JAVITS PROGRAM PROJECT DIRECTOR'S MEETING DAY 1

January 9, 2024

Jacob K. Javits Gifted and Talented Students Education Program

WELCOME AND OPENING REMARKS

- **Jennifer Todd,** Director, Office of Well-Rounded Education, *Office of Elementary and Secondary Education, U.S. Department of Education*

- **Bernadine Futrell**, Deputy Assistant Secretary, *Division of Grants and Support Services, Office of Elementary and Secondary Education, U.S. Department of Education*

MEET THE JAVITS TEAM

The Javits Team is within the Office of Academic Improvement Group, organized under the Office of Well-Rounded Education in the Office of Elementary and Secondary Education (OESE)

➢ **Michelle Georgia —Group Leader, Academic Improvement Group (AIG)**

➢ **M. Jeanette Horner-Smith—Javits Program Officer/Team Leader**

➢ **Gay Ojugbana—Javits Program Officer**

➢ **Charm L. Smith—Javits Program Officer**

Office of Well-Rounded Education

➢ **Jennifer Todd —Director, Office of Well-Rounded Education, OESE**

DAY 1 AGENDA

- **Javits Grants: Profiles and Trends**
  - *Jeanette Horner-Smith, U.S. Department of Education*
- **Grantee Showcases: A Grantee's Perspective on Effective Program Strategies**
  - *Wendy Behren, Minnesota Department of Education*
  - *Anne Horak, George Mason University*
- **Reflect-Pair-Share Breakout Session: Collaboration on Javits Projects and Grant Practices**
  - *Breakout Room 1: FY 2019 and 2022 Cohorts*
  - *Breakout Room 2: FY 2020 and 2023 Cohorts*
- **Open Forum Technical Assistance with Program Officers**
  - *Moderated by the Javits Team*

JAVITS GRANTS: PROFILES AND TRENDS

LOCATIONS OF JAVITS GRANTS
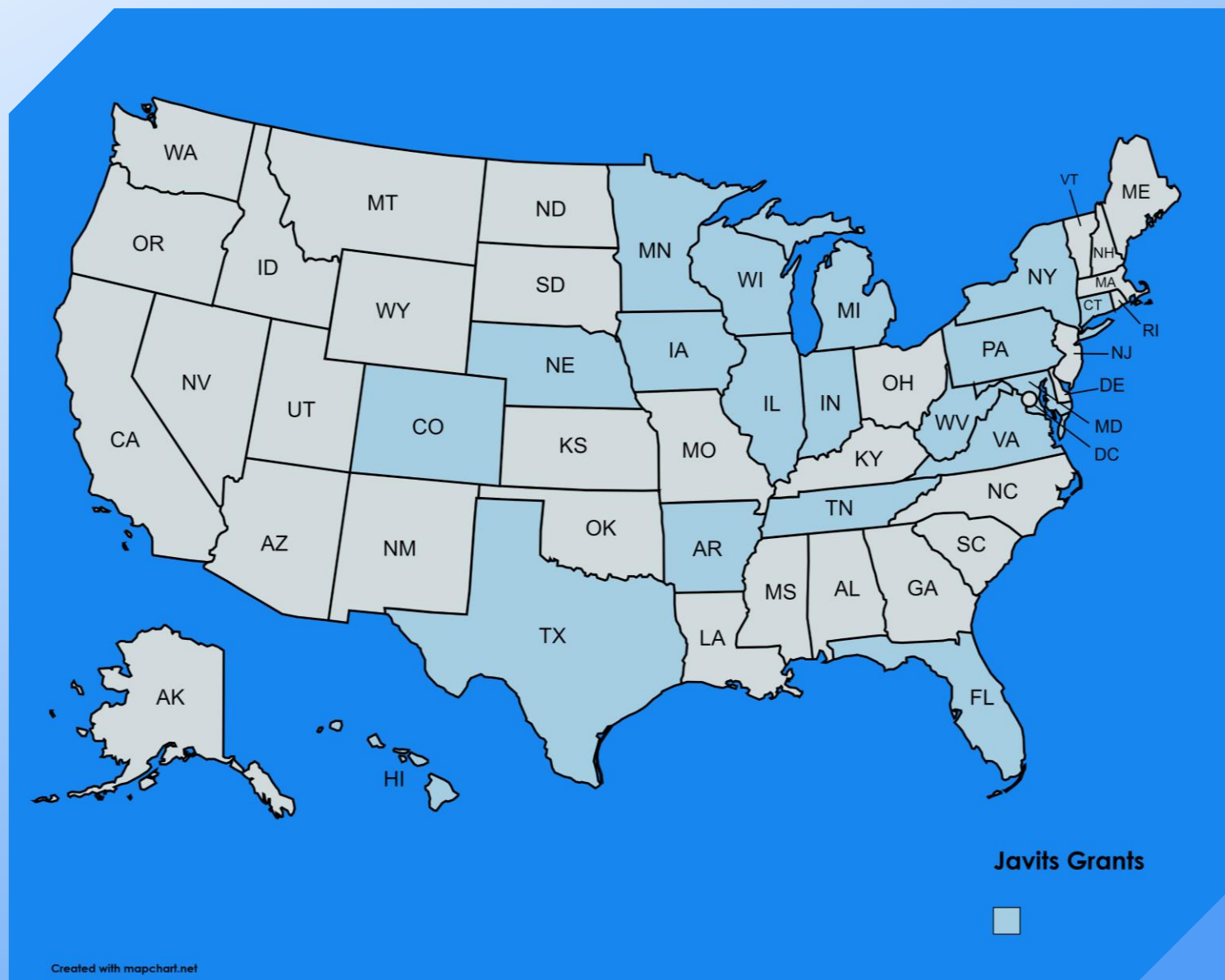
JAVITS GRANTS BY COHORTS

FY 2019 Cohort

1. S206A190008 University of Arkansas at Little Rock
2. S206A190028 University of Connecticut
3. S206A190022 Minnesota Department of Education
4. S206A190014 West Virginia University
5. S206A190025 George Mason University
6. S206A190009 Milwaukee Board of School Directors
7. S206A190020 Purdue University
8. S206A190030 School Board of Pinellas County, Florida
9. S206A190023 University of Connecticut

FY 2020 Cohort

1. S206A200038 Johns Hopkins University
2. S206A200029 Colorado Seminary dba University of Denver
3. S206A200007 East Tennessee State University
4. S206A200037 Sports and Arts in Schools Foundation

FY 2022 Cohort

1. S206A220049 Univ. of Hawaii
2. S206A220019 St. John's Univ
3. S206A220026 The School District of Osceola County, FL
4. S206A220009 Florida Atlantic University
5. S206A220037 Educational Service Unit 2
6. S206A220048 Independent School District 271
7. S206A220047 Austin Independent School District
8. S206A220010 Milwaukee Board of School Directors
9. S206A220014 Ball State Univ
10. S206A220040 University of Conn
11. S206A220015 Purdue Univ
12. S206A220038 Purdue Univ
13. S206A220031 E. Michigan Univ

FY 2023 Cohort

1. S206A230044 Johns Hopkins University
2. S206A230020 Pennsylvania Department of Education
3. S206A230046 Northwestern University
4. S206A230021 University of Iowa
5. S206A230027 University of Connecticut

TYPES OF JAVITS GRANTS

▶ **Institutions of Higher Education (IHEs) - 21**

▶ **State Educational Agencies (SEAs) - 2**

▶ **Local Educational Agencies (LEAs) – 7**

▶ **Non-Profit/501(c) (3) - 1**

TYPES OF JAVITS PROJECTS

- **Identification of, and services to underrepresented gifted and talented student populations through:**

  - **Universal Screening through Problem-Based Leaning Curriculum**

  - **Expanding Culturally responsive curriculum**,

  - **Culturally and Linguistically Diverse and Twice-Exceptional students** through Science, technology, engineering, and mathematics (**STEM**), including **Computer science**

  - Teacher **talent-spotting**, and innovative elementary gifted and talented services,

  - Supporting **Talent through Recruitment, Inclusion, Diversity, and Equity; Equity 2.0**: Closing the Excellence Gap; **Gifted Equity** Initiative to transform current screening and evaluation process for identifying gifted students

  - **Mathematics** Proficiency Utilizing Push-in, improving classroom instructions,

  - **Scale up and transforming** the identification, programming, and services; the development of Academic Proficiency of Gifted English Learners with or without Disabilities (Advanced Mathematics and Language Scaffolding)

  - **Optimal Identification** of gifted and talented students for Maximizing Efficacy, Efficiency, and Equity; Expanding Equity & Engagement (E3)

  - **Advanced Programming** that Supports and Prepare Highly Creative, Ethnically Diverse, Twice-Exceptional, or Economically Disadvantaged Elementary Children; **Advanced Learning** to achieve high-impact professional development

  - Intervene in the long-standing paradigm of **cognitive development**

TYPES OF JAVITS PROJECTS (CONTINUED)

▶ Serve students who are **limited English proficient and/or twice-exceptional (2e)** including Autism Spectrum Disorders; students from rural areas and high-poverty schools (RaHPS)

▶ Nurturing **Academic Visions** with Gifted and Talented Education Students

▶ Innovations in Discovering and Developing Talented **Twice-Exceptional Students**

TRENDS: PROJECTS WITH SIMILAR FOCUS AREAS

- **Universal Screening**

- **Twice-Exceptional Students and Social Emotional Learning**

- **Science, Technology, Engineering and Math (STEM)**

- **Equity**

TRENDS: GRANTEES WITH MULTIPLE PROJECTS

University of Hawaii (HI) (S206A220049)

- Project Culturally and Linguistically Diverse and Twice-Exceptional students Achieving and Matriculating in Science, technology, engineering, and mathematics (STEM) (CLD TEAMS) program to develop new information to identify and provide services to underserved students in gifted education and STEM fields.

University of Hawaii (HI) (S206A170014)

- Project BEAM which uses the BEAM Model, a culturally responsive, accelerated and enriched algebra intervention using multiple evidence-based strategies.

University of Hawaii (HI) (S206A140012)

- Twice Exceptional students Achieving and Matriculating in STEM (TEAMS) Project - scale up and evaluate a model designed to increase the number of underrepresented students who perform at high levels of academic achievement through gifted and talented education programs.

University of Connecticut (CT) (S206A230027)

- Project Focus – designed to help classroom teachers at grades 3-5 recognize and respond to gifted learners, including those who may not be identified with traditional assessments.

University of Connecticut (CT) (S206A220040)

- Project EAGLE (Eliciting Advanced Gifted Learning Evidence) program

University of Connecticut (CT) (S206A190023)

- Project Twice Exceptional with Autism Spectrum Disorder (2E-ASD) program

University of Connecticut (CT) (S206A190028)

- Project Building Up Mathematics Proficiency Utilizing Push-in (BUMP UP) program.

University of Connecticut (CT) (S206A140017)

- Project SPARK - scale up the Young Scholars Model to increase participation of underrepresented groups in gifted and talented programs, to support achievement in core subject areas, and promote their readiness for participation in advanced coursework.

TRENDS: GRANTEES WITH MULTIPLE PROJECTS

▶ **St. John's University (NY) (S206A220019)**

> ▶ Project WINGS, a Scale-Up of Developing Academic Proficiency of Gifted English Learners with or without Disabilities through Advanced Mathematics and Language Scaffolding.

▶ **St. John's University (NY) (S206A170028)**

> ▶ Project BRIDGE, Implementation of an evidence-based mathematics program built upon the Mentoring Young Mathematicians (M2) Project.

Purdue University (IN) (S206A220038):
- Project BEM expansion (BEM-e) to intervene in the long-standing paradigm of cognitive development as the central tenet of gifted education and academic talent development.

Purdue University (IN) (S206A220015):
- Having Opportunities Promotes Excellence: Developing Scholar Identities Among Underserved Youth with Gifts and Talents (HOPE+SIM) project

Purdue University (IN) (S206A190020)
- Closing Excellence and Opportunity Gaps for Students from Traditionally Underserved Populations in Gifted Education: A Multi-Tier Systems of Support Approach Program

Purdue University (IN) (S206A140011)
- Scales-up Total School Cluster Grouping (TSCG) Intervention - help teachers (1) improve student achievement in mathematics, language arts, and science; (2) recognize and develop talent among students from underrepresented populations; and (3) routinely use with all students strategies often found only in gifted programs

TRENDS: GRANTEES WITH MULTIPLE PROJECTS

Florida Atlantic University (FL) (S206A220009)

▶ Project Supporting Talent through Recruitment, Inclusion, Diversity, and Equity (STRIDE).

Florida Atlantic University (FL) (S206A170005)

▶ Florida Atlantic University Academies of Innovation and Research (FAU-AIR) Program - improve services to meet the unique social and emotional needs of an increasingly diverse, gifted student population.

George Mason University (VA) (S206A190025)

➢ Project ExCEL (Experiences Cultivating Exceptional Learning) – Ignite (E-Ignite) program.

George Mason University (S206A140022)

➢ Scale up the use of Problem-Based Learning to identify and serve low-income gifted students.

TRENDS: GRANTEES WITH MULTIPLE PROJECTS

Milwaukee Board of School Directors (WI) (S206A220010)

➤ 2E Milwaukee Project to increase the number of students identified as twice exceptional (2e) for gifted and talented services at twenty current and previous Javits schools that have a systematic procedure in place to screen and identify gifted potential in underrepresented students, meaning those who are culturally, racially, linguistically diverse, and economically disadvantaged.

Milwaukee Board of School Directors (WI) (S206A190009)

▶ Project Serving the Under Represented by Grouping Equitably (SURGE) program's goals by 1) Collaboration 2) Assessment; 3) Instruction; 4) Sustainability; and 5) Dissemination.

Milwaukee Public Schools (WI) (S206A170011)

➤ Project Scaling-up and Expanding Excellence for Underrepresented Students (SEE US!) Project which seeks to bridge the excellence gap between economically disadvantaged (ED) students (primarily minority) and their counterparts through a Response to Intervention framework and evidence-based, innovative strategies.

TRENDS: GRANTEES WITH MULTIPLE PROJECTS

University of Arkansas (Little Rock, AR) (S206A190008)

➤ STEM+C2 Project to develop, implement, and disseminate a replicable model that links universal screening, teacher talent-spotting, and innovative elementary gifted and talented services in STEM, including Computer Science.

University of Arkansas (Little Rock, AR) (S206A140006)

▶ STEM Starter+ "scales up" a previous U.S. Department of Education Javits Demonstration project (STEM Starters) that produced learning gains in identified gifted students, general education students, and teachers. STEM Starters+ is scaled up to an additional grade level (Grade 1) and to additional geographic locations with schools serving high proportions of culturally diverse and low-income children.

University of Arkansas (Little Rock, AR) (S206A080026)

➤ STEM Starters Project - serves students and teachers in Grades 2 through 5 with two components: curriculum implementation of field-tested science units and teacher professional development including summer institutes and academic year coaching.

University of Arkansas (little Rock, AR)

➤ Project Promise: A Community-Based Network for Low-Income Talented Youth. A Community-Based Network for Low-Income Talented Youth serves middle school and junior high students through a continuum of services embedded in a leadership program through two components: leadership development and home-school collaboration in three states: Arkansas, Kansas, and Missouri.

TRENDS: GRANTEES WITH MULTIPLE PROJECTS

St. Johns University (NY) (S206A220019)

➤ STEM+C2 Project to develop, implement, and disseminate a replicable model that links universal screening, teacher talent-spotting, and innovative elementary gifted and talented services in STEM, including Computer Science.

St. Johns University (NY) (S206A170028)

▸ Project BRIDGE, an evidence-based mathematics program built upon the Mentoring Young Mathematicians (M2) Project (2008-2013) funded by the National Science Foundation and Project HOPE (2009-2014)

St. Johns University (NY) (S206A090036)

➤ Project HOPE implementing and evaluating the effectiveness of Mentoring Mathematical Minds (M3) program for mathematically promising English learners.

PROGRAM OFFICERS PORTFOLIO OF GRANTS

Jeanette Horner-Smith, Ph.D.
Team Leader

University of Arkansas at Little Rock (AR)
University of Connecticut (CT)
Minnesota Department of Education (MN)
Johns Hopkins University (MD) (2)
Colorado Seminary dba University of Denver (CO)
East Tennessee State University (TN)
University of Hawaii (HI)
St. John's University, New York (NY)

Gay Ojugbana
Program Officer

West Virginia University (WV)
George Mason University (VA)
Milwaukee Board of School Directors (WI) (2)
The School District of Osceola County, Florida (FL)
Florida Atlantic University (FL)
Educational Service Unit 2 (NE)
Independent School District 271 (MN)
Austin Independent School District (TX)
Ball State University (IN)
Pennsylvania Department of Education (PA)
Northwestern University (IL)

Charm L. Smith
Program Officer

Sports and Arts in Schools Foundation (NY)
Purdue University (IN)
School Board of Pinellas County, Florida (FL)
University of Connecticut (CT) (3)
Purdue University (IN) (2)
Eastern Michigan University (MI)
University of Iowa (IA)

TIME FOR QUESTIONS AND ANSWERS

GRANTEE SHOWCASE:
UNIVERSAL PLUS: A TWO-STEP PROCESS FOR EQUITABLY IDENTIFYING COMPUTER TALENT

Presenter: Wendy Behrens and Dr. Scott Peters, Minnesota Department of Education

GRANTEE SHOWCASE:
PROJECT EXCEL-IGNITE - DISCOVERING STUDENT POTENTIAL AND CHANGING TEACHER PRACTICE THROUGH PROBLEM-BASED LEARNING

Presenter: Dr. Anne Horak, George Mason University

TIME FOR QUESTIONS AND ANSWERS

BREAKOUT SESSION: REFLECT-PAIR-SHARE

ROOM 1: 2019 AND 2022 COHORTS
ROOM 2: 2020 AND 2023 COHORTS

▸ *Individual Reflections*

▸ *Group Activity: FY19 and FY22 Cohorts / FY20 and FY23 Cohorts*

▸ Share Outs from REFLECT-PAIR-SHARE

Note:

▸ **Ideaboardz will be used for note.**

▸ **Please select one or two presenters per room to share out discussions.**

▸ **Chat box will be used for questions at the end of the share out.**

REFLECTION

USE THE NEXT 5 MINUTES TO REFLECT ON YOUR GRANT WORK FROM THE BEGINNING TO NOW AS YOU COMPLETE PROJECT ACTIVITIES.

1. What strategies would you keep or what strategies do you believe are effective and should be kept moving forward?

2. What strategies would you do differently?

FY 2019 AND FY 2022 COHORTS – ROOM 1
THEMES FOR DISCUSSIONS

▶ **Information that you wish you had known at the beginning of your project**

  ▶ **Helpful Strategies for Success**

  ▶ **Overcoming Challenges**

  ▶ **Progress and Performances throughout each performance year**

  ▶ **Successful Resolutions**

▶ IdeaBoardz - REFLECT-SHARE: 2019 and 2022 Cohorts

Click here to join the meeting

Or call in (audio only)

+1 202-991-0393,,410649502#

Phone Conference ID: 410 649 502#

FY 2020 AND FY 2023 COHORTS – ROOM 2
THEMES FOR DISCUSSIONS

▸ **Information that you wish you had known at the beginning of your project**

  ▸ **Helpful Strategies for Success**

  ▸ **Overcoming Challenges**

  ▸ **Progress and Performances throughout each performance year**

  ▸ **Successful Resolutions**

▸ IdeaBoardz - REFLECT-PAIR-SHARE: 2020 and 2023 Cohorts

Click here to join the meeting

Or call in (audio only)

+1 202-991-0393,,266189601#

Phone Conference ID: 266 189 601#

Information Sharing from REFLECT-PAIR-SHARE

Return to Main Room:

Click here to join the meeting
Meeting ID: 256 746 505 51
Passcode: tL9eYW

Or call in (audio only)
+1 202-991-0393,,736059466#   United States,
Washington DC
  ▶ Phone Conference ID: 736 059 466#

HOW CAN ANY OF THE IDENTIFIED STRATEGIES IMPACT YOUR JAVITS PROJECT?

SHARE YOUR TAKEAWAYS:

REPRESENTATIVES FROM BREAKOUT ROOM 1 AND BREAKOUT ROOM 2

TIME FOR QUESTIONS AND ANSWERS

OPEN FORUM DISCUSSIONS

This session allows time for you to meet with the Javits Team of Program Officers to ask questions and receive feedback and technical assistance.

Please raise your hand to speak or put questions in the chat box.

OPEN FORUM DISCUSSIONS

Topics:
- **Strategies for successful implementation of Javits projects**
- **Managing your grant**
- **Other Key Concerns**

Please raise your hand to speak or put questions in the chat box.

FEEDBACK AND CLOSING REMARKS

▶ We value your feedback and a link for comments is provided in the chat box.

▶ IdeaBoardz - FY 2024 Javits PD Meeting

▶ You will have another opportunity to provide feedback at the end of Day 2.

▶ You may also email comments to your program officer.

THANK YOU FOR JOINING TODAY'S JAVITS PROGRAM PROJECT DIRECTOR'S MEETING!

See you tomorrow for Day 2

January 10, 2024