**2020 Javits Program Awards Abstracts**

**(S206A200029) Colorado Seminary dba University of Denver (CO) ($524,660). Project Impacting Rural Education through Expanding Culturally responsive curriculum, Computer science training, and Higher order thinking skill development (I-REECCH) program** seeks to significantly increase the identification of and services to traditionally underrepresented gifted and talented student populations in rural Colorado. The project will serve 5,346 K-6 students and 300 teachers in the Morgan County School District and Santa Fe Trail Board of Cooperative Education Services (BOCES). Key activities will include training rural School Leadership Teams (SLTs) on the use of data-informed instructional decisions to support culturally responsive gifted and talent identification; training rural SLTs on the effective use of the Colorado Department of Education Gifted and Talented Pathways; training rural SLTs on computational thinking; implementing an online computational thinking/computer science curriculum for elementary school students; training rural SLTs on Culturally Responsive teaching and leadership practices; training rural SLTs on the depth and complexity framework; and developing a comprehensive and exceptional system of professional development and technical assistance that will lead to improved rural student learning outcomes. The Colorado Seminary will partner with the University of Denver and BOCES to provide all necessary resources to support the project.

**(S206A200037) Sports and Arts in Schools Foundation of New York Edge (NYE) ($398,934). The Excellence Project** will focus on interventions related to (a) universal screening with local norms and (b) frontloading. The overarching goal for this project is to demonstrate that by adopting a more flexible set of identification methods by frontloading (defined within gifted education as preparing students for advanced programs before they even have the chance to be identified or to enroll and provide new opportunities via cost-effective afterschool and summer programming), we can ensure excellence for children who have historically been left behind primarily due to the lack of opportunity aligned with place (Plucker & Peters, 2018). The program include screening every child utilizing local testing norms, principal/teacher/project staff observations and student self-identifications; allowing instructors and mentors to provide educational guidance for each cohort of 20 students; and applying a blended learning model which combines online educational materials and opportunities for interaction online with traditional place-based classroom. Over the course of the five-year grant, the project will reach 275 students and will serve elementary and middle schools in New York City. NYE is partnering with Johns Hopkins University to serve seven under-resourced elementary, middle, and high schools in New York City. The program is expected to expand to six new urban and rural sites where NYE operates after school programs and engage in an evaluation to demonstrate the effectiveness of this model – and then share the findings with other districts and community-based afterschool programs to promote replication.

**(S206A200007) East Tennessee State University (TN) ($495,774). The Optimal Gifted and Talented Student Identification: Maximizing Efficacy, Efficiency, and Equity (Optimal Identification) program** is designed to facilitate the development and implementation of Optimal Identification, a system of gifted and talented student identification that is effective (high sensitivity), efficient in its low cost and assessment requirements, and equitable in the effect it can have on mitigating historic underrepresentation of minority and low-income students. Optimal Identification will be implemented in at least ten partner school districts across three states (Washington, Wisconsin, and North Carolina) with intensive, direct support and continuous feedback and improvement from the research team (Years 2-3, Preference Priorities 1 & 3). The project will serve K-12 schools in at least ten school districts across three or more states. East Tennessee State University will partner with University of Wisconsin – Whitewater, State of Arizona, Department of Education, the North Carolina Department of Public Instruction (NCDPI), and the Superintendent of Public Instruction to administer the project.