

# *Retention of African Americans in Gifted Education: Lessons Learned from Higher Education*

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## *Abstract*

*Predominately White institutions of higher education have focused a considerable amount of attention on the underrepresentation of African American and other ethnically diverse students in colleges and universities. To address this problem, colleges and universities have focused not just on recruitment but also on the retention of African American students in these predominately White institutions. They have recognized that efforts to address underrepresentation cannot be limited to recruitment efforts; they must also consider factors associated with retention in the underrepresentation equation. We contend that gifted education embodies many of the same attributes, challenges, and barriers that predominately White colleges and universities possess for African American students. We recognize that, in public school systems, educators—teachers, school counselors, and administrators—have made much progress in recruiting culturally diverse populations in gifted programs. Despite the efforts, too many African American students are not being retained in gifted education programs. Using Sedlacek's non-cognitive variables (1987, 1989, 1991, 1994, 1996, 1998), we examine the notion of retention and its many implications for gifted education. Thus, we offer, using these variables, recommendations for improving the retention of African American students in gifted education.*

A persistent problem in public schools is the underrepresentation of African American students in gifted education and enrichment programs. Each year, many public school systems, around the country, expend substantial resources and funds to attract these students to gifted education programs. These efforts have led educators—teachers, school counselors, and administrators—to use a variety of approaches (i.e., referral, screening, assessment, and placement) to increase the representation of African American students and other students of color in gifted education.

In 1994, Ford postulated that the representation of African American students can only improve when educational professionals (i.e., teachers, school counselors, administrators, etc.) begin to focus more on "recruitment and retention." Furthermore, Ford advocated that educators go beyond the notion of "recruitment"—finding and placing students in gifted education. She further advised educators: (a) to

find effective measures, strategies, policies and procedures to better recruit diverse students; (b) to find more effective and inclusive ways of retaining these students in gifted programs once recruited; and (c) to collect data on factors affecting both the recruitment and retention of diverse students in gifted education in order to more fully understand the underrepresentation problem.

In the research literature, there is a dearth of articles, book chapters, books, and monographs that focus on the "retention" of African American students in gifted education. A disproportionate of the literature focuses on retention (Moore, Ford, & Milner, 2005b). The primary "culprit" for African American students' underrepresentation has been attributed to recruitment issues, usually associated with testing. In other words, the vast majority of research and scholarship on gifted education suggest that poor test performance is the most salient reason why African American and other

# Recruitment And Retention Of African American Students In Gifted Education Programs Implications And Recommendations

**Yi-Tong Ma**



## **Recruitment And Retention Of African American Students In Gifted Education Programs Implications And Recommendations:**

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