in Project Promise. Ten individual comments centered on the positive effects of having relationships with motivated friends who were able to “push me to be the best I could be” because they were on a similar intellectual level.

Often, minority gifted students, particularly those from low-income backgrounds, may be vulnerable to peer pressure against academic achievement. Ogbu (1992, 2004) described these anti-academic pressures as adopting “White” attitudes towards earning a high GPA, enrolling in advanced placement classes, knowing the answers in class, completing homework daily, or studying and reading a lot. Out-of-school programs therefore are especially advantageous for minority children because they are less stigmatizing as they occur outside of the school building and in the summer (Lee et al., 2009). As suggested in this study, it is probable that most of the respondents’ school friends were unaware of Project Promise and did not know about their friends’ participation. Only two of the respondents mentioned that their friends made fun of their “attending school or smart camp.”

*Instructors.* Instructors also played a role in positively impacting participants ( $M=5.59$ ,  $SD=.55$ ), reflecting the second highest mean scale score. Instructors had high expectations for the participants ( $M=5.64$ ,  $SD=.57$ ), motivated them academically

( $M=5.58$ ,  $SD=.65$ ) and had a positive influence on them socially ( $M=5.58$ ,  $SD=.62$ ), emotionally ( $M=5.53$ ,  $SD=.68$ ), and academically ( $M=5.61$ ,  $SD=.63$ ). Twenty-one (21%) participants made qualitative responses regarding the instructor: nine highlighted how caring the instructors were, six how they motivated them to work harder, and four recalled specific instructor's influences. A participant reflected, "Every single one of those teachers had impacted each one of us that made us strive for more." Only two felt their relationships with instructors were not deep enough to impact them.

The literature is scant in reporting gifted program instructor effects. Earlier Project Promise studies identified some differences in student/instructor relationships between those who discontinued participation in the enrichment program and those who continued four or more years (Feuerbacher, 2004). Although the teachers' evaluations of students and the students' evaluations of teachers contained both a mixture of positive and negative ratings, there were differences between the frequency of reports between ongoing and former students. Former participants gave 25% more negative reports about teachers and received 14% more negative reports than students who continued in the program. Previous research did not explore if perceived instructor or student negativity influenced individuals to drop out of the program or if the reports existed for other reasons. For this reason, the respondents in this study who participated in Project Promise for at least three years are more likely to provide more positive reports about the instructors than their counterparts who did not continue.

*Mentors.* Mentors were one of the most significant components of Project Promise. The highest overall mean scale score was mentor effects ( $M=5.72$ ,  $SD=.52$ ). Project Promise participants strongly agreed that their mentors had a positive social

( $M=5.73$ ,  $SD=.52$ ), emotional ( $M=5.69$ ,  $SD=.61$ ), and academic influence ( $M=5.69$ ,  $SD=.58$ ). Mentor high expectations were evident ( $M=5.76$ ,  $SD=.57$ ), contributing to motivation for academic achievement ( $M=5.75$ ,  $SD=.55$ ). The 31 (35%) optional supplementary written comments were replete with positive adjectives, including 12 participants who reflected that mentors were available and helpful, four who specifically referred to the mentors as friends, and eight others who reported specific mentors that impacted their lives.

Project Promise findings corroborated Hébert and Olenchak's (2000) case study research, specifically on underachieving gifted males, which indicated that a significant caring mentor aided children emotionally, socially, and academically by nurturing their strengths and thereby increasing motivation and effort. Correspondingly, White-Hood (1993) observed that economically disadvantaged students who were mentored displayed increased social skills, enhanced personal development, greater academic progress, and set goals that included cultivation of a future orientation. This parallels Feuerbacher's (2004) findings: continuing participants exhibited a greater number of healthy, connected relationships with their mentors than former Project Promise attendees who demonstrated either more overly dependent or disconnected relationships. Another indicator of the integral value of Project Promise mentors, 29% ( $n=26$ ) participants reported maintaining contact with one of more of their mentors and an additional 49% ( $n=44$ ) indicated a desire to remain in contact one of their previous mentors.

In summary, Project Promise relationships with peers, instructors, and mentors had positive effects on participants. They reported being influenced socially,

emotionally, and academically. High expectations within each of these relationships motivated academic achievement. Consistent with previous research, mentors had the highest impact on participant's lives.

### *Personal*

Participants affirmed that Project Promise had a positive effect on their self-esteem ( $M = 5.52, SD = .74$ ), helped them better understand their strengths ( $M=5.60, SD=.67$ ), and served to foster confidence that that they could succeed academically ( $M=5.58, SD=.65$ ). They also agreed that additional positive effects of participation included helping them to set goals ( $M=5.44, SD=.81$ ), and, in turn, motivating them to work and study harder to achieve ( $M=5.43, SD=.78$ ).

Self-efficacy is the core belief that one has the ability to produce the desired outcomes that are reflected in academic goals and performance (Bandura, 1997). Not only do individuals with higher self-efficacy demonstrate higher motivation and performance than those with lower-self efficacy, but the changes in efficacy levels in the same individual impacts performance attempts and performance outcomes (Bandura & Locke, 2003). Ford and Thomas (1997) asserted that gifted minority students' underachievement is significantly tied to low self-esteem combined with limited belief regarding academic potential. Therefore, the participants in the current study indicated higher self-efficacy in their reported self-perceptions and perseverance in performance. Interestingly, Feuerbacher (2004) reported that fewer former Project Promise participants (64%) reported positive self-concepts as represented by their positive relationships with others and confidence in their abilities, compared to (91%) continuing participants. Therefore, one possible explanation for this difference is that their ongoing

participation in Project Promise and their demonstrated long-term performance influenced higher self-efficacy beliefs.

This research also supported Lee et al.'s (2009) model. Specifically that special programs result in reinforcing minority students' self-perceptions as a talented achievers, and increases their commitment to work and study harder, ultimately raising their expectations regarding how far they can go in school. Lee et al. (2009) also asserted that a unique need for minority gifted students is confidence that they can compete with non-minority peers academically. Since Project Promise participants attended summer enrichment classes with other gifted students representing multiple school districts and SES demographics, they were affirmed in their ability to compete academically in their school and in higher education ( $M=5.47$ ,  $SD=.79$ ).

Other literature also parallels the reported personal development effects. Setting higher academic goals and preparation for college were significant effects of CTY participation for low-income youths (Johns Hopkins, n.d.). Similarly, Project EXCITE participants became more willing to sacrifice present desires in order to meet long-term goals, prioritizing study over play (Lee et al., 2009).

In optional qualitative comments from the personal scale, Project Promise participants echoed and supported quantitative data and other research. Twenty-five (28%) respondents remarked about the constructive benefits from Project Promise: ten emphasized self-discovery, eight others felt they developed better social skills, and two others decided to make college mandatory. One participant recalls,

UYP definitely opened me up to the idea of attending a university at a very early age, which pushed me to work harder towards one day going to college. I can definitely say that I would not be where I am if it wasn't for UYP.

Life-changing was a theme for three other participants as in, “I literally look back on my experiences all the time. I tell all my friends about it... It was a great program that was fun, challenging, and life changing.”

### *Generational*

Generational effects were measured by asking participants questions from three different perspectives. First, participants were asked to recall comments their parent(s)/guardian(s) made about their participation in Project Promise. Second, participants were asked about the effect of Project Promise on their siblings and parents. Considering the effects that Project Promise had or will have on the participants’ child(ren) was the third perspective considered.

*Parental support and perceptions.* Parent/guardian support of participation in Project Promise was the individual question with the highest mean score ( $M=5.87$ ,  $SD=.38$ ). Research has demonstrated that family support and emphasis on academics often correlates with student achievement and higher educational pursuit. Henderson and Mapp’s (2002) synthesis of research reported that when parents were involved with their child’s academic career, the child was more likely to take challenging courses, earn higher grades, and pursue higher education. Sampson’s (2002) study of poor, urban, Black families revealed that differences in achievement correlated with the home environment: the parent(s) of high achieving children were more involved in school activities, provided discipline, support for schooling, and emphasized preparing for the future compared to the parents of lower achieving children. Strong parental connections and support were also common to both Project EXCITE and Project LIVE (Olszewski-

Kubilius & Thompson, 2010). Strong parental support of Project Promise may be indicative of overall parental academic support and involvement. If so, this was likely a key factor in sustained Project Promise attendance, overall academic success, and higher educational pursuit.

Participants were also asked to reflect on comments that their parent(s) or guardian(s) made concerning the overall impact of Project Promise participation on them. Participants recalled comments from their parent(s) that Project Promise had a positive impact on them socially ( $M=5.46$ ,  $SD=.71$ ) and emotionally ( $M=5.36$ ,  $SD=.80$ ). Participants reported relatively higher means for their parental perceptions of educational benefits: increased motivation to achieve ( $M=5.60$ ,  $SD=.67$ ) and positive effects on academic achievement ( $M=5.61$ ,  $SD=.65$ ). Perceived parental comments were reflective of participants' personal ratings and were potentially reinforcing to participant perceptions.

Project Promise participation also led to their parents' higher expectations for academic achievement ( $M=5.53$ ,  $SD=.74$ ). Consistent with Lee et al.'s model (2009), student participation in EXCITE impacted parenting; it increased parental involvement and commitment to support their child's learning and fostered parental expectations for a higher GPA. Overall the EXCITE parents expressed that they were pleased with the program, specifically reporting their belief that Project EXCITE gave their child increased confidence and motivation for academic work. Parental expectations for better grades also resulted from student's participation in Project LIVE (Lee et al., 2010).

Feuerbacher's (2004) research demonstrated that all parents of previous and ongoing Project Promise students were appreciative of the enrichment program and the majority of parents were involved in the students' lives. However, former participants had a greater percentage of parents who were not involved and/or who had a negative influence on their lives than those students who remained in the program. Also, compared to participants who discontinued participation, slightly more (7%) parents of ongoing participants reported academic goals for their children.

Finally, 16 (18%) voluntary comments were received from participants under the parental perspectives scale section. Twelve comments reinforced the value of Project Promise such as this individual, "My parents always commented that the program was of great value, and supported its influence in my life." Ineligible to continue with Project Promise after her family relocated outside of Waco ISD, one participant reflected on the loss,

My parents noticed a huge change in me academically and emotionally upon leaving UYP. It was obvious that during my attendance at UYP I was more driven and educationally advanced, even more interested in people and participating in extra-curricular activities. Leaving UYP had such a negative impact on me.

Most comments ( $n=11$ ) expressed thankfulness or appreciation on behalf of the parents and four others recorded parental pride resulting from their child's involvement in Project Promise.

*Generational effects on parents, siblings, and children.* Participants' siblings were supportive of their involvement in Project Promise ( $M=5.53$ ,  $SD=.66$ ). Additionally, siblings were influenced to aspire to higher education ( $M=5.13$ ,  $SD=1.18$ ). Although, it was not anticipated that the participants' parents would be personally

inspired to pursue higher education, it was a possibility that was investigated.

Participants, however, recorded only slight agreement, reflecting the second lowest mean score ( $M=4.75$ ,  $SD=1.55$ ) and the largest standard deviation out of all individual questions, and provided no additional pertinent comments to illuminate their responses.

Although not all of the participants have started their own families, participants agreed that Project Promise has influenced how they will parent their child(ren). At the time of the survey, 21% of participants ( $n=19$ ) had one or more children, and 13% ( $n=12$ ) were married. Participants believed that their Project Promise involvement influenced how they will academically support their own children ( $M=5.64$ ,  $SD=.65$ ) and inspired them to have higher goals for their own children ( $M=5.61$ ,  $SD=.75$ ). In total, 24 (27%) respondents included narrative comments pertaining to generational effects.

Sibling involvement and resulting benefits were recorded by 12 individuals. The majority of comments focused on the effects that Project Promise would have on their children ( $n=13$ ) such as “[I] would love to one day have children that will be able to participate in the program,” or “I strongly hope when I have a family in the future there will be such a program for my children to participate in.” One student summed it up, “Project Promise helped me learn how to aspire for greatness, to set the goals, and most importantly to achieve them! I know how to prepare my kids for the same.”

Presumably this is the first research that addressed effects on parents, siblings, and descendants of low-income individuals as a result of participation in gifted programming and therefore additional literature is not reported.

In summary, in addition to participants reporting that their parents commented on the positive benefits of their program participation, there were generational benefits for

parents, siblings, and participants' children. Parents were supportive of program participation, affirming positive social, emotional, and academic benefits in participants. Parents' higher expectations for participants also resulted from participation. Siblings were supportive of participant involvement with Project Promise and were inspired to pursue higher education. Project Promise involvement influenced how participants will support their children academically and inspires higher goals for their own present or future children.

### *Proposed Model*

Integrating the research findings of the current study with Lee et al.'s (2009) Model of Influences and Effects of Participation in Special Programs for Minority Gifted Students, a model is proposed that specifically focuses on special programming for low-income gifted students. Figure 4 demonstrates this integration in the Partnership for Promoting Potential in Low-Income Gifted Students Model: The Three Key Components and Generational Effects of Participation in Special Programs. This model outlines the most crucial components of effective programming for low-income gifted students and describes benefits to students and their families that can result from participation.

The first section outlines the three key components in a summer program serving gifted low-income students: program, parents, and people (see Figure 4). A well designed program provides support for students and their families as well as providing key people to pour into the students' lives. By considering the needs of the family, the program builds trust and facilitates a greater likelihood for short- and long-term participant involvement. Specifically, in addition to financial scholarships to attend the

program, consideration to practical needs such as provision of necessary materials, transportation, and meals should be attended to. If a student has siblings, who are gifted or demonstrate potential and who meet the age criteria, provision for their attendance is beneficial for all the family members and serves to foster familial unity. Program directors should be selective in choosing appropriate instructors and mentors who demonstrate care, concern, and can connect with various types of people. In order to facilitate friendships with like-minded high ability peers, programming should include relationship building activities and time for students to connect outside of the classroom. Program administrators should also attend to the content and the context of the program. It is suggested that gifted programming on a college/university campus during breaks from school provides the greatest long-term benefits and minimizes potential negative peer influence from school classmates. Effective programs must not merely exist for a few years and then disband when the short-term grant or program visionary discontinues participation, but must secure locations, funding, and plan for long-term investment. Rigorous academic courses are encouraged in addition to other enrichment subjects such as photography, culinary arts, music, creative writing, robotics, invention, oceanography, theatre, debate, website design, philosophy, money management, etc.

Long-term commitment and investment can result in long-term dividends. A gifted special program positively affects three or more generations. Not only does the individual student benefit, but byproducts of involvement are positive effects in parents, siblings, and students' future descendants. Student benefits from participation in gifted programming are multi-faceted including academic, career, social, emotional, and generational. Students form friendships with similar ability peers, develop a higher self-

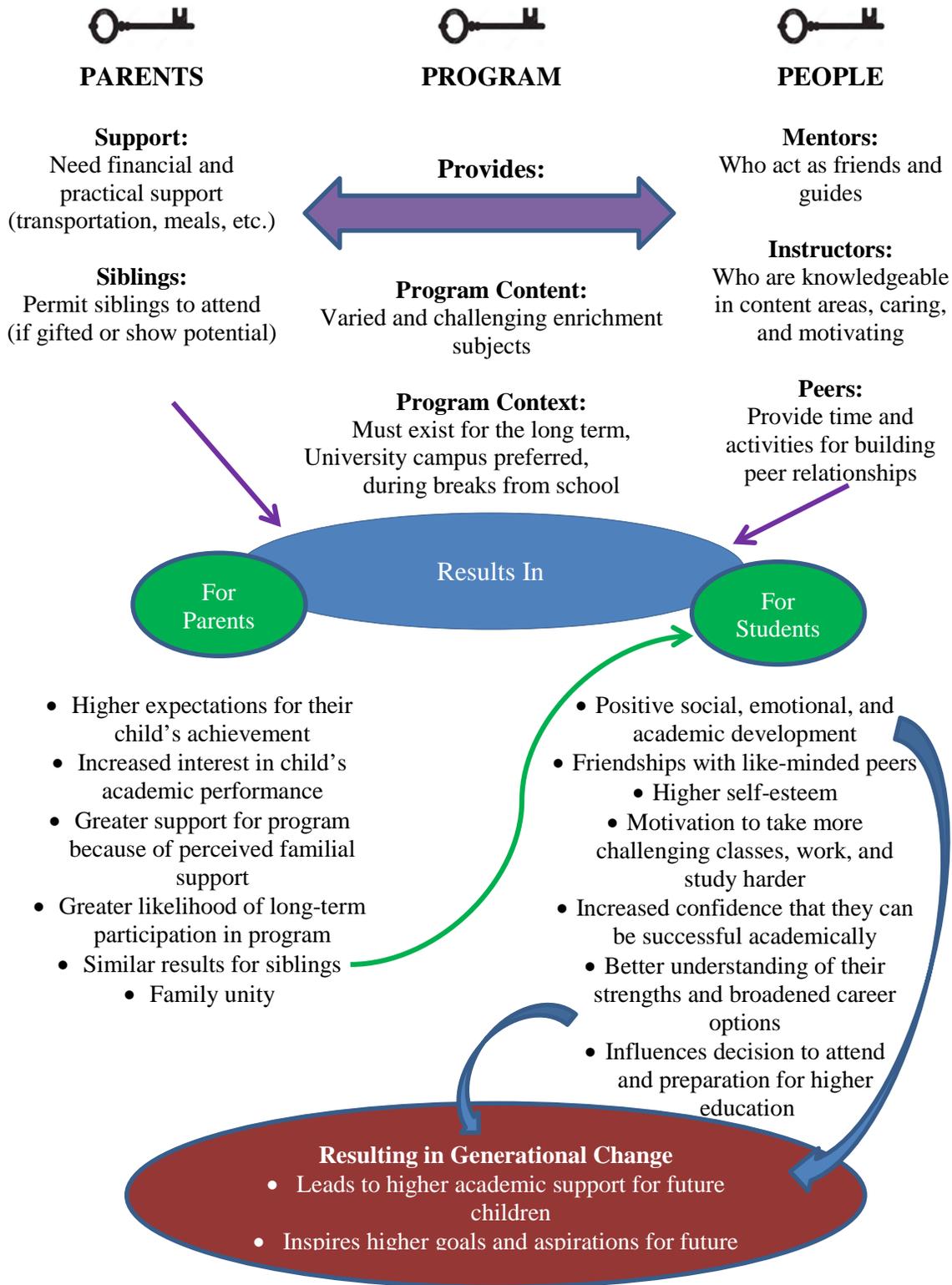


Figure 4. Partnership for Promoting Potential in Low-Income Gifted Students Model: The Three Key Components and Generational Effects of Participation in Special Programs. Adapted from Lee et al.'s (2009) Model of Influences and Effects of Participation in Special Programs for Minority Gifted Students.

esteem, understand their strengths, build confidence in their ability to be successful academically, increase motivation to work and study harder, and are influenced to attend higher education. As a result of participation, parents develop an increased interest in their child's academic performance and have higher expectation for their child's achievement. When practical and financial provisions are expanded to include multiple children, familial support is demonstrated which fosters trust and commitment to the program and family unity is increased. Finally, by developing and changing the academic and career trajectory for participating students, the program facilitates higher expectations, goals and aspirations for participant offspring.

#### *Limitations*

Limitations of the current study were identified, most which are inherent to the research method utilized. Survey research lacks a comparison group needed for experimental research and therefore cannot establish causation or disentangle potential multiple factors contributing to responses. Another characteristic, attrition, occurs in longitudinal type research because over time contact with individuals is lost. Subjective self-report and self-selection in responding are considerations intrinsic to survey research. Finally, other limitations including potential research areas particular to this study are noted.

#### *No Control Group*

A limitation of this study was a lack of a matched comparison group such as equal-ability students with similar financial, cultural, and family backgrounds who chose not to participate in Project Promise. The effects indicated by participants are likely

attributable to the impact of Project Promise, but because of the research method utilized it is impossible to rule out or decipher the potential impact of other factors such as maturation, family influence, the influence of school courses, classroom teachers, school programs, or other outside contributors.

### *Attrition*

Inherent in any study attempting to measure longitudinal effects is the loss of contact of participants. In spite of searching the internet and Facebook, calling previous phone numbers, and utilizing a snowball approach by asking participants to help locate and contact their prior classmates, all attempts in finding 13% ( $n=17$ ) of the population proved unsuccessful.

### *Survey Research Design*

Survey research design, like any research method, has some weaknesses that are naturally inherent to the process. Self-selection and self-report are limitations. Another potential weakness is that answers are traditionally limited to the questions that are asked.

*Self-selection.* An additional 17% ( $n=22$ ) of the sample failed to respond to numerous requests asking for completion of the survey. The survey hosting site reported that seven surveys were abandoned prior to completion: one individual indicated a negative response after reading the informed consent, five individuals agreed with the informed consent then abandoned the survey before recording their name, and the final individual discontinued response after question number 12. Since names were not recorded for the five individuals who indicated agreement with the survey and then

abandoned their attempt, several explanations are conceivable: (a) the individual initially abandoned the attempt after reading the estimated 30 minute time commitment but returned to complete the survey at a more convenient time, (b) participation was discontinued because it was not anonymous, (c), the individual did not choose to spend an estimated 30 minutes in responding to the survey. Other potential reasons for non-response may include that an individual desired to protect his or her privacy; considered Project Promise as a part of the past that did not warrant present attention; lacked time, organizational skills, or responsibility in completing the task; or had a lack of positive comments regarding their personal achievement or the enrichment program.

The participants, however, were representative of the overall population with respect to sex, race, and age (within plus or minus four percentage points), and so it is presumed that the participant achievement and responses regarding the effects of the program were generalizable to the population. The potential remains, however, that the non-respondents were systematically different than the sample, and therefore that the data would be significantly different had the other 30% of individuals responded.

*Self-report.* Survey requests were sent out from the Project Promise director who was familiar with all of the participants. Respondents may have desired to impress the director and “enhanced” their achievement, or they may have wanted to please her, thereby potentially inflating reported effects. All demographic data obtained were self-reported and have not been verified; therefore validity has not been established. Since participants were identified by name, they may have felt additional pressure to respond more positively than if their answers were anonymous.

*Questions asked.* Another potential inherent limitation of survey research is that answers are given only to the questions asked. In this research, attempt was made at minimizing this limitation by allowing for open-ended optional qualitative comments. However, it is possible that quantitative findings were limited because other possibilities of questions were not asked. The optional qualitative section added a more comprehensive picture of involvement effects, but it may have included only what came to the participant's mind initially. Reflection time might have enhanced the qualitative comments. Since the open-ended questions were subsequent to specific questions in each scale, the scale itself might have biased the participants' responses so that they elaborated on topics that were prompted by the questions.

*Higher education responses.* Analyzing each participant's higher educational process, and therefore the entire sample's higher educational experience, was difficult for several reasons: lack of survey clarity, respondent errors, and, potentially, because many participants did not follow a traditional collegiate path. First, the survey construction did not take into account that a participant may start and stop college or attend numerous institutions, so it was difficult to capture all that data. Nor did survey questions ask dates of attendance (when and how long) at higher education institutions, if the student intended to return to school to complete their degree, or why the individual discontinued their education. Secondly, when initial analysis of sample group descriptive data of participants who attended higher education appeared imprecise, then higher education responses were examined on an individual basis before reporting. In that case-by-case analysis, participant errors in completing the survey were noticed. For example, several respondents checked that they had completed their college degree, yet

they listed a completion date in the future. In these instances the researcher recorded these responses as presently attending college. Finally, many participants followed a non-traditional higher education path and attended multiple institutions, such as: community college and technical school, community college and a university, or transferring between colleges. These survey limitations inhibited a full understanding of the higher educational status of these participants.

Further research could examine the higher educational path of this sample in greater detail. Additional questions could address when student attended each institution, if and why he or she left that institution, and if he or she intends to return to complete their studies. A qualitative interview could be used to explore each individual's higher educational story. Another topic of longitudinal interest would be to measure if the current university students and graduates who expressed interest in graduate school ( $n=34$ ) did, in reality, pursue these aspirations.

With an average participant age of 22, these students are still young and will likely experience significant maturation and life changes in the next decade. The pursuit of higher education, career entry and development, as well as marriage and childbearing are probable events for many participants. Contacting the participants again after five or more years to re-administer the survey would give another perspective on long-term benefits of Project Promise as well as assess ongoing educational and career achievement.

#### *Differences in Participants who Continued in Project Promise*

Woods' (2005) Project Promise research reported that students who persisted in their attendance had stronger English language skills and stronger reasoning skills than

the former attenders. These findings may suggest that some participants in this current study may have been more likely to excel academically apart from the program because they had a stronger reasoning and language foundation.

Feuerbacher's (2004) research reported differences between the groups of students who persisted in attending Project Promise four or more years compared to those who dropped out of the program after two or more years. Overall, the primary difference was the manner in which individuals attached to the program. Specifically, students who continued in program attendance showed the greatest differences in their relationships with peers, instructors, mentors, and parents (Johnsen et al., 2007). Reported interpersonal differences for ongoing participants included: more positive reports from teachers, more positive reports about teachers, increasingly healthy relationships with their mentors, a greater tendency to demonstrate leadership, greater positive peer interactions, and an advanced ability to make connections with peers when contrasted with the former participants. Feuerbacher suggested that unhealthy mentor relationships could have influenced decisions to discontinue program involvement. Further, it was noted that healthy relationships increased with each additional year of involvement, which may shed some light on why the mentor scales had the highest overall mean. Other differences between the two groups were related to self-concept and parental support (Feuerbacher, 2004). Ongoing participants had a greater likelihood to report a positive self-concept than the former attenders. Fewer former participants reported receiving positive parental support. Therefore, survey participants who were involved in Project Promise for four or more years were more likely to be positive about the program, have better interpersonal relationships with others associated with the

program, and have stronger family support. The potential exists that the respondents in the present study were biased toward favorably rating the program and its effects.

Significant differences in student outcomes related to length of participation was also demonstrated in Project STREAM research. For Project STREAM participants, higher program involvement correlated with a greater likelihood of high school graduation and higher education attendance (Clasen, 2006). Almost all (97%,  $n=33$ ) high-level participants graduated from high school and 88% ( $n=30$ ) continued to higher education. As program involvement decreased, so did demonstrated successful outcomes; in fact, only 5% of non-participants continued in higher education. Project Promise participants, in contrast, reported 100% high-school completion and 90% higher education attendance. Therefore Project Promise educational achievement for all participants was slightly better than even the best outcomes of Project STREAM high-level participants (which represented 22% of that sample).

A potential for future research would be to examine if there were differences with respect to length of time or age of participation in Project Promise using the current data. Although survey questions asked Project Promise participants to mark the years of program participation, when a sample of responses was compared to actual file data, some inconsistencies were noted. Therefore, without a physical file inspection to confirm the number of years of program attendance, effects and outcomes with respect to number of years' participation cannot be reliably reported. Given previous research, it is suggested that achievement and Project Promise effects would be even greater for high-level participants.

### *Limited Literature*

Finally, this study was limited by a lack of literature documenting long-term effects of summer gifted programming for low-income individuals. Although much research has been done on programs for economically advantaged gifted populations, much less empirical research has been conducted on low-income students. Two programs with longitudinal research have been discontinued, Project LIVE and Project STREAM. Additionally, although Project STREAM (Clasen, 2006) research similarly examined longitudinal benefits, it had a limited 21% response rate. Considering that Project LIVE and Project EXCITE's research was conducted with participants in early high school, the investigation of long-term benefits were relatively limited (Lee et al., 2009; Lee et al., 2010).

### *Future Considerations*

Given that these data suggest that Project Promise was successful in positively influencing participants' educational and career decisions; contributing to their academic, social, and emotional development; increasing motivation to achieve academically; and favorably influencing parents, siblings, and descendants, the obvious questions that remain are: "Why?", "How?", and "Can the program be replicated for others?" While the survey was not specifically designed to answer those questions, participant responses shed some light on the topic in conjunction with previous research.

In order to enhance collective understanding of effective interventions for low-income promising learners, retrospective or longitudinal studies should be undertaken (Stambaugh, 2007). Lee et al. (2010) asserted, "If there were identifiable, long-term, persistent positive effects of Project LIVE, this would bode well for the efficacy of

relatively low-cost supplementary educational programs for closing the achievement gap between low-income and more advantaged learners” (p. 161). Project Promise research did demonstrate that participants affirmed long-term multi-faceted positive educational, social, personal, and generational benefits. Data obtained from surveys supported Lee et al.’s (2009) Model of Influences and Effects of Participation in Special Programs for Minority Students. Yet, in spite of that, it is unknown if these benefits could be replicated again, or replicated with a similar program in another location, with other students, with larger groups of participants, etc. “We need to understand better how interventions work before we continue to spend more money on them” (Olszewski-Kubilius, 2007b, p. 16). The Partnership for Promoting Potential in Low-Income Gifted Students Model: The Three Key Components and Generational Effects of Participation in Special Programs (see Figure 4) suggests specific essential components of supplementary low-income gifted programming and outlines resulting student, family, and generational benefits. Staumbaugh (2007) also suggested that examination and replication of studies or programs should be conducted to assess the impact of specific interventions for gifted students from low-income backgrounds. Correspondingly, there are eight factors that should be considered when designing programs for low-income students and their families as described in the subsequent paragraphs.

First, one of the biggest program obstacles to a program’s long-term success is stability. Program funding, leadership, and vision must be obtained and continued for long periods of time (Olszewski-Kubilius, 2007b). Lack of program longevity is highlighted in that two researched programs, Project LIVE and Project STREAM, have been discontinued. Yet, this consideration is especially important to economically

disadvantaged youth because many other aspects of their life are unstable (Clasen, 2006). Enhanced trust is fostered by demonstrated long-term commitment, resulting in stronger parental and school support for gifted programming for disadvantaged students (Olszewski-Kubilius & Thompson, 2010). Therefore serving this population requires a long-term investment and commitment.

Second, Clasen (2006) suggested smaller programs may be more effective for long-term goals. Instructors can interact with students more leading to individualized and personalized instruction. Further, a concept of community is more likely to be established with small to mid-sized groups, leading to a network of friendships. Project Promise has operated for 15 years, yet the fact that there are only 128 participants with three or more years' attendance highlights that the program is small. Considering the suggestions above, replicating Project Promise on a larger scale may lead to decreased intimacy and effectiveness because the personal touch and community feel could be lost.

Third, Lee et al. (2009) suggested that the ideal program components for reducing the achievement gap must include family support, educational challenge, and development of a supportive peer network. The researchers also recommend further research on any program that demonstrates positive outcomes, specifically identifying most critical components, measuring the extent of effectiveness, the reason for effectiveness, and considering how delivery of the program affects their impact. Yet, gifted educators cannot assume that "one-size fits all" mentality is appropriate for meeting the needs of all disadvantaged students because there is within- and between group diversity. Individual support plans must be used to better address the strengths and weaknesses of each child's environment (Olszewski-Kubilius & Thompson, 2010)

because the underlying social system enhances potential for long-term success (Olszewski-Kubilius, Grant, & Seibert., 1994). One distinctive characteristic of Project Promise may be that many outside systemic issues are addressed directly or indirectly. Project Promise directly assisted the children and parents by not only funding participation, but by providing transportation and meals on campus. Support for family, peer support, network support, expansion of social networks, as well as the timing and location of the enrichment classes, are all examples that indirectly attend to enhancing supporting systems.

Fourth, “Parents and families are among the most important influences on children’s academic performance, particularly in families most at risk for school failure based on poverty”, (Kitano, 2003, p. 298). Parent support of Project Promise had the highest rating of any question, clearly suggesting that parent backing might have been a significant component to program success. Additionally, the practice of allowing Project Promise siblings (who are identified as gifted or exhibited potential) priority in enrollment also contributed to overall family support because rather than fragmenting the family, it unified siblings in one program and created shared experiences. It is probable all these factors united to foster parental familiarity, trust, and appreciation. “The family is the crucial element” that differentiates which economically-disadvantaged gifted children demonstrate success and which do not (Borland, Schnur, & Wright, 2000, p.29) and is the most important support to the student (Olszewski-Kubilius, 2007b). Fortunately, for Project Promise participants, the family and siblings were supportive of their experiences with the program and may have been the most significant underlying reason for positive effects.

Fifth, Ford (1998) asserted that students who are isolated socially are less likely to persist in gifted programming. So another key component of Project Promise may result from continuity, the expansion of supportive peer networks, and the provision of supportive mentors. By allowing students to participate annually from fourth to twelfth grade (if they remain within income qualifications) participants were more likely to build a longstanding connected community through ongoing proximity and familiarity. The practice of sibling priority may also contribute to a family atmosphere, with sibling friendships further intertwining and connecting the group together. Finally, participants strongly agreed that mentors had a significant impact on their positive development. Stambaugh (2007) asserted educational success, self-efficacy, and social skills were positively impacted through counselors' and teachers' ongoing mentoring relationships, providing support for students and their families.

Sixth, it is helpful if supportive networks are part of a larger, more diverse group. Project Promise students attended University for Young People classes for gifted students from all backgrounds. Benefits of this include broader exposure to diverse individuals (Clasen, 2006; Johns Hopkins, n.d.) and increased confidence in one's ability to academically compete with advantaged or nonminority peers (Olszewski-Kubilius & Thompson, 2010).

Seventh, the timing and location of the program may indirectly combat potential negative minority peer influence. Out-of school programs lessen tension with school friends and are less stigmatizing for minority populations, yet cultivate peer support with other high achievers (Lee et al., 2009; Olszewski-Kubilius & Thompson, 2010).

Eighth, participants in Project Promise reported multi-generational benefits that expanded to siblings, parents, and descendants. Potentially, the focus in gifted education has been too narrow and short-sighted, focusing primarily on the gifted individual. Especially with low-income learners, it must be considered how to address families and entire social systems. Additional research may be helpful in gaining momentum and understanding how to impact breaking generational poverty and creating a future filled with more opportunities for many.

### *Conclusion*

Although Project Promise participants may have originally been compared to “diamonds in the rough” (Ford, 2007), these high potential low-income gifted participants have been chiseled and buffed and have grown into gems that are shining examples of success. Their words are used to best describe the impact of Project Promise on their lives. One participant suggested, “Project Promise let many of us know that we could be more than low-class citizens, which is a commonality in Waco.”

Another reported,

Project Promise adequately prepared me for the life college would force me into. I was able to learn leadership skills, time management, and a variety of skills within various fields...Project Promise allowed me to see the benefits of college as a young teenager. Through my participation, I was pushed to broaden my horizons. I believe my experiences through UYP and Project Promise have made me the person I am today.

Whether stated simply as, “Great program, [we] need more like it,” or poignantly by another, “I truly feel at some point every child should endure in something as special and amazing as this,” many reflected a desire that their own children or others might benefit from the same experience. Another summarized,

Attending Project Promise was a very influential and exhilarating experience. It gave an inside look at what college courses would be like and what type of education I want. This experience allowed me to meet all kinds of different people and make lasting friendships. It's an experience I wish many more students need to get the opportunity to have.

Youthful idealism has been translated into a desire for practical action for two respondents. One wrote, "I loved and found my UYP experience so beneficial that I wish I could help pioneer a similar program at [my university]". Finally, one gem was impacted to such a degree by participation in Project Promise that she has come full circle, seeking to become a miner for other "diamonds in the rough." Her present doctoral research focuses on university and community partnerships to promote talent development in minorities, responding "I count my blessings that I was invited, and wish to continue to work similar to Project Promise in other institutions of higher education."

## APPENDICES

APPENDIX A

Poverty Guidelines

Table A.1

*2014 Poverty Guidelines for the 48 Contiguous States and the District of Columbia*

Persons in family/household	Poverty guideline
1	\$11,670
2	\$15,730
3	\$19,790
4	\$23,850
5	\$27,910
6	\$31,970
7	\$36,030
8	\$40,090

*Note.* For families/households with more than 8 persons, add \$4,060 for each additional person. Statistics from U.S. Department of Health and Human Services (2014).

## APPENDIX B

### HUD Income Limits

The HUD income limits are used in determining eligibility for a student’s acceptance and continuation in Project Promise. A student’s household income, based on the number of persons in their family, must not exceed 80% of the median income in Waco, Texas as shown in the annual chart (see Table B.1).

Table B.1

*HUD: FY 2014 Income Limits Summary*

2014 Median Income in Waco, TX	2014 Income Limit Category	Persons in Family							
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
	Very Low (50%) Income Limits (\$)	18,100	20,700	23,300	25,850	27,950	30,000	32,100	34,150
\$51,700	Extremely Low (30%) Income Limits (\$)	10,850	12,400	13,950	15,500	16,750	18,000	19,250	20,500
	Low (80%) Income Limits (\$)	28,950	33,100	37,250	41,350	44,700	48,000	51,300	54,600

*Note.* Waco, TX MSA contains McLennan County, TX. Statistics from HUD Economic and Market Analysis Division, HUD, (2014).

## APPENDIX C

### Eligibility for Free and Reduced Lunch

Eligibility for any nutrition assistance programs administered from the Texas Department of Agriculture including free and reduced price meals or milk is based on total household income and number of household members:

Children from households whose incomes are at or below the levels shown in the appropriate table are eligible for free or reduced-price meals. If any member of the household receives Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP) or Food Distribution Program on Indian Reservations (FDPIR) benefits, children are eligible for free meals. These guidelines are based on 185% of the federal poverty guidelines and are effective July 1, 2013 – June 30, 2014. (Texas Department of Agriculture, 2014).

Table C.1

#### *Free and Reduced Lunch Income Eligibility Guidelines*

# in House- hold	Total Income									
	Annual		Monthly		Twice Per Month		Every Two Weeks		Weekly	
	<u>Free</u>	<u>Reduced</u>	<u>Free</u>	<u>Reduced</u>	<u>Free</u>	<u>Reduced</u>	<u>Free</u>	<u>Reduced</u>	<u>Free</u>	<u>Reduced</u>
1	\$14,937	\$21,257	\$1,245	\$1,772	\$623	\$886	\$575	\$818	\$288	\$409
2	\$20,163	\$28,694	\$1,681	\$2,392	\$841	\$1,196	\$776	\$1,104	\$388	\$552
3	\$25,389	\$36,131	\$2,116	\$3,011	\$1,058	\$1,506	\$977	\$1,390	\$489	\$695
4	\$30,615	\$43,568	\$2,552	\$3,631	\$1,276	\$1,816	\$1,178	\$1,676	\$589	\$838
5	\$35,841	\$51,005	\$2,987	\$4,251	\$1,494	\$2,126	\$1,379	\$1,962	\$690	\$981
6	\$41,067	\$58,442	\$3,423	\$4,871	\$1,712	\$2,436	\$1,580	\$2,248	\$790	\$1,124
7	\$46,293	\$65,879	\$3,858	\$5,490	\$1,929	\$2,745	\$1,781	\$2,534	\$891	\$1,267
8	\$51,519	\$73,316	\$4,294	\$6,110	\$2,147	\$3,055	\$1,982	\$2,820	\$991	\$1,410
**	+\$5,226	+\$7,437	+\$436	+\$620	+\$218	+\$310	+\$201	+\$287	+\$101	+\$144

*Note.* \*\* For each additional family member, add amount in this row. Statistics from Texas Department of Agriculture (2014).

## APPENDIX D

### Definition of At-Risk Students

What are the state eligibility criteria for identifying students at risk of dropping out of school according to the Texas Education Agency (2013)?

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;

9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

*Note.* Retrieved from Texas Education Agency (2013, pp. 1-2).

## APPENDIX E

### Research Survey

#### Q1 Informed Consent Form

##### **Introduction**

This survey is designed to collect information regarding the impact of your participation with Project Promise during summer sessions in Baylor's University for Young People (UYP).

The survey will take approximately 30 minutes. This survey will be conducted using an online Qualtrics-created program.

##### **Risks/Discomforts**

This study meets the American Psychological Association's standards for "Minimal Risk," and poses no major risks or dangers for you as a participant.

As you may be aware, electronic communication may be subject to interception, legally by your employer or illegally by another party, while the information is in transit. Therefore, it is possible that your information might be seen by another party, and we cannot control whether that happens. If you are concerned about your data security, you may contact Dr. Mary Witte at [Mary\\_Witte@baylor.edu](mailto:Mary_Witte@baylor.edu) or 254-710-3857; or Corina Kaul at [Corina\\_Kaul@baylor.edu](mailto:Corina_Kaul@baylor.edu) to request a paper copy of the survey to be mailed to you.

##### **Benefits**

There are no direct benefits for participants. However, it is hoped that through your participation, the Project Promise Staff, Baylor University, and the city of Waco will become better informed regarding the perceived benefits of Project Promise. Further information may guide Project Promise staff in improving the program. It may also be used to educate researchers about reported experiences with Project Promise.

##### **Confidentiality**

All data obtained from participants will be kept confidential. Data will only be reported as combined results and not individually. All surveys will be concealed, and no one other than the primary investigator and associated researchers listed below will have

access to them. The data collected will be stored in the HIPPA-compliant, Qualtrics-secure database until it has been deleted by the primary investigator.

### **Participation**

Participation in this research study is completely voluntary. You have the right to refuse to participate entirely or withdraw at anytime.

### **Questions about the Research**

If you have questions regarding this study, you may contact Dr. Mary Witte at [Mary\\_Witte@baylor.edu](mailto:Mary_Witte@baylor.edu) or 254-710-3857; or Corina Kaul at [Corina\\_Kaul@baylor.edu](mailto:Corina_Kaul@baylor.edu); or Dr. Susan Johnsen at [Susan\\_Johnsen@baylor.edu](mailto:Susan_Johnsen@baylor.edu) or 254-710-6116.

### **Questions about your Rights as Research Participants**

If you have additional concerns about your rights as a participant you can contact the chair of Baylor's Committee for Protection of Human Subjects in Research/Institutional Review Board, Dr. David Schlueter at [David\\_Schlueter@baylor.edu](mailto:David_Schlueter@baylor.edu) or 254-710-6920.

Q2 I have read and understood the above consent form and desire of my own free will to participate in this study.

- Yes
- No

If No Is Selected, Then Skip To(#68) End of Survey

Q3 Click to write the question text

First Name \_\_\_\_\_  
Last Name \_\_\_\_\_

If you had a previous last name that you used as a Project Promise student, please list it here: \_\_\_\_\_

Q4 What is your sex?

- Male
- Female

Q5 What is your birth date?

Please respond mm/dd/yyyy

\_\_\_\_\_

Q6 What is your race?

- White/Caucasian
- Black/African American
- Hispanic
- Asian
- Native American
- Pacific Islander
- Other \_\_\_\_\_

Q7 What years did you attend Project Promise summer UYP courses? (Please select all that apply)

- Going into 4th grade
- Going into 5th grade
- Going into 6th grade
- Going into 7th grade
- Going into 8th grade
- Going into 9th grade
- Going into 10th grade
- Going into 11th grade
- Going into 12th grade
- I do not remember what years I attended.

Q8 Where do you presently live? Please list the city, state, and country.

- Waco, Texas, USA
- Other \_\_\_\_\_

If Waco, Texas, USA Is Selected, Then Skip To (#11) Are you married?

Q9 If you do not presently live in Waco, do you have plans to return to live in Waco?

- Yes
- No

If Yes Is Selected, Then Skip To (#11) Are you married?

Q10 If you do not have plans to return to Waco, would you consider returning to Waco to live?

- Yes
- No

Q11 Are you married?

- Yes
- No

Q12 Do you have children? (biological, adopted, or step-child/children)

- Yes
- No

If No Is Selected, Then Skip To (#14) Optional description of family living...

Q13 Do any or all of your children live with you?

- Yes
- No

Q14 Optional description of family living with you:

---

Q15 Did you graduate or are you planning to graduate from high school?

- Yes, I graduated from high school.
- No, I have not graduated.
- I plan on graduating in 2014.
- No, I do not plan to graduate.

If Yes, I graduated from high ... Is Selected, Then Skip To (#19) What year did you graduate from high ...

If I plan on graduating in 2014. Is Selected, Then Skip To (#42) What are your plans after graduation?

Q16 Did you or will you obtain your GED?

- Yes
- No

If No Is Selected, Then Skip To (#18) If you did not graduate from high sch...

Q17 What year did you or will you earn your GED?

- 2000
- 2001
- 2002
- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014
- 2015

Skip To (#21) What was your cumulative high school gpa...

Q18 If you did not graduate from high school or obtain your GED, what might have been some obstacles that you encountered? Please list them here:

Skip To (#21) What was your cumulative high school gpa...

Q19 What year did you graduate from high school?

- 1999
- 2000
- 2001
- 2002
- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013

Q20 What high school did you or will you graduate from?

- A.J. Moore Academy
- University High School
- Waco High School
- Other. Please type in below: \_\_\_\_\_

Q21 What was your cumulative high school G.P.A. on a 4.0+ scale? (4 is an "A"; 3 is a "B"; 2 is a "C"; 1 is a "D")

- A: 4.0 or above
- B: 3.0 to 3.99
- C: 2.0 to 2.99
- D: below 2.0
- I do not remember

Q22 Did you receive any scholarships or grants to attend a trade/technical school, community college, and/or university/college?

- No
- Yes

If No Is Selected, Then Skip To (#24) Did you attend or are you presently a...

Q23 Please list the scholarships that you earned.

Q24 Did you attend or are you presently attending any type of institution of higher education (such as a trade/technical school, community college, and/or university/college)?

- Yes
- No

If No Is Selected, Then Skip To (#46) are you currently employed

Q25 Did you attend or are you presently attending a community college? (Please select all that apply.)

- No
- Yes, I presently attend or have attended McLennan Community College
- Yes, I presently attend or have attended the community college(s) listed below:

\_\_\_\_\_

If No Is Selected, Then Skip To (#28) Did you attend or are you presently attending a technical....

Q26 What are you studying or what did you study?

- My main area of study is or was: \_\_\_\_\_
- I attended the community college only to take classes to transfer to a 4 year college or university.

If I attended the community co... Is Selected, Then Skip To (#28) Did you attend or are you presently a...

Q27 Did you graduate from the community college?

- No
- I currently attend community college and expect to graduate in:

\_\_\_\_\_

- Yes, I graduated in the year listed below: \_\_\_\_\_

Q28 Did you attend or are you presently attending a technical or trade school?

- No
- Yes, I presently attend or have attended Texas State Technical College.
- Yes, I presently attend or have attended the following technical or trade school:

\_\_\_\_\_

If No Is Selected, Then Skip To (#31) Did you attend or are you presently a...

Q29 What are you presently studying or what did you study at the technical/trade school? \_\_\_\_\_

Q30 Did you graduate from technical/trade school?

- No
- I currently attend a technical/trade school and expect to graduate in:

\_\_\_\_\_

- Yes, I graduated in the year listed below: \_\_\_\_\_

Q31 Did you attend or are you presently attending a four year university or college?

- No
- Yes, I have attended or am attending the following university/universities or college(s) \_\_\_\_\_

If No Is Selected, Then Skip To (#40) Please list any awards or honors that...

Q32 What are you presently studying/majoring in or what did you study/major in? Please list below:

---

Q33 Did you graduate from a four year university or college?

- No
- I am working on my degree and plan to graduate. My expected graduation year is:

\_\_\_\_\_

Yes, I graduated in the year listed below: \_\_\_\_\_

If No Is Selected, Then Skip To (#40) Please list any awards or honors you ...

If I am working on my degree a... Is Selected, Then Skip To (#35) Do you plan to attend graduate school?

Q34 Did you attend or are you presently attending graduate school?

- Yes, I have attended or am attending the following university graduate school(s)

\_\_\_\_\_

No

If Yes, I have attended or am ... Is Selected, Then Skip To (#37) What are you presently studying or wh...

Q35 Do you plan to attend graduate school?

- Yes
- Maybe
- No

If No Is Selected, Then Skip To (#40) Please list any awards or honors you ..

Q36 What would you like to study in graduate school?

---

\_\_\_\_\_

If Then Skip To (#40) Please list any awards or honors you ...

Q37 What are you presently studying or what did you study in graduate school?

---

Q38 Did you graduate from graduate school?

- Yes, I graduated in the year listed below: \_\_\_\_\_
- No
- I am working on my graduate degree and plan to graduate. My expected graduation year is: \_\_\_\_\_

If No Is Selected, Then Skip To(#40) Please list any awards or honors you ...

Q39 What graduate degree(s) did or will you earn? (Check all that apply)

- Masters degree
- Specialist degree
- Doctoral degree

Q40 Optional: Please list any awards or honors you received in community college, technical/trade school, university/college, graduate school, or from your employment or community. \_\_\_\_\_

Skip To (#46) Are you currently employed?

Q42 What are your plans after graduation?

- I plan to attend the community college listed below: \_\_\_\_\_
- I plan to attend the technical or trade school listed below: \_\_\_\_\_
- I plan to attend the college or university listed below: \_\_\_\_\_
- I plan to work.
- I do not know what I will do.
- Other. Please describe below: \_\_\_\_\_

Q43 What high school did you or will you graduate from?

- A.J. Moore Academy
- University High School
- Waco High School
- Other. Please type in below: \_\_\_\_\_

Q44 Did you receive any scholarships or grants to attend a trade/technical school, community college, and/or university/college?

- No
- Yes

If No Is Selected, Then Skip To (#46) Are you currently employed?

Q45 Please list the scholarships that you earned.

\_\_\_\_\_

Q46 Are you currently employed?

- Yes
- No

If No Is Selected, Then Skip To (#49) What is your yearly income?

Q47 What is your job title?

\_\_\_\_\_

Q48 Are you employed part-time or full-time?

- Part-time
- Full-time

Q49 What is your yearly income?

- Below \$10,000
- \$10,000 - \$19,999
- \$20,000 - \$29,999
- \$30,000 - \$39,999
- \$40,000 - \$49,999
- \$50,000 - \$59,999
- \$60,000 - \$69,999
- \$70,000 or more
- I prefer not to answer

Q50 What are your future job/career plans or goals?

---

Q51 Please respond to the following statements regarding the impact of Project Promise summer UYP courses on your educational or career decisions:

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
My participation in Project Promise summer UYP courses impacted me so that I selected more challenging courses in school in middle school and high school.	<input type="radio"/>					
My participation in Project Promise broadened my potential career options.	<input type="radio"/>					
I pursued or am pursuing an interest or a career that I learned about through Project Promise summer UYP courses.	<input type="radio"/>					
My participation in Project Promise summer UYP courses influenced my decision to attend technical/trade school, community college, and/or university/college.	<input type="radio"/>					
My participation in Project Promise summer UYP courses prepared me for technical/trade school, community college, and/or university/college.	<input type="radio"/>					

Q52 Optional: Please write any additional comments relating to the influence of the Project Promise summer UYP courses on your educational or career decisions:

---

Q53 Please respond to the following statements regarding the impact of your Project Promise peers:

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
I made close friends as a result of attending Project Promise classes and activities.	<input type="radio"/>					
My Project Promise peers had a positive influence on me socially.	<input type="radio"/>					
My Project Promise peers had a positive influence on me emotionally.	<input type="radio"/>					
My Project Promise peers had a positive influence on me academically.	<input type="radio"/>					
My Project Promise peers motivated me to achieve academically.	<input type="radio"/>					
My Project Promise peers had high expectations for me.	<input type="radio"/>					
Students at my school and/or my friends were positive about my participation in Project Promise.	<input type="radio"/>					

Q54 Optional: Please write any additional comments relating to the influence of your Project Promise peers below:

---

Q55 Please respond to the following statements regarding the impact of your Project Promise UYP instructors:

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
My Project Promise UYP instructors had a positive impact on me socially.	<input type="radio"/>					
My Project Promise UYP instructors had a positive impact on me emotionally.	<input type="radio"/>					
My Project Promise UYP instructors had a positive impact on me academically.	<input type="radio"/>					
My Project Promise UYP instructors motivated me to achieve academically.	<input type="radio"/>					
My Project Promise UYP instructors had high expectations for me.	<input type="radio"/>					

Q56 Optional: Please write any additional comments relating to the influence of your Project Promise UYP instructors below:

---

Q57 Please respond to the following statements regarding the impact of your Project Promise mentors/counselors:

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
My Project Promise mentors/counselors had a positive impact on me socially.	<input type="radio"/>					
My Project Promise mentors/counselors had a positive impact on me emotionally.	<input type="radio"/>					
My Project Promise mentors/counselors had a positive impact on me academically.	<input type="radio"/>					
My Project Promise mentors/counselors motivated me to achieve academically.	<input type="radio"/>					
My Project Promise mentors/counselors had high expectations for me.	<input type="radio"/>					

Q58 Do you stay in contact with any of your Project Promise mentors/counselors?

- Yes
- No
- I have not, but I would like to.

Q59 Optional: Please write any additional comments relating to the influence of your Project Promise mentors/counselors below:

---

Q60 Please respond to the following statements regarding the impact of your participation in Project Promise on you personally:

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
My participation in Project Promise made me feel better about myself or led to higher self-esteem.	<input type="radio"/>					
My participation in Project Promise helped me to have confidence that I could succeed academically.	<input type="radio"/>					
My participation in Project Promise influenced me in working and studying harder to achieve academically.	<input type="radio"/>					
My participation in Project Promise helped me to set goals and work to complete them.	<input type="radio"/>					
My participation in Project Promise gave me confidence that I could compete academically with students in my school and in higher education.	<input type="radio"/>					
My participation in Project Promise helped me to better understand my strengths.	<input type="radio"/>					

Q61 Optional: Please write any additional comments relating to the influence of your participation in Project Promise on you personally:

---

Q62 Please respond to the following statements regarding the comments of your parent(s)/guardian(s) concerning the impact of Project Promise on you:

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
My parent(s)/guardian(s) supported my participation in Project Promise.	<input type="radio"/>					
My parent(s)/guardian(s) commented that my participation in Project Promise had a positive impact on me socially.	<input type="radio"/>					
My parent(s)/guardian(s) commented that that my participation in Project Promise had a positive impact on me emotionally.	<input type="radio"/>					
My parent(s)/guardian(s) commented that my participation in Project Promise had a positive impact on me academically.	<input type="radio"/>					
My parent(s)/guardian(s) commented that my participation in Project Promise motivated me to achieve academically.	<input type="radio"/>					
My parent(s)/guardian(s) commented that they had higher expectations for me because of my participation in Project Promise.	<input type="radio"/>					

Q63 Optional: Please write any additional comments relating to the comments your parent(s)/guardians made about the impact of Project Promise on you.

---

Q64 Please respond to the following statements regarding the impact of your participation in Project Promise on your family (parents, siblings, etc.):

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
My sibling(s) supported my participation in Project Promise.	<input type="radio"/>					
My participation in Project Promise had a positive influence on my sibling(s) to aspire to higher education.	<input type="radio"/>					
My participation in Project Promise had a positive influence on my parent(s)/guardians to aspire to higher education.	<input type="radio"/>					
My participation in Project Promise has or will have a positive influence on how I will support my own children academically.	<input type="radio"/>					
My participation in Project Promise inspires me or will inspire me to have higher goals and aspirations for my own children.	<input type="radio"/>					

Q65 Optional: Please write any additional comments relating to the impact of Project Promise on your present or future family.

---

Q66 Would you be willing to be contacted in the future to discuss your experiences with Project Promise or your answers to this survey?

Yes

No

If No Is Selected, Then Skip To (#68) End of Block

Q67 Please provide information on the best way to contact you.

Cell phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Other phone: \_\_\_\_\_

Mailing address: \_\_\_\_\_

Q68 Thank you for completing this survey. If you have any questions, please contact Dr. Mary Witte at 254-71--2171 or 254-710-3857 or [Mary\\_Witte@baylor.edu](mailto:Mary_Witte@baylor.edu) or [Corina\\_Kaul@baylor.edu](mailto:Corina_Kaul@baylor.edu).

## APPENDIX F

### Participants' Qualitative Responses by Category

#### *Effects of Project Promise/UYP Courses*

Courses taken through UYP exposed me to media and creative arts which served as the creation for what would become my career.	1
Project Promise has made quite an impact on my life, and continues to do so. The partnership created pathways for me to network with professors at Baylor, and my mentor for Project Promise is still involved and encourages my educational pursuits. The impact of this program helps to shape my research interests as a doctoral student, university and community partnerships to promote talent development in ethnic minorities. I count my blessings that I was invited, and wish to continue the work similar to project promise in other institutions of higher education. (I apologize for any grammatical errors- can't quite see everything I've typed)	4
It gave me a college/university feel. So when it came for me to go to college I wasn't scared to try it.	5
Project Promise was the best thing that ever happened to me. Going to UYP every summer, helped me to see what college life was like. It drove me to want to attend college and do great things with my future.	6
Project Promise taught me that there are always opportunities in the world and you have to try your hardest to reach them.	11
Project Promise kept me productive and social throughout the summer	13
The UYP courses made me feel more comfortable with the idea of being in college.	14
Project Promise was a blessing for me. It taught me the responsibility, maturity, and the professionalism necessary to do the things I am doing. Through the mentoring of my camp counselors, I was able to learn many techniques and skills that I put into my mentor position daily. Being in a college environment, being taught by extremely intellectual individuals made me want to pursue a PhD eventually. The attitudes, the environment, it all serves to prepare you mentally and intellectually for college.	16
UYP is a fun way to learn about things in the real world plus find out your interests and what you may want to do when it's time to go to college and put your goals in action.	17
Project Promise exposed me to college environment and showed me I can do better for myself despite my parents financial situation	18
UYP completely broadened my horizons as far as knowing my true potential in different field areas. I made real connections in classrooms to not only professors but as well as other students when wanting more information and doing study groups.	19
Project Promise had a very great influence on my decision to pursue an education at Baylor University; I entered college as a freshman already comfortably with my environment. I'm now pursuing a major in the school of education, something I would not have considered had it not been for project promise. I am very grateful that I was given the opportunity to participate in project promise.	21

UYP encouraged me to explore the things that I love and to turn them into potential career choices.	22
Attending UYP during the summer sessions through my middle school and high school years really influenced me to strive for big and prestigious universities to continue my education. Being at the Baylor campus and taking UYP classes not only kept me from getting into trouble, but also helped me identify what I really wanted to do for my career. Classes that were artistic and technology driven that were offered at the time I was there really helped me confirm that Architecture was the career that I would enjoy and be happy doing.	25
UYP taught me more than the courses I attended. It taught me responsibility, punctuality, and it helped me understand what a university or college campus would be like before I even started middle school.	26
UYP influenced my decision to come to Baylor	28
French class during UYP influenced me to continue taking French courses even past the required amount.	30
It was awesome!!! Overall the UYP program was great and a fun learning experience. It most definitely helped get me headed in the right direction and I highly recommend the program for students to come.	31
I was going to college regardless of whether or not I did UYP. However, UYP had a huge impact on my life. Honestly, just being on a college and interacting with students of all ages in a fun academic setting really helped with my social skills. So much of one's success is tied to how well he/she can communicate with others in addition to their knowledge. For that reason, UYP had a profound impact of my life because it helped me grow socially and it gave me confidence in myself.	33
During the time I spent at UYP, the counselors interacted with students. Through them, I learned how to interact with other people and how I can possibly be a better teacher in the future.	37
Project Promise was a huge part of my life and has influenced me to what I want to do in the future. It was a place where I made great friends, met new people, and learned about many different subjects that influenced me to choose my career.	41
UYP offered me an array of different career paths that could be taken and also showed me the steps that would be necessary in order to reach those goals. The atmosphere, activities, courses, and counselors all played a major role in my mental development and maximized my overall potential putting all of us a few steps ahead of other students that did not attend project promise or UYP.	43
Project Promise adequately prepared me for the life college would force me into. I was able to learn leadership skills, time management, and a variety of skills within various fields such as Arts, Language, or Literature. Project Promise allowed me to see the benefits of college as a young teenager. Through my participation, I was pushed to broaden my horizons. I believed my experiences through UYP and Project Promise have made me the person I am today.	44
UYP was an amazing program that I looked forward to every summer, I loved it. It definitely helped me broaden my idea of University/College and pushed me towards choosing a better future.	49
I already had most of my educational ambitions planned out before starting UYP, but it was great preparation for college (preparation that was sorely lacking at my high school)	51
UYP gave me early perspective on how fundamentally interconnected every discipline under the sun is. I gained skills and knowledge that have served me in every area of my personal, academic, and professional life.	58

Great program, need more like it.	60
UYP was great educational program	61
Gave me a chance to expand my views beyond Waco ex. Trying diff foods in my international class	62
Project Promise was a blessing and opportunity that I am thankful to have received. Project promise opened various doors, and offered me a chance to see what the real world was like in a family-like atmosphere. There is nothing compared to project promise and UYP. This program has not only helped me in life but also my friends and family who were privileged enough to be of such a great project. I truly love and will miss UYP and Project Promise. I hope that I will one day be able to return the generosity that Project Promise provided to me.	63
It increased my insight on different educational possibilities. It also broadened my understanding of the importance and benefits of continuing education. I am truly thankful for the Project Promise summer UYP courses. They challenged me to expand my potential and explore other possibilities that I had not previously considered.	64
Project Promise let many of us know that we could be more than low-class citizens, which is a commonality in Waco.	66
Just the atmosphere that you got to attend. The real college experience. Walking across campus to class. Working with People with the job title "Dr." My mentors that I had through the years had some of the greatest impacts on my life. They're not just your mentors, they become your friend and when they lead your life in the right path, there's no stopping you.	67
Project Promise has made me familiar with the Baylor campus as well as given me a foundation for networking amongst my peers. It has made the dream of attending Baylor University as a full-time student a more achievable reality and I have faith in my acceptance into the University by Fall 2014.	70
This was a fantastic program with afforded me opportunities I would not have been able to take advantage of otherwise!	71
I wanted to study law before I took a UYP class and discovered that being an attorney required me to spend most of my time in the law library. Definitely changed my career as far away from that course as possible!	72
Made middle school and high school courses easier to get used to. In elementary, I only had one teacher all day. UYP helped the transition between sitting in one classroom, and going to different rooms in one day.	74
EXPERIENCE. The experience of the program is the learning experience of independence, responsibility and life. The experiences have always helped me and applied it towards any career decisions. I always look back to those days. Best memories I have. Project promise definitely opened my eyes to a few things that I might have not viewed the same as I was older. It has improved my artist skills that to this day I use many things they have showed us. I have made many mistakes in my lifetime but I always go back to that motivated young girl that I unfolded during those classes. I never felt so lifted emotionally and mentally. Every single one of those teachers had a impacted in each one of us that made us strive for more. I hope these UYP classes continue. I truly feel at some point every child should endure in something as special and amazing as this.	75
It was not just educational but extremely fun as well.	77

Attending Project Promise was a very influential and exhilarating experience. It gave an inside look at what college courses would be like and what type of educational I want. This experience allowed me to meet all kinds of different people and make lasting friendships. It's an experience I wish many more students need to get the opportunity to have.	78
I talk about my experiences in UYP frequently and how influential it was in my life. I have worked as a chef for 7 years now and I still have and use (at home) my teeny little apron from my UYP cooking class. Every day I utilize skills that I learned or honed at UYP. I loved and found my UYP experience so beneficial that I wish I could help pioneer a similar program at Utah State University.	79
The courses I took through UYP did not directly relate to my current occupations but they were a contributing factor.	81
I loved the experience I had at UYP and will forever cherish. Not only did it influence and fuel my need to attend a university but I made life-long friends.	82
Project Promise (UYP) had a tremendous impact on my love for learning. Participating in this program gave me the right idea about broadening my education. I learned so much and really got a feel for what my interests were through the wide variety of classes available through the program. My parents moved me out of WISD, forcing me to abandon my spot in the program. Upon leaving the program I allowed my grades to suffer tremendously and even let myself become so detached from the activities I learned and loved during my summers at UYP. I believe that had I been able to complete the program through my senior year of high school, I would have chosen a field of study that piqued my interest and challenged me intellectually. This program really gave me an appreciation for education as I'm sure it does most others..	84
First website design course was at UYP and I am now a freelance web developer.	85
UYP made me want to go to college, just have not had the chance to do so yet	86
Ultimately, UYP provided an opportunity to explore various interests and subsequently developed a love and capacity for pursuing a broad range of academic and recreational topics.	87
It was fun and educational I wish I had really taken it on full force to the most of its potential	92

*Effects of Project Promise Peers*

My peers at the time thought those of us who signed up were crazy for "attending school" during the summer.	4
I met one of my BEST friends at UYP she now attends Baylor!	6
I became a lot more social and happy while I attended UYP because of all the activities and classes and bus rides home that I shared with my peers. Every year I made new friends.	13
Without Project Promise, I'm not sure I would have met the friends that I have today.	14
I have made friends with whom I still stay in touch with. One of them specifically, is my best friend. She is now in Indiana working on obtaining her bachelor's. Her 'go-getter' attitude is similar to that of all my friends from this program.	16
VERY energetic. As a timid person it was a bit overwhelming being around such an energetic bunch.	18

I'm still friends and keep in touch with over 90% of my peers that went to UYP with me.	19
I have made many great friends through Project Promise some of which are in college with me now.	21
I made many friends in UYP. Many who were very influential in my decisions to attend a university. UYP definitely surrounds you with other students who are academically heightened which encourages you to work towards being a better student.	26
As I entered my freshman year of high school, I was entering the school not knowing anyone. However, through UYP, I met some of my future peers and got to know them before school.	37
I have stayed in contact with many of my Project Promise peers and I have especially seen its impact with XXX's brothers. :)	41
I'm still best friends with XXX with whom I attended every year or UYP with and became lifelong friends.	43
I met my best friend at UYP. We both attend college in the DFW Metroplex Area. We push each other to become better students or people in our community.	44
I still am very close friends with many people I met at UYP	47
I'm still great friends with several of my Project Promise peers.	49
The friends I made at Project Promise always pushed me and continue to push me to be the best I can be	50
I got friends from other schools and it was great growing up having friendships across town that were normally impossible.	58
Let's take this one at a time. At the time I made close friends, and we stay in touch...sort of, now, but spending your summers with someone will always develop a deeper bond, you have more time. I was an incredibly socially awkward person in my younger years, and socializing with other kids my age definitely helped me grow, so I wasn't so socially inept. There was a lot of bullying, which I guess comes with the territory, I knew I got I bullied a lot, and experienced some embarrassing moments, but I'm sure everyone else did too. It's just a part of growing up. Academically I met some incredibly intelligent, studious, and academic people that I wasn't exposed to in public school.	59
We still communicate	61
I have strong bonds with peers from UYP. I am still friends with people I met through the program. It enhanced my social	64
I don't know, it's weird looking forward to summer just to go to school again but I didn't care, because I knew I would see my friends again and have at least a decent summer. Created some of the greatest friendships there. Hoping to get the same class together because it would be much funner. Some of the greatest moments of my life with them that I will remember forever. They'll always have a special part in my heart.	67
Me and my friend met at UYP and we have been best friends since the 4th grade. we are now in college and still helping each other through difficult times and striving for academic excellence.	70
Most of my peers didn't know exactly what Project promise was but they did know that I had a ton of fun each summer on Baylor campus and with that knowledge they were encouraging and positive.	72
One of many things that you get out of going to this program is a process on how to learn to grow with your peers. To this day I still keep in touch with many of my UYP friends. I have to say, that I have never found any friends that I have been able to relate to and understand more than these guys. UYP opens your eyes to many things as a child. Everything you do there is important and makes a difference. It's not only nice to have	75

friends who view things the same, but help you grow and motivate you to push for excellence. I never understood why in other schools you could see the difference; keep in mind these were kids all selected from different schools. I do believe the program does something mentally and emotionally. I can say that I still keep in touch with many of my peers that I met there. I have a greater bond with them then friends that I have had for years. Motivated people I would say.	
This experience allowed me to meet all kinds of different people and make lasting friendships.	78
I still talk to my Project Promise peers from time to time and stay up to date on their lives. It is great to have friends from so long ago.	79
I still keep in contact with my peers from UYP and cherish all of our memories!	82
The friends I made at UYP were all on my level. We all got along and we switched up groups, sat together during lunch and had all different kids in each class which gave us opportunities to meet and make friends with all kinds of people and we learned how to make friends fast from each other. I have a special place in my heart for all the great friends I made at UYP.	84
UYP peers were helpful; however school peers made fun of me for going to "smart camp".	86
Being surrounded by other gifted students who share the same passion for learning, allows children to become comfortable with an identity that may, unfortunately, be otherwise quite alien in a public education classroom. Public education tends to place the stress of government performance requirements upon children and they interact accordingly; students are ranked and thus rank themselves by scores rather than by their inherent academic and creative curiosities. UYP restores the former back into the educational process, allowing students to interact in collusion with one another and to learn together, equaling and propelling each other's innate desire to discover and increase their respective abilities. I experienced this very 'phenomenon.'	87
I never had a problem with anyone at Project Promise the hardest part was always going home for the day.	92

*Effects of Project Promise/UYP Instructors*

I still have my leadership class work I completed in 8th grade...	4
Some of the UYP instructors have been the best instructors I've had in my whole life. They were motivated and really cared about us.	14
My instructors served as mentors and as an inspiration to try and obtain an education at their level.	16
instructors were always friendly and knew how to keep their students attention	18
My instructors always made connections with me and heard my voice and opinions and strove to make a difference in my life.	19
Our UYP instructors were amazing people. They truly cared about every single one of their students and encouraged us to work harder towards our goals.	26
The UYP instructors were always positive and gave good constructional feedback. They always challenged me and helped me to perform better.	37
The professors were great; however I would like to have seen more personal relationships between the professors and young students. I believe it could have created an even more encouraging environment for the students.	41

Our instructors were all very efficient and educated. They had a thorough understanding of the topics in which they lectured. For example, my French instructor had lived in France for a substantial amount of time in addition to her studies and she had a thorough understanding of not only the language but of the culture as well. We also became very acquainted with her son who was blind and was very good at using his hands for his eyes. This was important because he is close to my age, so when we first met him I had never met anyone at that age that was blind. All the questions that I could've imagined alone about how he gets around and what his perception of things is we're answered within the first few minutes of knowing him and it was very enlightening, XXX had done very well with helping him to become independent even with his disability and it was not only heartwarming but eye opening for someone at my age.	43
I still keep in touch with Instructors from UYP.	44
I had very patient dedicated instructors. They would even take time out to consider my own personal concerns over theirs.	62
The photography teacher was absolutely amazing. I won district awards due to his courses. All of the instructors were amazing.	64
The instructors always had a passion for what they were teaching and it was because of that, that it made me want to achieve more and learn more.	70
Even though the questions referred to "instructors" only one instructor came to mind as I was answering these questions--XXX.	72
I never really got to know the instructors well enough for them to impact me on a high level.	74
Our instructors were fun and knowledgeable students. They were understanding, caring and intelligent people.	78
They definitely taught me to aim high and work hard for what I wanted. I use projects I worked on at UYP as motivation for current projects I do now.	79
The instructors were the best part! They were fun and knowledgeable. They were friends and counselors.	84
I remember them so well. If you ever had a person impact you and imprint your heart in any kind of way, then you know what I mean when I say that everyone there has some sort of joy, and wisdom that stays with you. Instructors ... Well it's hard to just pin point everything. The whole things just seemed like a family. We would see them as someone closer like a brother we didn't have or sister instructing us. Every single one of those teachers had an impact in each one of us that made us strive for more.	84
My counselors helped me get prepared for certain upcoming issues with school and outside of school.	86

*Effects of Project Promise/UYP Mentors*

The Project Promise counselors made a great positive impact on my participation within the program.	1
My mentor was/is a role model for me. I reached out to her about various educational opportunities and she actually put me into contact with my mentor and advisor here at UGA.	4
XXX was the best counselor I've had	11
To this day, I still remember my first mentor I had in 6th grade. I specifically remember how he came over to play cards with me while everyone else played soccer. I've always been a shy girl, so socializing was never easy for me. Even though it may not seem like much when thinking about it today, it did mean a lot to me as a 6th grader. It showed me that there really are people out there who care about us.	14
I still stay in touch with 3 of my mentors. Through my time at UYP my counselors served as the main source of support. They readily answered questions about college and when I struggled to attend UYP because of my jobs, volunteer commitments and dual credit summer classes, my counselor was there to help me balance it all.	16
They have influenced me to become whatever I want and they know that I can be successful.	17
Having a mentor is great because they make themselves available to their students if they happen to have any questions or concerns	18
I grew so much as a student and as a person while attending UYP.	19
I really appreciate the relationship I have built with my mentors through Project Promise. I still keep in touch with two of my mentors specifically who provide insight, encouragement, and motivation for me during current college experience.	21
All of the mentors/counselors were always great and positive! They were always very helpful and fun.	25
Our counselors quickly became our friends, they were genuinely interested in who we were and pushed us to be better people. They also made UYP an even better experience than it already was.	26
I don't remember his last name but XXX was one of my mentors and he was awesome!!!	31
The counselors were great. They poured into the students and for that, I am truly thankful.	33
The counselors were not only a mentor, but a friend. They were always there for you no matter what and helped out with whatever you needed.	37
I specifically remember one of my counselors whose name was XXX. I can't remember the last name but she definitely left an imprint on my life. :)	41
The influence my counselors had on me was tremendous. Not only were they fun, but they actually had good intentions and helped us to think outside the box in reference to our futures.	43
Over the years, I've lost contact.	44
I still know and speak with some of my counselors from my later years at UYP	47
The counselors were fantastic. They put up with all our obnoxious, childlike behaviors and were a big part of helping us grow up, they were always approachable, always friendly, and kind. Great group of people who showed us what we could aspire to be when we were older.	59
Great mentors. Aided in developing. Absolutely miss them.	64
It's hard to pick a favorite out of all of the ones I had. But the one thing I like about them	67

is how they would play soccer or basketball with us during our lunch break. Their personalities come out of them and it was just fun. We were all just having fun together. Making our summer fun. Especially as you're growing Into a young adult. Friendship grows.	
The mentors of Project Promise were my friends. I still keep in touch with a lot of them. They really were a huge part in my life and they helped me through some tough times and continue to encourage me to strive more academically even though we are all out of project promise.	70
My first PP counselor was XXX whom I knew prior to UYP through a local church community and she was my summertime hero in spite of her personal issues which she eventually succumbed to. XXX was inspiring and we kept in touch for quite some time after UYP. XXX and I were always kindred spirits--we were both artists through and through and we share some of the same strengths and weaknesses. XXX and I reconnected in the acting/comedy community. We actually did a weekly comedy show downtown for a while about a year or so ago.	72
Counselors were always very sociable and kind to me. Would definitely like to keep in contact with past councilors.	74
If I could describe them in one word it would be MOTIVATED. They had a joy of looking at life and vibe that would just make you thrive to exceed. They were amazing. It's was always great being able to have a real comfortable relationship with them. They were always so concerned and seemed interested in us. Many kids didn't have that at home so it was nice to see that there.	75
I remember them well and wish I could do what they did and help young students in a similar way.	79
Still have many pictures with my instructors and remember their names!	82
Everyone affiliated with UYP, especially our counselors, were amazing! I went through 4 or 5 different counselors in my years of attending and I took different knowledge from each one. They were always there for us, knew the campus and the agendas well and taught me how to respect others.	84
Very energetic and helpful.	86
It has been a while, but I stayed in contact with XXX and XXX for at least a few years after I graduated high school and was no longer directly involved in the UYP program.	87
The best thing I liked about Project Promise and their counselors were how driven they were to help us give us the opportunity to learn and experience a variation of subjects. I give much thanks to them!	92

*Personal Effects*

We wish we would have had courses on social-emotional issues that minority students experience. I think that would have helped my confidence and self-esteem.	4
I feel like I know part of who I am now. I figured out my weaknesses and my strengths and how to use them to my best ability.	17
I wish I continued to have contact with my mentor through the year because I allowed myself to be influenced by the environment I lived in. I'm not aware that anyone tried to contact me or my family when I stopped attending but I wish someone had persisted for me to continue	18
Personally I feel like the UYP program made an impact for the better on my life that helped shape my future.	19

I know that Project Promise kept me out of a lot of trouble. During the summer Project Promise provided a positive and creative outlet for me and during the school year Project Promise kept me on track through "Super Saturday" activities.	21
UYP definitely opened me up to the idea of attending a university at a very early age, which pushed me to work harder towards one day going to college. I can definitely say that I would not be where I am if it wasn't for UYP.	26
I would encourage any student that comes from an underprivileged background and wants to have a good influence in his life to participate in project promise	33
As a member of UYP, I slowly came out of my shell and discovered who I really am. I interacted more with people and made many new friends.	37
Networking amongst my peers	41
Project Promise helped me to think outside the box, be outgoing, and also a leader.	43
I can honestly say that Project Promise really influenced me and gave me the feeling that college was a must in me achieving what I want to be	47
It showed me that I could play to strengths I didn't know I could play to. The amount of exposure you got to different fields of academics, or different opportunities was phenomenal. There truly wasn't another way for me to learn so much about what's out there than through this program. First generation, low-income citizens? This was vital to our growth and development.	59
UYP changed my life. The best support an adolescent could ever need.	64
It was in all a great experience, my 9 years there were always fun and starting out as pretty much the "Fish" the first year. You have no friends except your brother on the trolley ride to the drop off. You get there and instantly you get to know everybody. It's a big group of your friends, those summers I experienced at UYP, I will never forget. Always looking forward to the World Cup soccer during the lunch break. Watch a match. Go and play soccer. It wasn't just the influence of college. Fun, Memories, Friendships, Life Growing up is what I think had a positive effect on me & my life.	67
Project Promise has definitely made me feel better about myself. I was always excited about going every summer because it made me really happy to get to experience that.	70
Attending UYP helped me develop friendships that will define who you are and what you will become in life; believe it or not, I felt it was in those summers that always reminded who I wanted to be, not just future wise but who I wanted people to see me when they met me; finding my personality meant fining myself and I was about to do just that there.. I honestly think that attending those classes has always pushed me to be more. I remember be so shy when I first arrived. I can't tell you how outgoing I become. How amazing it felt to want to learn and have teachers and mentors make you feel like nothing you asked was stupid. It built my character and definitely made me grow as a person. I never felt so lifted emotionally and mentally.	75
I literally look back on my experiences all the time. I tell all my friends about it, I show off things I still have from my classes. It was a great program that was fun, challenging, and life changing.	79
I honestly loved UYP more than school, I actually looked forward to the summer and being there. There was no other feeling than feeling on my own, finding out what I am good at and passionate about. I will forever thank UYP for helping me with that and when I have children I hope this program is still around.	82
Project promise helped me to be a positive, outgoing student. My participation also taught me to be a goal oriented, motivated and driven individual in my everyday life. Had I been able to stay involved in the program I would have gone a lot farther educationally.	84
Project Promise helped me to realize I had potential in the community and it helped me explore my artistic side that I know will never leave me.	92

*Perceptions of Parent(s)/Guardian(s)Comments*

My mother was very proud that I was attending UYP. We always anticipated when our packets with classes would arrive every summer around mid-June.	1
My mother definitely appreciates the opportunities that Project Promise presented to me.	4
My parents were very happy I was able to join UYP and loved the program.	9
My parents always commented that the program was of great value, and supported its influence on my life.	14
My parents were thankful for my opportunity given to me to pursue better education opportunities.	19
My parents noticed a huge change in me academically and emotionally upon leaving UYP. it was obvious that during my attendance at UYP I was more driven and educationally advanced, even more interested in people and participating in extracurricular activities. Leaving UYP had such a negative impact on me.	37
I am 18 years old now and my mother still brags about how I was taking classes Baylor by the age of 10.	41
My parents were always interested in what I did at UYP and encouraged me to return every year.	44
My parents always liked the idea of me participating in Project Promise. They always asked what classes I would take and what I learned in each of them.	59
My dad was always bragging with the family. I was always embarrassed, but truth be told I would milk every minute of it. Attending UYP during the summer never felt like school. I think that what my dad loved about it; the fact that we would wake up excited because we were going to classes that where teaching us something, but also helping our hidden talents.	67
Of course they liked it. As soon as school was ending for a semester, we were already getting the pamphlets and looking forward to it. My mom knew XXXX well and always asked questions just to insure our safety so we trusted them well. I felt comfortable. It helped me move forward each summer.	67
My mom and sister, my guardians, thought very highly of UYP. They gave sole credit to UYP for my academia, although they failed to realize that I was always the child/student that I was, PP just helped them (mom and sister) to see it more.	72
More than anything, my parents were just proud of the fact that I was able to attend.	74
My parents were always very supportive of me academically. My success in UYP caused them to enroll my younger siblings into the program.	75
My mother loved me going there; she knew where I was in the summer while she was at work. She loved the fact that I would come home every day talking about my future plans and how there isn't anything more that I would love than be a Baylor bear.	82
My parents had high expectations for me regardless, Project Promise wasn't a way to convince us to excel, but it definitely reinforced it. You pushed through an entire year of public school, dealing with the most uninterested and frustratingly ignorant peers, knowing that a college environment will offer something different. UYP, for a summer, at the end of frustrating school years was a light at the end of the tunnel that offered a glimpse into what was waiting if we just kept pushing through. Our parents were helpful to the program since it reinforced a notion that they could only speculate about, but didn't have any way of confirming.	84

*Generational Effects*

I strongly hope when I have a family in the future there will be such a program for my children to participate in.	1
My sisters joined UYP because they saw I enjoyed the program so I was a big influence on them.	9
I hope my future family will attend Project Promise and experience it like I did.	11
My cousin and my brother followed in my footsteps with this program. They are both doing well and have benefitted from this program.	16
It has made me want to have a family and make sure that I am very active in my kids' education and have high expectations for them to succeed at whatever they decide to do in life.	17
My younger siblings now participate in UYP and they have never been so eager for summer to begin. They talk about it throughout the year and stay in touch with their peers. The program had greatly influenced and motivated them to become better people and a better student. I will make sure they continue their participation until their high school graduation and make sure they stay in touch with the staff.	18
I'd truly be honored if my children had a chance to experience what I got to during several summers of attending the UYP Program.	19
Two of my siblings were greatly impacted by my participation in UYP. My brother and youngest sister were very excited and interested in the program that they participated in it as well. My brother recently finished his last year with UYP and my youngest sister is still attending. I'm very happy that Project Promise exists and with the positive impact it has had on my siblings!	25
Luckily, my sisters and I attended UYP together and it brought us closer together. Because of UYP, however I have children I will begin teaching them about college.	26
UYP has inspired me to encourage my sister to continue school and follow her dreams. As a member of UYP, my sister now follows in my similar steps towards success.	37
I love the opportunity I had to learn more. I would love for my child to get that opportunity as well.	40
My younger brother has definitely benefitted more from Project Promise than I allowed myself to. I hope Project Promise is still around for my future children.	41
My sister got to participate in Project Promise, because she saw how much I loved it and how much it impacted me.	49
Like I said, Project Promise wasn't enormously influential in the way this survey is suggesting, it was definitely a way to gain a fresh perspective on the opportunities higher education has to offer, and no my siblings weren't inherently supportive since they were also taking part in the experience. We all remember our time in Project Promise with fond memories of growing and developing different interests, of meeting likeminded peers who we could share ideas and aspirations with, not to mention similar interests.	59
I have a sister there for another three years and positive if project promise is still up by the time I have kids, then they will be attending of course.	67
Although my mom and sister supported my involvement in PP, it did nothing to inspire or aspire their education. It did however, make me realize the value and importance of children having new experiences and because of that I will always expose my children to higher education and its benefits.	72
Would love to one day have children that will be able to participate in the program.	74

My family has always had very high expectations for me to the present day because of all the things they remember me doing at such a young age. I learned to create my own web page and as an artist my development for drawing grew there rapidly. I won an art contest in middle school using some of the methods that they showed me there.	75
I hope that when I have children they can be in a program like Project Promise. It does so much mentally and emotionally and academically and it creates great memories and friendships that last a lifetime.	79
Like I said if this program is still around, my children will be there.	82
Project promise helped me learn how to aspire for greatness, to set the goals and most importantly to achieve them! I know how to prepare my kids for the same.	84
I think this project is very crucial for parents and students to take notice and take part in. There's nothing better than feeling special and being special for your own individual skills.	92

## APPENDIX G

### Participants' Qualitative Responses Organized by Theme

#### *Effects of Project Promise/UYP Courses = #49*

College Exposure- #21 (See also Personal section)	Broadened Opportunities - #18	Classes/Careers- #10	Other -
<p>(67C) Just the atmosphere that you got to attend. The real college experience. Walking across campus to class. Working with People with the job title "Dr."</p> <p>(82C) I loved the experience I had at UYP and will forever cherish. Not only did it influence and fuel my need to attend a university ...</p> <p>(26bC) ...it helped me understand what a university or college campus would be like before I even started middle school. (See Personal section too)</p> <p>(49aC) UYP was an amazing program that I looked forward to every summer, I loved it. It definitely helped me broaden my idea of University/College and pushed me towards choosing a better future.</p> <p>(41C) Project Promise has made me familiar with the Baylor campus ... It has</p>	<p>(11C) Project Promise taught me that there are always opportunities in the world and you have to try your hardest to reach them.</p> <p>(19C) UYP completely broadened my horizons as far as knowing my true potential in different field areas. I made real connections in classrooms to not only professors but as well as other students when wanting more information and doing study groups.</p> <p>(17C) UYP is a fun way to learn about things in the real world plus find out your interests and what you may want to do when it's time to go to college and put your goals in action.</p> <p>(59C)It made me aware of other possibilities, for sure. My parents knew the 'big hitters' of lawyer, doctor, engineer, but UYP exposed me to larger and bigger avenue of other career paths.</p>	<p>(72C) I wanted to study law before I took a UYP class and discovered that being an attorney required me to spend most of my time in the law library. Definitely changed my career as far away from that course as possible!</p> <p>(79C) I talk about my experiences in UYP frequently and how influential it was in my life. I have worked as a chef for 7 years now and I still have and use (at home) my teeny little apron from my UYP cooking class. Every</p>	<p>(92C) It was fun and educational I wish I had really taken it on full force to the most of its potential</p> <p>(61C) UYP was a great educational program</p> <p>(31C) It was awesome!!! Overall the UYP program was great and a fun learning experience. It most definitely helped get me headed in the right direction and I highly recommend the program for students to come.</p> <p>(77C) It was not just educational but extremely fun as well.</p> <p>(13C)Project promise kept me productive and</p>

<p>made the dream of attending Baylor University as a full-time student a more achievable reality and I have faith in my acceptance into the University by Fall 2014.</p> <p>(18aC)Project Promise exposed me to college environment and showed me I can do better for myself despite my parents financial situation</p> <p>(5C) It gave me a college/university feel. So when it came for me to go to college I wasn't scared to try it.</p> <p>(84aC) This program really gave me an appreciation for education as I'm sure it does most others.</p> <p>(25aC) Attending UYP during the summer sessions through my middle school and high school years really influenced me to strive for big and prestigious universities to continue my education.</p> <p>(78C) Attending Project Promise was a very influential and exhilarating experience. It gave an inside look at what college courses would be like and what type of educational I want. ... It's an experience I wish many more students need to get the opportunity to have.</p> <p>(51C) I already had most of my educational ambitions planned out before starting UYP, but it was great preparation</p>	<p><i>*(18bC)Project Promise ... showed me I can do better for myself despite my parents financial situation</i></p> <p>(62C) Gave me a chance to expand my views beyond Waco ex. Trying diff foods in my international class</p> <p>(30C) French Class during UYP influenced me to continue taking French courses even past the required amount.</p> <p>(66-C) Project promise let many of us know that we could be more than low-class citizens, which is a commonality in Waco.</p> <p>(63C) Project Promise was a blessing and opportunity that I am thankful to have received. Project promise opened various doors, and offered me a chance to see what the real world was like in a family-like atmosphere. There is nothing compared to project promise and UYP.</p> <p>(43C) UYP offered me an array of different career paths that could be taken and also showed me the steps that would be necessary in order to reach those goals. The atmosphere, activities, courses, and counselors all played a major role in my mental development and maximized my overall potential putting all of us a few steps ahead of other students that did not attend project promise or UYP.</p> <p>(71C) This was a fantastic program with</p>	<p>day I utilize skills that I learned or honed at UYP. I loved and found my UYP experience so beneficial that I wish I could help pioneer a similar program at Utah State University.</p> <p>(1C)Courses taken through UYP exposed me to media and creative arts which served as the creation for what would become my career.</p> <p>(21bC) I'm now pursuing a major in the school of education, something I would not have considered had it not been for project promise. I am very grateful that I was given the opportunity to participate in project promise.</p> <p>(85C) First website design course was at</p>	<p>social throughout the summer</p> <p>(58C) UYP gave me early perspective on how fundamentally interconnected every discipline under the sun is. I gained skills and knowledge that have served me in every area of my personal, academic, and professional life.</p> <p>(26bC) UYP taught me more than the courses I attended. It taught me responsibility, punctuality</p> <p>(74C) Made middle school and high school courses easier to get used to. In elementary, I only had one teacher all day. UYP helped the transition between sitting in one classroom, and going to different rooms in one day.</p> <p>(44aC) <i>Project Promise adequately prepared me for the life college would force me into.</i> I was able to learn leadership skills,</p>
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<p>for college (preparation that was sorely lacking at my high school)</p> <p>(33C) I was going to college regardless of whether or not I did UYP. However, UYP had a huge impact on my life. Honestly, just being on a college and interacting with students of all ages in a fun academic setting really helped with my social skills...</p> <p>(64aC) It increased my insight on different educational possibilities. It also broadened my understanding of the importance and benefits of continuing education.</p> <p>(44bC) Project Promise adequately prepared me for the life college would force me into. Project Promise allowed me to see the benefits of college as a young teenager.</p> <p>(21aC) Project Promise had a very great influence on my decision to pursue an education at Baylor University, I entered college as a freshman already comfortably with my environment ...</p> <p>(6C) Project Promise was the best thing that ever happened to me. Going to UYP every summer, helped me to see what college life was like. It drove me to want to attend college and do great things with my future.</p> <p>(14C) The UYP courses made me feel</p>	<p>afforded me opportunities I would not have been able to take advantage of otherwise!</p> <p>(70aC) Project Promise was a huge part of my life and has influenced me to what I want to do in the future. It was a place where ... learned about many different subjects ....</p> <p>(87C) Ultimately, UYP provided an opportunity to explore various interests and subsequently develop a love and capacity for pursuing a broad range of academic and recreational topics.</p> <p><i>*(49bC) ... It definitely helped me broaden my idea of University/College and pushed me towards choosing a better future.</i></p> <p><i>*(6C2) Project Promise was the best thing that ever happened to me. ... It drove me to want to attend college and do great things with my future.</i></p> <p>(44cC) I was able to learn leadership skills, time management, and a variety of skills within various fields such as Arts, Language, or Literature. Through my participation, I was pushed to broaden my horizons. I believed my experiences through UYP and Project Promise have made me the person I am today.</p> <p>(64bC) It increased my insight on different educational possibilities... I am</p>	<p>UYP and I am now a freelance web developer.</p> <p>(25bC) Being at the Baylor campus and taking UYP classes not only kept me from getting into trouble, but also helped me identify what I really wanted to do for my career. Classes that were artistic and technology driven that were offered at the time I was there really helped me confirm that Architecture was the career that I would enjoy and be happy doing.</p> <p>(70bC) Project Promise was a huge part of my life and has influenced me to what I want to do in the future. It was a place where I made great friends, met new people, and learned about many</p>	<p>time management,</p> <p>(60C) Great program, need more like it.</p> <p><i>*(4C1) Project Promise has made quite an impact on my life, and continues to do so. The partnership created pathways for me to network with professors at Baylor, and my mentor for Project Promise is still involved and encourages my educational pursuits. The impact of this program helps to shape my research interests as a doctoral student, university and community partnerships to promote talent development in ethnic minorities. I count my blessings that I was invited, and wish to continue the work similar to project promise in other institutions of higher education</i></p> <p>(75bC). The experience of the program is the learning experience of independence,</p>
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<p>more comfortable with the idea of being in college.</p> <p>(28C) UYP influenced my decision to come to Baylor</p> <p>(86C) UYP made me want to go to college, just have not had the chance to do so yet</p> <p>(16C) Project Promise was a blessing for me. ... Being in a college environment, being taught by extremely intellectual individuals made me want to pursue a PhD eventually. The attitudes, the environment, it all serves to prepare you mentally and intellectually for college.</p> <p>(4C1) Project Promise has made quite an impact on my life, and continues to do so. The partnership created pathways for me to network with professors at Baylor, and my mentor for Project Promise is still involved and encourages my educational pursuits. The impact of this program helps to shape my research interests as a doctoral student, university and community partnerships to promote talent development in ethnic minorities. I count my blessings that I was invited, and wish to continue the work similar to project promise in other institutions of higher education</p>	<p>truly thankful for the Project Promise summer UYP courses. They challenged me to expand my potential and explore other possibilities that I had not previously considered.</p> <p>(84bC) Project Promise (UYP) had a tremendous impact on my love for learning. Participating in this program gave me the right idea about broadening my education. I learned so much and really got a feel for what my interests were through the wide variety of classes available through the program. My parents moved me out of WISD, forcing me to abandon my spot in the program. Upon leaving the program I allowed my grades to suffer tremendously and even let myself become so detached from the activities I learned and loved during my summers at UYP. I believe that had I been able to complete the program through my senior year of high school, I would have chosen a field of study that piqued my interest and challenged me intellectually. This program really gave me an appreciation for education as I'm sure it does most others.</p> <p>(75aG) I learned to create my own web page and as an artist my development for drawing grew there rapidly. I won an art contest in middle school using some of the methods that the showed me there.</p>	<p>different subjects that influenced me to choose my career.</p> <p>(81C)The courses I took through UYP did not directly relate to my current occupations but they were a contributing factor.</p> <p>(22C) UYP encouraged me to explore those things that I love and to turn them into potential career choices.</p> <p><i>(40 I) [The instructors] definitely taught me to aim high and work hard for what I wanted. I use projects I worked on at UYP as motivation for current projects I do now</i></p>	<p>responsibility and life. The experiences have always helped me and applied it towards any career decisions. I always look back to those days. Best memories I have. Project promise definitely opened my eyes to a few things that I might have not viewed the same as I was older. It has improved my artist skills that to this day I use many things they have showed us. I have made many mistakes in my lifetime but I always go back to that motivated young girl that I unfolded during those classes. I never felt so lifted emotionally and mentally. I hope these UYP classes continue. I truly feel at some point every child should endure in something as special and amazing as this.</p>
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Effects of Project Promise/UYP Peers: #30 + #1 = #31

Still Friends - #21	Motivated/Intellectual=#10	General= #6 (#5 Positive)	School Peers= #4
<p>(67Pe) I don't know, it's weird looking forward to summer just to go to school again but I didn't care, because I knew I would see my friends again and have at least a decent summer. Created some of the greatest friendships there. Hoping to get the same class together because it would be much funner. Some of the greatest moments of my life with them that I will remember forever. They'll always have a special part in my heart.</p> <p>(84aPe) The friends I made at UYP were all on my level. We all got along and we switched up groups, sat together during lunch and had all different kids in each class which gave us opportunities to meet and make friends with all kinds of people and we learned how to make friends fast from each other..... <i>I have a special place in my heart for all the great friends I made at UYP.</i></p> <p>(79Pe) I still talk to my Project Promise peers from time to time and stay up to date on their lives. It is great to have friends from so long ago. <i>(79G) it creates ... friendships that last a lifetime.</i></p> <p>(19Pe) I'm still friends and keep in touch with over 90% of my peers that went to UYP with me.</p> <p>(82Pe) I still keep in contact with my peers from UYP and cherish all of our memories! <i>(82C)...but I made life-long friends.</i></p>	<p>(59bPe) Academically I met some incredibly intelligent, studious, and academic people that I wasn't exposed to in public school. <i>(59cG) We all remember our time in Project Promise with fond memories of growing and developing different interests, of meeting like-minded peers who we could share ideas and aspirations with, not to mention similar interests.</i></p> <p><i>(84bPe)The friends I made at UYP were all on my level. We all got along and we switched up groups, sat together during lunch and had all different kids in each class which gave us opportunities to meet and make friends with all kinds of people and we learned how to make friends fast from each other...</i></p> <p>(75aPe) One of many things that you get out of going to this program is a process on how to learn to grow with your peers. ... I have never found any friends that I have been able to relate to and understand more than these guys. UYP opens your eyes to many things as a child. Everything you do there is important and makes a difference.</p>	<p>(92Pe) I never had a problem with anyone at Project Promise the hardest part was always going home for the day.</p> <p>(37Pe) As I entered my freshman year of high school, I was entering the school not knowing anyone. However, through UYP, I met some of my future peers and got to know them before school.</p>	<p>(72Pe) Most of my peers didn't know exactly what Project promise was but they did know that I had a ton of fun each summer on Baylor campus and with that knowledge they were encouraging and positive.</p> <p>(4Pe) My peers at the time, though those of us who signed up were crazy for "attending school" during</p>

<p>(26aPe1) I made many friends in UYP....</p> <p>(16aPe) I have made friends with whom I still stay in touch with. One of them specifically, XXX, is my best friend. She is now in Indiana working on obtaining her bachelor's. Her 'go-getter'....</p> <p>(49Pe) I'm still great friends with several of my Project Promise peers.</p> <p>(41Pe) I have stayed in contact with many of my Project Promise peers and I have especially seen its impact with XXX brothers. :)</p> <p>(43Pe) I'm still best friends with XXX with whom I attended every year or UYP with and became lifelong friends.</p> <p>(64Pe) I have strong bonds with peers from UYP. I am still friends with people I met through the program. It enhanced my social</p> <p>(44aPe) I met my best friend at UYP. We both attend college in the DFW Metroplex Area. We push each other to become better students or people in our community.</p> <p>(21Pe) I have made many great friends through Project Promise some of which are in college with me now.</p> <p>(70aPe) Me and my friend met at UYP and we have been best friends since the 4th grade. we are now in college and still helping each other through difficult times and striving for academic excellence. (70bC) ...It was a place where I made great friends, met new people...</p> <p>(6Pe) I met one of my BEST friends at UYP she now attends Baylor!</p> <p>(14Pe) Without Project Promise, I'm not sure I would have</p>	<p>It's not only nice to have friends who view things the same, but help you grow and motivate you to push for excellence. I never understood why in other schools you could see the difference; keep in mind these were kids all selected from different schools. I do believe the program does something to mentally and emotionally. I can say that I still keep in touch with many of my peers that I met there. I have a greater bond with them then friends that I have had for years. Motivated people I would say.</p> <p><i>*(16bPe) ...Her 'go-getter' attitude is similar to that of all my friends from this program.</i></p> <p>(26bPe) ... who were very influential in my decisions to attend a University. UYP definitely surrounds you with other students who are academically heightened which encourages you to work towards being a better student.</p> <p>(50Pe) The friends I made at Project Promise always pushed me and continue to push me to be the best I can be</p> <p><i>*(44bPe) I met my best friend at UYP. We both attend college in the DFW Metroplex Area. We push each other to become better students or people in our community</i></p> <p><i>*(70cPe) Me and my friend ... striving for academic excellence.</i></p>	<p>(58Pe) I got friends from other schools and it was great growing up having friendships across town that were normally impossible.</p> <p><i>*(86aPe) UYP peers were helpful</i></p> <p>(13C) I became a lot more social and happy while I attended UYP because of all the activities and classes and bus rides home that I shared with my peers. Every year I made new friends</p> <p>(18Pe) VERY</p>	<p>the summer.</p> <p>(86bPe) UYP peers were helpful, however school peers made fun of me for going to "smart camp".</p> <p>(59cPe) Lets take this one at a time ... I was an incredibly socially awkward person in my younger years, and socializing with other kids my age definitely helped me grow, so I wasn't so socially inept. There was a lot of bullying,</p>
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<p>met the friends that I have today.</p> <p>(61Pe) we still communicate</p> <p>(47Pe) I still am very close friends with many people I met at UYP.</p> <p>(75bPe) One of many things that you get out of going to this program is a process on how to learn to grow with your peers. To this day I still keep in touch with many of my UYP friends. I have to say, that I have never found any friends that I have been able to relate to and understand more than these guys.(75cP) Attending UYP helped me develop friendships that will define who you are and what you will become in life; believe it or not,</p> <p>+(78C) This experience allowed me to meet all kinds of different people and make lasting friendships.</p> <p>(59aPe) Let's take this one at a time. At the time I made close friends, and we stay in touch...sort of, now, but spending your summers with someone will always develop a deeper bond, you have more time.</p>	<p>(87Pe) Being surrounded by other gifted students who share the same passion for learning, allows children to become comfortable with an identity that may, unfortunately, be otherwise quite alien in a public education classroom. Public education tends to place the stress of government performance requirements upon children and they interact accordingly; students are ranked and thus rank themselves by scores rather than by their inherent academic and creative curiosities. UYP restores the former back into the educational process, allowing students to interact in collusion with one another and to learn together, equaling and propelling each other's innate desire to discover and increase their respective abilities. I experienced this very 'phenomenon.'</p>	<p>energetic. As a timid person it was a bit overwhelming being around such an energetic bunch.</p>	<p>which I guess comes with the territory, I knew I got I bullied a lot, and experienced some embarrassing moments, but I'm sure everyone else did too. It's just a part of growing up. ..</p>
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Effects of Project Promise/UYP Instructors: #20 + #1= #21

<b>Specific= #4</b>	<b>Caring = #9</b>	<b>Inspiring - #6; General Positive =#3</b>	<b>Other = #3</b>
<p>(72 I) Even though the questions referred to "instructors" only one instructor came to mind as I was answering these questions--XXX.</p> <p>(4 I) I still have my leadership class work I completed in 8th grade.</p> <p>(64aI)The photography teacher was absolutely amazing. I won district awards due to his courses...</p> <p>(43aI) Our instructors were all very efficient and educated. They had a thorough understanding of the topics in which they lectured. For example, my French instructor XXX had lived in France for a substantial amount of time in addition to her studies and she had a thorough understanding of not only the language but of the culture as well. We also became very acquainted with her son who was blind and was very good at using his hands for his eyes. This was important because he is close to my age, so when we first met him I had never met anyone at that age that was blind. All the questions that I could've imagined alone about how he gets around and what his perception of things is we're</p>	<p>(92I) I had very patient dedicated instructors. They would even take time out to consider my own personal concerns over theirs.</p> <p>(19 I) my instructors always made connections with me and heard my voice and opinions and strove to make a difference in my life.</p> <p>(78I) Our instructors were fun and knowledgeable students. They were understanding, caring and intelligent people.</p> <p>(26aI) Our UYP instructors were amazing people. They truly cared about every single one of their students and encouraged us to work harder towards our goals.</p> <p>(14 I) Some of the UYP instructors have been the best instructors I've had in my whole life. They were motivated and really cared about us.</p> <p>(86I) My counselors helped me get prepared for certain upcoming issues with school and outside of school.</p> <p>(84I) the instructors were the best part! They were fun and knowledgeable. They were friends and counselors.</p>	<p>(40 I) They definitely taught me to aim high and work hard for what I wanted. I use projects I worked on at UYP as motivation for current projects I do now.</p> <p>(16aI) My instructors served as mentors and as an inspiration to try and obtain an education at their level.</p> <p>(70I) The instructors always had a passion for what they were teaching and it was because of that, that it made me want to achieve more and learn more.</p> <p>(75bI) Every single one of those teachers had a impacted in each one of us that made us strive for more.</p> <p><i>*(26bI) Our UYP instructors ... encouraged us to work harder towards our goals.</i></p> <p>+(16bC) Being in a college environment, being taught by extremely intellectual individuals made me want to pursue a PhD eventually. The attitudes, the environment, it all serves to prepare you mentally and intellectually for college.</p>	<p>(74I) I never really got to know the instructors well enough for them to impact me on a high level.</p> <p>(41bI) The professors were great, however I would like to have seen more personal relationships between the professors and young students. I believe it could have created an even more encouraging environment for the students.</p> <p>(44 I) I still keep in touch with Instructors from UYP</p>

<p>answered within the first few minutes of knowing him and it was very enlightening, XXX had done very well with helping him to become independent even with his disability and it was not only heartwarming but eye opening for someone at my age</p>	<p>(18I) instructors were always friendly and knew how to keep their students attention</p> <p>(75aI)I remember them so well. If you ever had a person impact you and imprint your heart in any kind of way, then you know what I mean when I say that everyone there has some sort of joy, and wisdom that stays with you. Instructors ... Well it's hard to just pin point everything. The whole things just seemed like a family. We would see them as someone closer like a brother we didn't have or sister instructing us ...</p>	<p>(64bI)... All of the instructors were amazing.</p> <p><i>*(43bI) Our instructors were all very efficient and educated. They had a thorough understanding of the topics in which they lectured. . For example</i></p> <p><i>*(41aI) The professors were great ...</i></p>	
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*Effects of Project Promise/UYP Mentors = #31*

<b>Specific Person/Event = #8</b>	<b>Positive Overall but non-specific = #21 Helpful./available =#12; Friend= #4</b>	<b>Other - #4 (contact)</b>
<p>(72M) My first PP counselor I knew prior to UYP through a local church community and she was my summertime hero in spite of her personal issues which eventually she succumbed to. XXX was inspiring and we kept in touch for quite some time after UYP. XXX and I were always kindred spirits--we were both artists through and through and we share some of the same strengths and weaknesses. XXX and I reconnected in ... the acting/comedy community. We actually did a weekly comedy show downtown for a while about a year or so ago.</p> <p>(11M) XXX was the best counselor I've had</p> <p>(16aM) I still stay in touch with 3 of my mentors. XXX, XXX, and XXX. Through my time at UYP my counselors served as the main source of support...</p> <p>(41M) I specifically remember one of my counselor's whose name was XXX. I can't remember the last name but she definitely left an imprint on my life. :)</p> <p>(31M) I don't remember his last name but XXX was one of my</p>	<p>(1M)The Project Promise counselors made a great positive impact on my participation within the program.</p> <p>(92M)The best thing I liked about Project Promise and their counselors were how driven they were to help us give us the opportunity to learn and experience a variation of subjects. I give much thanks to them!</p> <p>(33M) The counsellors were great. They poured into the students and for that, I am truly thankful.</p> <p>(17M)They have influenced me to become whatever I want and they know that I can be successful.</p> <p>(18aM) Having a mentor is great because they make themselves available to their students if they happen to have any questions or concerns</p> <p>(43M) The influence my counselors had on me was tremendous. Not only were they fun, but they actually had good intentions and helped us to think outside the box in reference to our futures.</p> <p>(84M) Everyone affiliated with UYP, especially our counselors, were amazing! I went through 4 or 5 different counselors in my years of attending and I took different knowledge from each one. They were always there for us, knew the campus and the agendas well and taught me how to respect others.</p> <p>(25M) All of the mentors/counselor were always great and positive! They were always very helpful and fun.</p> <p>(74M) Counselors were always very sociable and kind to me. Would definitely like to keep in contact with past councilors.</p> <p>(86M)Very energetic and helpful.</p> <p>(64M) Great mentors. Aided in developing. Absolutely miss them.</p> <p>(16bM)... Through my time at UYP my counselors served as the main source of support. They readily answered questions about college and when I struggled to attend UYP because of my jobs, volunteer commitments and dual credit summer classes, my counselor was there to help me balance it all.</p>	<p>(44M) Over the years, I've lost contact.</p> <p>(82M) Still have many pictures with my instructors and remember their names!</p> <p>(18bP)I wish I continued to have contact with my mentor through the year because I allowed myself to be influenced by the environment I lived in. I'm not aware that anyone tried to contact me or my family when I stopped attending but I wish someone had persisted for me to continue</p> <p>(47M) I still know and speak with some of my</p>

<p>mentors and he was awesome!!!</p> <p>(4M) My mentor, XXX, was/is a role model for me. I reached out to her about various educational opportunities and she actually put me into contact with my mentor and advisor here at UGA.</p> <p>(14M) To this day, I still remember my first mentor I had in 6th grade. I specifically remember how he came over to play cards with me while everyone else played soccer. I've always been a shy girl, so socializing was never easy for me. Even though it may not seem like much when thinking about it today, it did mean a lot to me as a 6th grader. It showed me that there really are people out there who care about us.</p> <p>(87M) It has been a while, but I stayed in contact with XXX and XXX for at least a few years after I graduated high school and was no longer directly involved in the UYP program.</p>	<p>(37M) The counselors were not only a mentor, but a friend. They were always there for you no matter what and helped out with whatever you needed.</p> <p>(37C) During the time I spent at UYP, the counselors interacted with students. Through them, I learned how to interact with other people and how I can possibly be a better teacher in the future.</p> <p>(70M) The mentors of project promise were my friends. I still keep in touch with a lot of them. They really were a huge part in my life and they helped me through some tough times and continue to encourage me to strive more academically even though we are all out of project promise.</p> <p>(75M1) If I could describe them in one word it would be MOTIVATED. They had a joy of looking at life and vibe that would just make you thrive to exceed. They were amazing. It's was always great being able to have a real comfortable relationship with them. They were always so concerned and seemed interested in us. Many kids didn't have that at home so it was nice to see that there.</p> <p>(67M) It's hard to pick a favorite out of all of the ones I had. But the one thing I like about them is how they would play soccer or basketball with us during our lunch break. Their personalities come out of them and it was just fun. We were all just having fun together. Making our summer fun. Especially as you're growing into a young adult. Friendship grows. (67C) My mentors that I had through the years had some of the greatest impacts on my life. They're not just your mentors, they become your friend and when they lead your life in the right path, there's no stopping you.</p> <p>(26M) Our counselors quickly became our friends; they were genuinely interested in who we were and pushed us to be better people. They also made UYP an even better experience than it already was.</p> <p>(21M) I really appreciate the relationship I have built with my mentors through Project Promise. I still keep in touch with two of my mentors specifically who provide insight, encouragement, and motivation for me during current college experience.</p> <p>(16cC) Through the mentoring of my camp counselors, I was able to learn many techniques and skills that I put into my mentor position daily. .... The attitudes, the environment, it all serves to prepare you mentally and intellectually for college.</p> <p>(59M) The counselors were fantastic. They put up with all our obnoxious, childlike behaviors and were a big part of helping us grow up; they were always approachable, always friendly, and kind. Great group of people who showed us what we could aspire to be when we were older.</p>	<p>counselors from my later years at UYP</p>
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Personal Effects = #19 + #6= #25 (all positive except 1 comment only)

Self-discovery = #10	Other Benefits	Social skills -#8 (More outgoing - #4)	College must - #2 Life Changing #3	Other
<p>(70P)Project Promise has definitely made me feel better about myself. I was always excited about going every summer because it made me really happy to get to experience that.</p> <p>(37aP) As a member of UYP, I slowly came out of my shell and discovered who I really am...</p> <p>(84aP)My participation also taught me to be a goal oriented, motivated and driven individual in my everyday life. Had I been able to stay involved in the program I would have gone a lot farther educationally. Project promise helped me learn how to aspire for greatness, to set the goals and most importantly to achieve them!</p> <p>(43bP) Project Promise helped me to think outside the box, and also a leader. (43cC)The atmosphere, activities, courses, and counselors all played a major role in my mental development and maximized my overall potential putting all of us a few steps ahead of other students that did not attend project promise or UYP.</p> <p>(18aP) It showed me that I could</p>	<p>I grew so much as a student and as a person while attending UYP</p> <p>(21P)I know that Project Promise kept me out of a lot of trouble. During the summer Project Promise provided a positive and creative outlet for me and during the school year Project Promise kept me on track through "Super Saturday" activities.</p> <p>(33aP)I would encourage any student that comes from an underprivileged background and wants to have a good influence in his life to participate in project promise. (33C) Honestly, just being on a college and interacting with students of all ages in a fun academic setting really helped with my social skills. So much of one's success is tied to how well he/she can communicate with others in addition to their knowledge. For that reason, UYP had a profound impact of my life because it helped me grow socially and it gave me confidence in myself. (84P)..My participation also taught me to be a goal oriented, motivated and driven individual in my everyday life. Had I been able to stay involved in the program I would have gone a lot farther educationally.</p> <p>(79aP) I literally look back on my experiences all the time. I tell all my friends about it, I show off things I still have from my classes. It was a great program that was fun, challenging, and life changing. does so much mentally</p>	<p>*(37bP) <i>As a member of UYP, I slowly came out of my shell and discovered who I really am. I interacted more with people and made many new friends.</i></p> <p>(84bP) Project promise helped me to be a positive, outgoing student...</p> <p>(43aP) Project Promise helped me to think outside the box, be outgoing, and also a leader.</p> <p>(75aP) Attending UYP helped me develop friendships that will define who you are and what you will become in life; believe it or not, I felt it was in those summers that always reminded who I wanted to be, not just future wise but who I wanted people to see me when they met me; finding my personality meant fining myself and I was about to do just that there... I honestly think that attending those classes has always pushed me to be more. I remember be so shy</p>	<p>(47P) I can honestly say that project promise really influenced me and gave me the feeling that college was a must in me achieving what I want to be</p> <p>(26P) UYP definitely opened me up to the idea of attending a university at a very early age, which pushed me to work harder towards one day going to college. I can definitely say that I would not be where I am if it wasn't for UYP.</p> <p>*(16bC) <i>Being in a college environment, being taught by extremely intellectual</i></p>	<p>(4P)We wish we would have had courses on social-emotional issues that minority students experience. I think that would have helped my confidence and self-esteem.</p> <p>(18bP) I wish I continued to have contact with my mentor through the year because I allowed myself to be influenced by the environment I lived in. I'm not aware that anyone tried to contact me or my family</p>

<p>play to strengths I didn't know I could play to. The amount of exposure you got to different fields of academics, or different opportunities was phenomenal. There truly wasn't another way for me to learn so much about what's out there than through this program....</p> <p>(82P)I honestly loved UYP more than school, I actually looked forward to the summer and being there. There was no other feeling than feeling on my own, finding out what I am good at and passionate about. I will forever thank UYP for helping me with that</p> <p>(17P) I feel like I know part of who I am now. I figured out my weaknesses and my strengths and how to use them to my best ability.</p> <p>(92P) Project Promise helped me to realize I had potential in the community and it helped me explore my artistic side that I know will never leave me. (92 G) There's nothing better than feeling special and being special for your own individual skills.</p> <p>(75bP) believe it or not, I felt it was in those summers that always reminded who I wanted to be, not just future wise but who I wanted people to see me when they met</p>	<p>and emotionally and academically</p> <p>(67P) It was in all a great experience, my 9 years there were always fun and starting out as pretty much the "Fish" the first year. You have no friends except your brother on the trolley ride to the drop off. You get there and instantly you get to know everybody. It's a big group of your friends, those summers I experienced at UYP, I will never forget. Always looking forward to the World Cup soccer during the lunch break. Watch a match. Go and play soccer. It wasn't just the influence of college. Fun, Memories, Friendships, Life, Growing up is what I think had a positive effect on me and my life.</p> <p>+(58C) ... <i>I gained skills and knowledge that have served me in every area of my personal, academic, and professional life.</i></p> <p>(79G) <i>It does so much mentally and emotionally and academically and it creates great memories and friendships that last a lifetime.</i></p> <p>(75cC). The experience of the program is the learning experience of independence, responsibility and life (75dPe) I do believe the program does something to mentally and emotionally.</p> <p>+(16aC) Project Promise was a blessing for me. It taught me the responsibility, maturity, and the professionalism necessary to do the things I am doing. Through the mentoring of my camp counselors, I was able to learn many techniques and skills that I put into my mentor position daily. Being in a college</p>	<p>when I first arrived. I can't tell you how outgoing I become. How amazing it felt to want to learn and have teachers and mentors make you feel like nothing you asked was stupid. It build my character and definitely made me grow as a person I remember be so shy when I first arrived</p> <p>+(13Pe)Project promise kept me productive and social throughout the summer</p> <p>(64bPe). It enhanced my social</p> <p>+(41C) Project Promise ...gave me a foundation for networking amongst my peers.</p> <p>(33bC) Honestly, just being on a college and interacting with students of all ages in a fun academic setting really helped with my social skills. For that reason, UYP had a profound impact of my life because it helped me grow socially and it gave me confidence in myself.</p> <p>(sh-C) Honestly, just being on a college and interacting with students of all ages in a fun academic setting really</p>	<p><i>individuals made me want to pursue a PhD eventually.(?)</i></p> <p><b>Life Changing=#3</b></p> <p>(64aP) UYP changed my life. The best support an adolescent could ever need.</p> <p>(19P) Personally I feel like the UYP program made an impact for the better on my life that helped shape my future.</p> <p>(79bP) I literally look back on my experiences all the time. I tell all my friends about it, I show off things I still have from my classes. It was a great program that was fun, challenging, and life changing.</p>	<p>when I stopped attending but I wish someone had persisted for me to continue</p> <p>(41P)Networking amongst my peers</p>
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<p>me; honesty think that attending those classes has always pushed me to be more. It built my character and definitely made me grow as a person. I never felt so lifted emotionally and mentally.. finding my personality meant fining myself and I was about to do just that there</p> <p><i>(44bC)...Through my participation, I was pushed to broaden my horizons. I believed my experiences through UYP and Project Promise have made me the person I am today.</i></p>	<p>environment, being taught by extremely intellectual individuals made me want to pursue a PhD eventually. The attitudes, the environment, it all serves to prepare you mentally and intellectually for college.</p> <p>+ (44aC) Project Promise adequately prepared me for the life college would force me into. I was able to learn leadership skills, time management, and a variety of skills within various fields such as Arts, Language, or Literature. Project Promise allowed me to see the benefits of college as a young teenager. Through my participation, I was pushed to broaden my horizons. I believed my experiences through UYP and Project Promise have made me the person I am today.</p>	<p>helped with my social skills. So much of one's success is tied to how well he/she can communicate with others in addition to their knowledge. For that reason, UYP had a profound impact of my life because it helped me grow socially.</p>	<p>(59P) First generation, low-income citizens? This was vital to our growth and development.</p>	
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Perceptions of Parent(s)/Guardian(s) = #16

Value = #12	Pride = #4	Appreciation or Support - #11
<p>(72PC) My mom and sister, my guardians, thought very highly of UYP. They gave sole credit to UYP for my academia, although they failed to realize that I was always the child/student that I was, PP just helped them (mom and sister) to see it more.</p> <p>(67aPC) <i>Of course they liked it.</i> As soon as school was ending for a semester, we were already getting the pamphlets and looking forward to it.... I felt comfortable. It helped me move forward each summer.</p> <p>(1aPC) My parents always commented that the program was of great value, and supported its influence on my life.</p> <p>(82aPC) My mother loved me going there; she knew where I was in the summer while she was at work. She loved the fact that I would come home every day talking about my future plans and how there isn't anything more that I would love than be a Baylor bear.</p> <p>(84PC) My parents noticed a huge change in me academically and emotionally upon leaving UYP. it was obvious that during my attendance at UYP I was more driven and educationally advanced, even more interested in people and participating in extracurricular activities. Leaving UYP had such a negative impact on me.</p> <p>(37aPC) My parents were always interested in what I did at UYP and encouraged me to return every year.</p> <p>(75aPC) Attending UYP during the summer never felt like school. I think that what my dad loved about it; the fact that we would wake up excited because we were going to classes that were teaching us something, but also helping our hidden talents. (75bG) My family has always had very high expectations for me to the present day because of all the things they remember me doing at such a young age.</p> <p>(44aPC) My parents were always very supportive of me academically. My</p>	<p>(41PC) I am 18 years old now and my mother still brags about how I was taking classes Baylor by the age of 10.</p> <p>(74PC) More than anything, my parents were just proud of the fact that I was able to attend.</p> <p>(75cPC) My dad was always bragging with the family. I was always embarrassed, but truth be told I would milk every minute of it.</p> <p>(13aPC) My mother was very proud that</p>	<p>(19aPC) My parents were thankful for my opportunity given to me to pursue better education opportunities.</p> <p>(9PC) My parents were very happy I was able to join UYP and loved the program.</p> <p>(4aPC) My mother definitely appreciates the opportunities that Project Promise presented to me.</p> <p>(59aPC) My parents had high expectations for me regardless, Project Promise wasn't a way to convince us to excel, but it definitely reinforced it. You pushed through an entire year of public school, dealing with the most uninterested and frustratingly ignorant peers, knowing that a college environment will offer something different. UYP, for a summer, at the end of frustrating school years was a light at the end of the tunnel that offered a glimpse into what was waiting if we just kept pushing through. Our parents were helpful to the program since it reinforced a notion that they could only speculate about, but didn't have any way of confirming.</p> <p>(67bPC) Of course they liked it.... My mom new Dr. Witte well and always asked questions just to insure our safety so we trusted them well....</p> <p>*(44bPC) <i>My parents were always very</i></p>

<p>success in UYP caused for them to enroll my younger siblings into the program.</p> <p>(14aPC) My parents always liked the idea of me participating in Project Promise. They always asked what classes I would take and what I learned in each of them.</p> <p><i>*(59bPC) ...Project Promise wasn't a way to convince us to excel, but it definitely reinforced it was a light at the end of the tunnel that offered a glimpse into what was waiting if we just kept pushing through. Our parents were helpful to the program since it reinforced a notion that they could only speculate about, but didn't have any way of confirming.</i></p> <p><i>*(4bPC) My mother definitely appreciates the opportunities that Project Promise presented to me.</i></p> <p><i>*(19bPC) My parents were thankful for my opportunity given to me to pursue better education opportunities.</i></p>	<p>I was attending UYP....</p>	<p><i>supportive of me academically. My success in UYP caused for them to enroll my younger siblings into the program.</i></p> <p><i>*(1bPC) My parents always commented that the program was of great value, and supported its influence on my life.</i></p> <p><i>*(82bPC) My mother loved me going there, she knew where I was in the summer while she was at work...</i></p> <p><i>*(37bPC) My parents were always interested in what I did at UYP and encouraged me to return every year.</i></p> <p><i>*(14bPC) My parents always liked the idea of me participating in Project Promise. They always asked what classes I would take and what I learned in each of them.</i></p> <p>(13bPC) ...We always anticipated when our packets with classes would arrive every summer around mid-June.</p>
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Generational Effects: #21 + #3 = #24

Sibling Effects - #12	Descendent Benefits - #13 (#9/#4)	Share w Others - #6	Other - #2
<p>(67aG) I have a sister there for another three years and positive...</p> <p>(59aG1) and no my siblings weren't inherently supportive since they were also taking part in the experience. We all remember our time in Project Promise with fond memories of growing and developing different interests, of meeting likeminded peers who we could share ideas and aspirations with, not to mention similar interests.</p> <p>(26aG1) Luckily, my sisters and I attended UYP together and it brought us closer together....</p> <p>(16G) My cousin and my brother followed in my footsteps with this program. They are both doing well and have benefitted from this program.</p> <p>(49G) My sister got to participate in Project Promise, because she saw how much I loved it and how much it impacted me.</p> <p>(86G) My sisters joined UYP because they saw I enjoyed the program so I was a big influence on them.</p> <p>(41aG) My younger brother has definitely benefited more from Project Promise than I allowed myself to...</p> <p>(18G) my younger siblings now participate in UYP and they have never been so eager for summer to begin. They talk about it throughout the year and stay in touch with their peers. The program had greatly influenced and motivated them to become</p>	<p><b>Want kids in program</b></p> <p>(67bG)... if project promise is still up by the time I have kids, then they will be attending of course.</p> <p>(1G) I strongly hope when I have a family in the future there will be such a program for my children to participate.</p> <p>(19G) I'd truly be honored if my children had a chance to experience what I got to during several summers of attending the UYP Program.</p> <p>(11G) I hope my future family will attend project promise and experience it like I did.</p> <p>(82G) when I have children I hope this program is still around. Like I said if this program is still around, my children will be there.</p> <p>(74G) Would love to one day have children that will be able to participate in the program.</p> <p>(79G)I hope that when I have children they can be in a program like Project Promise. It does so much mentally and emotionally and academically and it creates great memories and friendships that last a lifetime.</p> <p>(40G) I love the opportunity I had to learn</p>	<p>(72bG) It did however, make me realize the value and importance of children having new experiences</p> <p>(92G) I think this project is very crucial for parents and students to take notice and take part in. There's nothing better than feeling special and being special for your own individual skills.</p> <p>(78C) This experience allowed me to meet all kinds of different people and make lasting friendships. It's an experience I wish many more students need to get the opportunity to have.</p> <p>+(60C) Great program, need more like it.</p> <p>+(63aC) I truly love and will miss UYP and Project Promise. I hope that I will one day be</p>	<p>(59bG)Like I said, Project Promise wasn't enormously influential in the way this survey is suggesting, it was definitely a way to gain a fresh perspective on the opportunities higher education has to offer...</p> <p>(72cG) Although my mom and sister supported my involvement</p>

<p>better people and a better student. I will make sure they continue their participation until their high school graduation and make sure they stay in touch with the staff.</p> <p>(25G) Two of my siblings were greatly impacted by my participation in UYP. My brother and youngest sister were very excited and interested in the program that they participated in it as well. My brother recently finished his last year with UYP and my youngest sister is still attending. I'm very happy that Project Promise exists and with the positive impact it has had on my siblings!</p> <p>(37G) UYP has inspired me to encourage my sister to continue school and follow her dreams. As a member of UYP, my sister now follows in my similar steps towards success.</p> <p>(63bC) <i>This program has not only helped me in life but also my friends and family who were privileged enough to be of such a great project.</i></p> <p>+(44PC) My success in UYP caused for them to enroll my younger siblings into the program</p>	<p>more. I would love for my child to get that opportunity as well.</p> <p>(41bG)...I hope Project Promise is still around for my future children.</p> <hr/> <p><b>Change parenting</b></p> <p>(72aG)... It did however, make me realize the value and importance of children having new experiences and because of that I will always expose my children to higher education and its benefits.</p> <p>(17G) It has made me want to have a family and make sure that I am very active in my kids' education and have high expectations for them to succeed at whatever they decide to do in life.</p> <p>(26G) ...Because of UYP, however I have children I will begin teaching them about college.</p> <p>(84G) Project promise helped me learn how to aspire for greatness, to set the goals and most importantly to achieve them! I know how to prepare my kids for the same.</p>	<p>able to return the generosity that Project Promise provided to me.</p> <p>(79C) <i>I loved and found my UYP experience so beneficial that I wish I could help pioneer a similar program at Utah State University.</i></p> <p>+(4C) Project Promise has made quite an impact on my life, and continues to do so.... The impact of this program helps to shape my research interests as a doctoral student, university and community partnerships to promote talent development in ethnic minorities. I count my blessings that I was invited, and wish to continue the work similar to project promise in other institutions of higher education</p>	<p>in PP, it did nothing to inspire their education....</p>
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