

New York Ends Programs for Gifted and Talented Students: So Now What, New York?

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Gifted and talented education (GATE) racial and economic injustices in New York and the nation are symptoms of a larger problem that has festered since its inception. Warnings, cajoling, and nudging to increase the representation of Black and Hispanic students in GATE for years has been to no avail. The prevalence and magnitude of underrepresentation are befitting the term and criteria for a 'pandemic', given that the paucity is worldwide. GATE underrepresentation is also a form of segregation that is antithetical to *Brown v. Board of Education* (1954), a type of miseducation in the words of Carter G. Woodson, and educational malpractice, according to the second author.

Our experiences as Black scholars determined to desegregate and integrate GATE lead us to qualified optimism – to pessimism – that expectations, access, opportunity, challenge, and rigor will now come to fruition in NY and other states and districts that follow suit. Unfortunately, GATE's elimination will not end racial and economic inequities - gatekeepers and gatekeeping will persist. In other words, decision-makers in all educational roles must change their philosophy, thinking, behaviors, and actions; measures/instruments, systems, policies, and procedures must be disrupted and overhauled. The floodgates to GATE have to be opened whereby educators pour into minoritized students with equity, high expectations, anti-racism, and cultural responsiveness.

Ford et al.'s (2018, 2020) equity based, culturally responsive Bill of Rights holds promise for individual, institutional and systemic changes relative to recruiting and retaining minoritized students in GATE and other opportunities, courses, programs, and services. GATE needs to not only be reformed; a revolution is long overdue.

At a minimum, the following eight areas need to be operationalized in every 16+K school district: (1) GATE program evaluation; (2) advocacy and accountability; (3) access to gifted and talented education programs and services; (4) testing and assessment; (5) educator professional learning; (6) family and community outreach; (7) curriculum and instruction; and (8) social and emotional needs and development.

<https://www.diverseeducation.com/opinion/article/15279732/when-the-gates-are-literally-and-figuratively-closed-to-gifted-and-talented-education-for-black-students>

<https://www.diverseeducation.com/opinion/article/15279782/smoke-and-mirrors-challenging-the-elimination-of-gifted-and-talented-education-under-the-guise-of-universal-access-for-all-children>

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