

**The 1998-99  
State of the States  
Gifted and Talented Education  
Report**

**Council of State Directors  
of  
Programs for the Gifted**

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# **Council of State Directors of Programs for the Gifted**

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The Council of State Directors of Programs for the Gifted (CSDPG) is a nonprofit association comprised of the gifted education directors at the state departments of education in all states and trust territories of the United States.



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## INTRODUCTION

*The 1998-99 State of the States Gifted and Talented Education Report* is the sixth biennial report on gifted education in the United States compiled and published by the Council of State Directors of Programs for the Gifted (CSDPG). It is based on surveys sent to the directors of gifted education at the central education agencies of all fifty states, the trust territories, and the District of Columbia. All the data collected in this report are current as of September, 1998. While most of the information collected reflects specific laws, regulations, or objective data on record in departments of education, some questions in the survey asked the directors of gifted education to provide subjective information based on their knowledge of and experience in their states or territories.

Forty-three states returned the survey. Unfortunately, in spite of repeated efforts to collect information from all states and territories, it was not possible to do so. In the course of data collection, it became apparent that considerable turnover in directors of gifted education at departments of education had occurred since the compilation and publishing of *The 1996 State of the States Report*, and, in some cases, the position of director had been eliminated or combined with other departmental positions. It also became quite apparent that complete, reliable data about gifted student education within states are not readily available. Likewise, there were differences among states in the way survey questions were interpreted due to the particular way gifted education is structured, implemented, and supported in the various states. Thus, it is fair to say that comprehensive information about gifted education throughout the United States is most difficult to produce. The reader should be aware that, wherever information cells are empty, information was either not provided, was not available, or is unknown at the present time.

Nevertheless, there is plenty of extremely valuable data contained in these pages. Consumers of this information are encouraged to draw inferences and conclusions carefully, knowing that there are many holes in the information. Using previous editions of the *State of the States Report* may be useful in describing long-term trends and developments where data have been provided consistently over the years by particular states. Readers are also encouraged to contact directors of gifted education listed in the section on State Agency Contacts in this edition to gather further details and information with respects to specific states or territories.

Throughout the report, several abbreviations are used for convenience. States, territories, and the District of Columbia are identified by the traditional two-letter postal abbreviation. "SEA" stands for the State Education Agency, meaning the state or territory department of education. LEA refers to a Local Education Agency, or district, parish, or other local education administrative unit. The abbreviation, "g/t," means *gifted and talented* and almost always pertains to

students or their special education programming or teachers. The terms "gifted and talented," "g/t," and "gifted" are used interchangeably.

On behalf of the Council, I wish to express sincere thanks to all the state directors who provided information for the current volume. Special thanks go to the CSDPG officers and board members for assisting with the development of the report; and especially to Jan McKenzie, from the Nebraska Department of Education, who did Herculean work in helping to develop and refine the survey.

Frank Rainey

President

Council of State Directors of Programs for the Gifted

## States Participating in the 1998-99 State of the States Survey

(Listed in alphabetical order by postal abbreviation. States or territories not providing information are shown in italics.)

AK	Alaska	MS	Mississippi
AL	Alabama	MT	Montana
AR	Arkansas	NC	North Carolina
AS	<i>American Samoa</i>	ND	<i>North Dakota</i>
AZ	Arizona	NE	Nebraska
CA	California	NH	New Hampshire
CM	<i>Marshall Islands</i>	NJ	New Jersey
CO	Colorado	NM	<i>New Mexico</i>
CT	<i>Connecticut</i>	NV	Nevada
DC	<i>District of Columbia</i>	NY	<i>New York</i>
DE	Delaware	OH	Ohio
FL	Florida	OK	Oklahoma
GA	Georgia	OR	Oregon
GU	<i>Guam</i>	PA	Pennsylvania
HI	<i>Hawaii</i>	PR	<i>Puerto Rico</i>
IA	Iowa	RI	Rhode Island
ID	Idaho	SC	South Carolina
IL	Illinois	SD	South Dakota
IN	Indiana	TN	Tennessee
KS	Kansas	TX	Texas
KY	Kentucky	UT	<i>Utah</i>
LA	Louisiana	VA	Virginia
MA	Massachusetts	VI	<i>U.S. Virgin Islands</i>
MD	Maryland	VT	Vermont
ME	<i>Maine</i>	WA	Washington
MI	Michigan	WI	Wisconsin
MN	Minnesota	WV	West Virginia
MO	Missouri	WY	Wyoming



# Charts

## A. State Policies

State	Does your state have a definition for g/t student?	Is g/t education administered under Special Education?	Is identification of g/t students mandated?	How is identification mandated?	Is programming for g/t students mandated?	How is programming mandated?
AK	yes	yes	yes	law	yes	law
AL	yes	yes	yes	law	yes	law
AR	yes	no	yes	law	yes	law
AS						
AZ	yes	no	yes	law, rule	yes	law, rule, guidelines
CA	yes	no	no		no	
CM						
CO	yes	no	no		no	
CT						
DC						
DE	yes	no	no		no	
FL	yes	yes	yes	law, rule	no	
GA	yes	no	yes	law, rule	yes	rule, regs
GU						
HI						
IA	yes	no	yes	law, rule	yes	law, rule
ID	yes	no	yes	state law	yes	law
IL	yes	no	yes	rule	yes	rule
IN	yes	no	no		no	
KS	yes	yes	yes	law	yes	law
KY	yes	no	yes	rule, law	yes	rule, law
LA	yes	yes	yes	law	yes	law
MA	no	no	no		no	
MD	yes	no	no		no	
ME						
MI	yes	no	no		no	
MN	yes	no	yes	law	yes	law
MO	yes	no	no		no	

1 If districts accept grant funds to support g/t education

## A. State Policies

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State	Does your state have a definition for g/t student?	Is g/t education administered under Special Education?	Is identification of g/t students mandated?	How is identification mandated?	Is programming for g/t students mandated?	How is programming mandated?
MS	yes	no	yes	law	yes	law
MT	yes	no	yes	rule	yes	rule
NC	yes	yes	yes	law	yes	
ND						
NE	yes	no	yes	law	no	
NH	no	no	no		no	
NJ	no	no	yes	admin code	yes	admin code
NM						
NV	yes	no	no		no	
NY						
OH	yes	no	yes	law	no	
OK	yes	no	yes	law	yes	law
OR	no	yes	yes	rule	yes	rule
PA	yes	yes	yes	law	yes	law
PR						
RI	yes	no	no		no	
SC	yes	no	yes	law	yes	law
SD						
TN	yes	yes	yes	law	yes	rule
TX	yes	no	yes	law	yes	law, rule
UT						
VA	yes	no	yes	law	yes	law
VI						
VT	yes	no	no		no	
WA	yes	no	yes(1)	admin code(1)	yes	rule
WI	yes	no	yes	law, rule	yes	law, rule
WV	yes	yes	yes	law	yes	rule
WY	yes	no	yes	law	no	

1 If districts accept grant funds to support g/t education





## B. State Definitions and Legal Citations

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State	Definition	Citations in State Statutes, Rules
AK		
AL	Gifted students are those who are identified as possessing demonstrated gifted behaviors (including creative or productive thinking) and who, by reason thereof, require services not ordinarily provided by the regular school program.	Alabama Exceptional Child Education Act (Acts 1971, No. 106); Rules of the Alabama State Board of Education, 290-080-090-.17 Gifted
AR	Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.	Act 106 of 1979; Act 445 of 1983; Act 34 of 1983; Title 6, Chapter 6-20-317
AS		
AZ	"Gifted child" means a child of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction or special ancillary services, or both, to achieve at levels commensurate with his intellect and ability.	ARS § 15-203, ARS § 15-761, ARS § 15-764, ARS § 15-770, ARS § 15-772, R7-2-606.10, 11 and R7-2-406
CA		
CM		
CO	"Gifted children" means those persons between five and twenty-one whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs.	Exceptional Children's Educational Act (Title 22, Article 20, sections 102.5, 103 [3.7], and 104.5); Title 22, Article 26; State Board of Education Rules 1 308-1, CCR.
CT		
DC		
DE		Title 13
FL		Rule 6A - 6.03019, FAC
GA	Gifted Student - a student who demonstrates a high degree of intellectual and/or creative ability(ies) exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.	Official Code of Georgia Annotated 20-2-151; 20-2-152; 20-2-161; Georgia State Board of Education Rule 160-4-2-.38
GU		
HI		
IA		Iowa Code 257.42-49; Iowa Administrative Code 281--59.1 (257)-281.59.8

## B. State Definitions and Legal Citations

State	Definition	Citations in State Statutes, Rules
ID	"Gifted and talented children" mean those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.	Idaho Code § 33-2003; Idaho Code § 33-2001
IL		
IN		
KS	"Gifted children" means exceptional children who are determined to be within the gifted category of exceptionality as such category is defined in the state plan.	Article 9, Sections 72-933; 72-961; 72-962 (f), (g), (h), (I); Article 12 of Kansas Administrative Regulations for Special Education, 91-12-52.
KY		704 KAR 3:285
LA	Gifted children and youth are those who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude. . . . Talented means possession of measurable abilities that give clear evidence of unique talent in visual or performing arts or both.	Revised Statute 17: 1941
MA		
MD		The Annotated Code of the Public General Laws of Maryland § 8-201-204
ME		
MI	<p>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.</p> <p>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. They require services or activities not ordinarily provided by the schools.</p> <p>Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor. (from the Federal Javits Gifted and Talented Education Act)</p>	State Board Adopted Federal Definition, 1994; Act No. 142, Public Acts of 1997

## B. State Definitions and Legal Citations

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State	Definition	Citations in State Statutes Rules
MN	Gifted and talented children are those who by virtue of outstanding abilities are capable of high performance. These are children whose potentialities can be realized through differentiated educational programs and/or services beyond those normally provided by the regular school program. Children capable of high performance include those with demonstrated achievement or potential ability in any of the following areas, singly or in combination: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts.	
MO	Section 162.675, RSMo, defines gifted children as "those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by a academic environment beyond that offered through a standard grade level curriculum."	State Administrative Rule 5CSR 50.200.010; Section 162.675, RSMo; Section 162.720, RSMo; Section 162.975, RSMo.
MS		
MT		State Law 20-7-901 - 904; Administrative Rules of Montana 10.55.804
NC	The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.	Chapter 115C of the General Statutes, Article 9B
ND		

## B. State Definitions and Legal Citations

State	Definition	Citations in State Statutes, Rules
NE	Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully.	Revised Statutes of Nebraska (R.R.S.) 79-1105 to 79-1108; Title 92, Nebraska Administrative Code, Chapter 3, Regulations Governing High Ability Learners
NH	None	
NJ	None	NJAC 6:8-2.5(a)4
NM		
NV		NRS 388.440-470
NY		
OH		Ohio Revised Code, Section 3313.21; State Rule 3301-51-15
OK	<p>"Gifted and talented children" means those children identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services. For the purpose of this definition, "demonstrated abilities of high performance capability" means those identified students who score in the top three percent (3%) on any national standardized test of intellectual ability. Said definition may also include students who excel in one or more of the following areas:</p> <ul style="list-style-type: none"> <li>a. creative thinking ability</li> <li>b. leadership ability</li> <li>c. visual performing arts ability, and</li> <li>d. specific academic ability.</li> </ul>	School Laws of Oklahoma, Article VII, Sections 904 - 910.1
OR		
PA		22 PA Code: Chapters 14-342
PR		

## B. State Definitions and Legal Citations

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State	Definition	Citations in State Statutes, Rules
RI	In any city or town where there is a child eligible to attend elementary or secondary schools who is either gifted or talented to such an extent that a standard educational program would not foster potential development, the school committee of the city or town may provide the type of educational program that will satisfy the needs of the gifted or talented child in grades pre-kindergarten through twelve (12), said program to be approved by the commissioner. . . (P)rograms . . . serve students who demonstrate unique talents and/or superior capabilities in areas such as specific academic aptitude, creative thinking, intelligence, visual, performing and industrial arts, and leadership.	RI General Laws - Chapter 16, Sections 42-1, 42-2, 42-3
SC		Statute 59-29-170; Regulations R-43-220
SD		
TN	A child whose intellectual abilities and potential for achievement are so outstanding that special provisions are required to meet the established educational needs is considered intellectually gifted.	
TX	"Gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:  (1) exhibits high performance capability in an intellectual, creative, or artistic area; (2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.	Texas Education Code, Title 19, Part II, Chapter 29, § 29.121 - 123 and § 42.146; Texas Administrative Code, Title 19, Part II, Chapter 89, § 89.1 - 89.5
UT		
VA		Code of Virginia 22.1-253:13.1, 22.1-16, 22.1-18.1
VI		
VT	"Gifted and talented children" means children identified by professionally qualified persons who, when compared to others of their age, experience of environment, exhibit capability of high performance in intellectual, creative or artistic areas, possess an unusual capacity for leadership or excel in specific academic fields.	Sec. 1. 16 V.S.A., 13; Sec. 1.16 V.S.A., 2902
WA		WAC 392-170, Highly Capable Student Program

## B. State Definitions and Legal Citations

WI	"Gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.	S. 118.35, Wisconsin Statutes; Administrative Rule PI 8.01(2)(t). 2
WV	Giftedness is exceptional intellectual abilities that are evidence of outstanding capability, and require specially designed instruction and/or services beyond those normally provided by the regular school program.	West Virginia Code 18-20-1; 18-2E-3b; State Board of Education Policy 2419
WY		



## C. Funding Levels

State	Are state funds appropriated specifically for g/v education?	G/T funding for FY 96?	G/T funding for FY 97?	G/T funding for FY 98?
AK	(1)	\$8,170,950	\$8,671,760	\$8,529,963
AL	no			
AR	yes	\$8,000,000	\$8,000,000	\$8,000,000
AS				
AZ	yes	\$954,500	\$1,290,600	\$1,294,300
CA	yes	\$31,539,268	\$40,184,334	\$47,584,642
CM				
CO	yes	\$2,000,000	\$4,000,000	\$5,000,000
CT				
DC				
DE	no	600,000	550,000	450,000
FL	(3)			
GA	yes		\$58,064,810	\$69,771,250
GU				
HI				
IA	no			
ID	yes	\$0	\$0	\$500,000
IL	yes	\$19,695,800	\$19,695,800	\$19,695,800
IN	yes	\$6,843,585	\$6,843,585	\$6,843,970
KS	yes	\$8,840,000	\$8,790,000	\$8,650,000
KY	yes	\$6,300,000	\$6,200,000	\$6,300,000
LA	(3)			
MA	yes	\$437,970	\$437,970	\$437,970
MD	yes	\$2,098,338	\$1,934,532	\$4,434,829
ME				
MI	yes	\$5,000,000	\$5,000,000	\$5,000,000
MN	yes	\$0	\$3,000,000	\$5,000,000
MO	yes	\$20,521,283	\$20,639,847	\$20,664,847

- 1) Included in funds for all special category students as a percent of total district student population.
- 2) Weighted formula funding.
- 3) Included in special education funding formula.



## C. Funding Levels

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State	Are state funds appropriated specifically for g/t education?	G/T funding for FY 96?	G/T funding for FY 97?	G/T funding for FY 98?
MS	yes	\$23,600,000	\$25,400,000	\$26,500,000
MT	yes	\$150,000	\$150,000	\$150,000
NC	yes			
ND				
NE	yes	\$0	\$0	\$3,025,500
NH	no			
NJ	no			
NM				
NV	no			
NY				
OH	yes	\$25,044,439	\$31,521,164	\$34,383,349
OK	yes			
OR	yes	\$200,000	\$205,000	\$209,000
PA	(3)			
PR				
RI	yes	\$20,000	\$20,000	\$20,000
SC	yes	\$23,000,000	\$22,900,000	\$23,900,000
SD				
TN	yes(3)			
TX	yes	\$51,600,000	\$54,700,000	\$56,000,000
UT				
VA	yes	\$19,431,526	\$19,618,558	\$21,338,397
VI				
VT	no	\$0	\$0	\$0
WA	yes			
WI	no	\$0	\$0	\$0
WV	yes (2, 3)			
WY	yes			

- 1) Included in funds for all special category students as a percent of total district student population.
- 2) Weighted formula funding.
- 3) Included in special education funding formula.

## D. Funding Distribution

State	Percent of state g/t allocation going to					Has your state received Javits grants or materials in the last two years?
	... LEAs?	... SEAs	Intermediate or regional agencies, BOCES, etc?	Governor's Schools, magnet schools, etc?	... Other?	
AK	100%					no
AL						no
AR	75%	2%	6%	8%	11% (1, 2)	no
AS						
AZ	92%	8%				yes
CA	100%					no
CM						
CO	99.5%	.5%				yes
CT						
DC						
DE	100%					yes
FL	100%					no
GA	100%					yes
GU						
HI						
IA						no
ID	100%					no
IL	100%					yes
IN	86%	3%	11%			yes
KS	100%					no
KY	93%	7%				yes
LA						no
MA	100%					yes
MD	91%	9%				yes
ME						
MI	80%		12%	8%		no
MN	100%					
MO	97%			3%		no

- 1) Summer programs.
- 2) Miscellaneous.
- 3) \$360,000; percent of total is not available.

## D. Funding Distribution

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State	Percent of state g/t allocation going to					Has your state received Javits grants or materials in the last two years?
	... LEAs?	... SEAs	Intermediate or regional agencies, BOCES, etc?	Governor's Schools, magnet schools, etc?	... Other?	
MS	100%					no
MT	100%					no
NC	100%					yes
ND						
NE	99%	1%				no
NH						no
NJ						no
NM						
NV						
NY						
OH	94.8%	1.7%		3.1%	0.6%	yes
OK	100%					no
OR			100%			no
PA						yes
PR						
RI		100%				yes
SC	100%					yes
SD						
TN						
TX	99%	0.07%	0.93%			yes
UT						
VA	77.1%			22.8%		yes
VI						
VT						no
WA	100%					yes
WI						
WV				(3)		yes
WY	100%					yes

- 1) Summer programs.
- 2) Miscellaneous.
- 3) \$360,000; percent of total is not available.

## E. Funding Methods

State	LEAs' portion of state-allocated funding is determined through the following method(s):				
	... a factor times a percent of the LEAs total student population?	... an amount per identified gifted student?	... an amount based on specific LEA descriptors (e.g., size, geographical location, at-risk factors, etc.)?	... flat or competitive grants?	... other?
AK	yes				
AL	yes				
AR	yes				
AS					
AZ					
CA	yes				
CM					
CO	yes			yes	
CT					
DC					
DE	yes(9)				
FL		yes			
GA					yes(1)
GU					
HI					
IA	yes				
ID	yes	yes			
IL		yes			
IN	yes				yes(2)
KS					yes(3)
KY			yes	yes	
LA		yes			
MA				yes	
MD	yes			yes	
ME					
MI	yes				
MN	yes			yes	
MO					yes(4)

- 1) LEAs receive funding for service segments provided.
- 2) An operating base plus additional funding based on percent of total population.
- 3) FTE.
- 4) Reimbursement.
- 5) State pays for cost of g/t teacher (salary and benefits).
- 6) Special education funding formula.
- 7) Allocation is to SEA for professional development for LEAs.
- 8) Weighted formula.
- 9) Block of formerly categorical funds goes to districts based on population; g/t competes among program areas at local level for funds.

## E. Funding Methods

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State	Funding for LEAs is determined through the following method(s):				
	... a factor times a percent of the LEAs total student population?	... an amount per identified gifted student?	... an amount based on specific LEA descriptors (e.g., size, geographical location, at-risk factors, etc.)?	... flat or competitive grants?	... other?
MS					yes(5)
MT				yes	
NC	yes				
ND					
NE	yes				
NH					
NJ					
NM					
NV					
NY					
OH	yes				
OK			yes		
OR				yes	
PA			yes		yes(6)
PR					
RI					(7)
SC		yes			
SD					
TN		yes			
TX	yes	yes			
UT					
VA	yes				
VI					
VT					
WA	yes				
WI					
WV					(8)
WY					(8)

- 1) LEAs receive funding for service segments provided.
- 2) An operating base plus additional funding based on percent of total population.
- 3) FTE.
- 4) Reimbursement.
- 5) State pays for cost of g/t teacher (salary and benefits).
- 6) Special education funding formula.
- 7) Allocation is to SEA for professional development for LEAs.
- 8) Weighted formula.
- 9) Block of formerly categorical funds goes to districts based on population; g/t competes among program areas at local level for funds.

**F. Identification - Gifted Student Population**

State	Number of identified g/t students?	Identified g/t students as % of total state student population?	African American among identified g/t population?	Hispanic, Latino among identified g/t population?	Asian American among identified g/t population?	White, not Hispanic among identified g/t population?	Native American among identified g/t population?	Other, not mentioned among identified g/t population?
AK	5,277	4.00%						
AL	19,951	2.69%	10.70%			86.70%		
AR	40,264	8.00%	16.50%			81.20%		
AS								
AZ	59,672	8.00%						
CA	350,792	6.12%						
CM								
CO	95,653	13.9%						
CT								
DC								
DE	3100	3.0%						
FL	98,369	4.29%						
GA	67,407	5.00%	12.00%	.7%	4.00%	83.00%	.1%	
GU								
HI								
IA	31,945	6.36%						
ID	8,252	3.40%	.7%	9.20%	1.10%	87.70%	1.30%	0.00%
IL	159,911	8.0%						
IN	77,024	8.00%						
KS	14,542	3.10%	2.30%	1.60%	2.90%	92.80%	.6%	0.00%
KY	95,371							
LA	25,144	3.00%						
MA								
MD		22.90%						
ME								
MI								
MN								
MO	27,831	3.00%						

# F. Identification - Gifted Student Population

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State	Number of identified g/t students?	Identified g/t students as % of total state student population?	African American among identified g/t population?	Hispanic/Latino among identified g/t population?	Asian American among identified g/t population?	White, not Hispanic among identified g/t population?	Native American among identified g/t population?	Other, not mentioned among identified g/t population?
MS	27,120	5.40%						
MT								
NC	94,009	8.00%						
ND								
NE	35,190	12.00%	5.00%	2.00%	2.00%	91.00%	.4%	0.00%
NH								
NJ								
NM								
NV	700	.22%						
NY								
OH	235,666	13.00%						
OK	88,785	14.27%	7.20%	2.30%	2.20%	76.80%	11.50%	w/white
OR	37,004	7.3%	.01%	2.0%	5.0%	92.0%	1.0%	0.00%
PA	80,663	5.00%						
PR								
RI								
SC	57,629	11.40%	14.50%	.6%	1.70%	83.10%	.1%	0.00%
SD								
TN	18,526	2.00%						
TX	313,142	8.00%	9.68%	23.50%	4.70%	61.88%	.21%	0.00%
UT								
VA	129,179	12.03%						
VI								
VT								
WA	49,582		1.50%	6.00%	5.80%	81.00%	1.70%	
WI								
WV	6,301	2.28%						
WY								

**G. Identification Requirements**

State	Does your state mandate identification of g/t students?	If mandated, what measures are required for identification?	If not mandated, what measures for identification are most common?	Are LEAs required to use the state definition as basis for identification?	Are LEAs required to use the same identification guidelines or processes?
AK	yes	1,2		yes	no
AL	yes	1,3,4		yes	yes
AR	yes	1,2,3,4,5,6		no	yes
AS					
AZ	yes	1		yes	yes
CA	no		1,2,3	yes	yes
CM					
CO	no		2,4,3	no	no
CT					
DC					
DE	no		2,1,4	no	no
FL	yes	1,4,6		yes	yes
GA	yes	1,2,3,4,5,6		yes	yes
GU					
HI					
IA	yes	multiple criteria		no	no
ID	yes	id 4 talent area		yes	no
IL	yes	6		yes	no
IN	no		1,2,3,4,5,6		no
KS	yes	1,2,3,4,5,6		yes	yes
KY	yes	1,2,6		yes	yes
LA	yes	1,2,6		yes	yes
MA	no		1,3,6	no	no
MD	no		2,1,3	yes	no
ME					
MI	no		2,1,3	no	no
MN	yes	none required	2,1,3	no	no
MO	no		1,2,4	no	no

- 1) Intelligence/ability/aptitude assessment
- 2) Academic achievement/performance assessment
- 3) Teacher/parent/student/peer nomination
- 4) Characteristics or behavioral checklists/observations
- 5) Grades/anecdotal records/student interest inventories/assessment of student motivation
- 6) Other



## G. Identification Requirements

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State	Does your state mandate identification of g/t students?	If mandated, what measures are required for identification?	If not mandated, what measures for identification are most common?	Are LEAs required to use the state definition as basis for identification?	Are LEAs required to use the same identification guidelines or processes?
MS	yes	multiple criteria		yes	yes
MT	yes	locally defined		no	no
NC	yes	locally defined		no	no
ND					
NE	yes	multiple criteria		no	no
NH	no		locally defined	no	no
NJ	yes	none		no	no
NM					
NV	no		1,2,5	no	no
NY					
OH	yes	1,2,4,6		yes	yes
OK	yes	locally defined		yes	no
OR	yes	1,2,3,4,5		yes	no
PA	yes	1,2,6		yes	yes
PR					
RI	no		3,2,5	no	no
SC	yes	1,2,3,5		yes	yes
SD					
TN	yes			yes	yes
TX	yes	3 measures req'd		yes	no
UT					
VA	yes	4 measures req'd		yes	no
VI					
VT	no		3,2,1	no	no
WA	yes	1,2,6		yes	yes
WI	yes	none required	1,2,3	yes	no
WV	yes	1,2,3,5		yes	yes
WY	yes	locally defined		no	no

- 1) Intelligence/ability/aptitude assessment
- 2) Academic achievement/performance assessment
- 3) Teacher/parent/student/peer nomination
- 4) Characteristics or behavioral checklists/observations
- 5) Grades/anecdotal records/student interest inventories/assessment of student motivation
- 6) Other

## H. Identification Practices

State	What percent of LEAs identify g/t students?	At what grade level does identification begin?	Is there a maximum percent of students LEAs can identify?	Is an appeals process available?
AK	100%	pre-K	4%	yes
AL	100%	K	no	yes
AR	100%	K	no	yes
AS				
AZ	81%	K	no	no
CA		3rd	yes	Defined by LEA
CM				
CO	85%	2 <sup>nd</sup>	no	Defined by LEA
CT				
DC				
DE	80%	1 <sup>st</sup>	no	Defined by LEA
FL	99%	K	no	yes
GA	99%	K	no	yes
GU				
HI				
IA	100%	K	no	Defined by LEA
ID	75%	K	no	Defined by LEA
IL	99%	K	no	Defined by LEA
IN	100%		no	Defined by LEA
KS	100%	K	3%	yes
KY	100%	4th	no	yes
LA	100%	pre-K	no	yes
MA	14%			
MD	100%	1st	no	Defined by LEA
ME				
MI	50%	3rd	no	Defined by LEA
MN	65%	1st	no	Defined by LEA
MO	57%	3rd	yes	Defined by LEA

## H. Identification Practices

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State	What percent of LEAs identify g/t students?	At what grade level does identification begin?	Is there a maximum percent of students LEAs can identify?	Is an appeals process available?
MS	100%	2nd	no	Defined by LEA
MT	unknown	K	no	no
NC	100%	K	no	Defined by LEA
ND				
NE		3rd	yes	Defined by LEA
NH	8%		no	Defined by LEA
NJ			no	Defined by LEA
NM				
NV	80%	1 <sup>st</sup>	no	Defined by LEA
NY				
OH	98%	1st	no	Defined by LEA
OK	100%	1st	no	yes
OR	99%	K	no	Defined by LEA
PA	100%	K	no	yes
PR				
RI	75%	4th	no	Defined by LEA
SC	100%	3rd	no	Defined by LEA
SD				
TN	83%			
TX	100%	K	no	yes
UT				
VA	100%	K	no	yes
VI				
VT	25%	unknown	no	no
WA	93%	K	no	Defined by LEA
WI	100%	K	no	Defined by LEA
WV	100%	1st	no	yes
WY	100%	K	no	Defined by LEA

## I. Programming Services - Provision

State	Are programming services for g/t students mandated?	Does your state apply program standards for LEA accountability?	Percent of LEAs providing programming services for g/t students?
AK	yes	no	100%
AL	yes	no	90%
AR	yes	yes	100%
AS			
AZ	yes	yes	81%
CA	no	yes	75%
CM			
CO	no	no	80%
CT			
DC			
DE	no	no	85%
FL	yes	no	99%
GA	yes	yes	100%
GU			
HI			
IA	yes	yes	100%
ID	yes	no	75%
IL	yes	no	
IN	no	yes	100%
KS	yes	yes	100%
KY	yes	yes	100%
LA	yes	yes	100%
MA	no	yes	32%
MD	no	yes	100%
ME			
MI	no	no	50%
MN	yes	no	65%
MO	no	yes	57%

# I. Programming Services - Provision

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State	Are programming services for g/t students mandated?	Does your state apply program standards for LEA accountability?	Percent of LEAs providing programming services for g/t students?
MS	yes	no	100%
MT	yes	no	
NC	yes	yes	100%
ND			
NE	no	no	50%
NH	no	no	8%
NJ	yes	no	
NM			
NV	no	no	80%
NY			
OH	no	yes	
OK	yes	yes	100%
OR	yes	yes	100%
PA	yes	yes	100%
PR			
RI	no	no	75%
SC	yes	yes	100%
SD			
TN	yes		91%
TX	yes	yes	100%
UT			
VA	yes	no	100%
VI			
VT	no	no	25%
WA	yes	no	93%
WI	yes	no	
WV	yes	yes	100%
WY	no	no	48%

## J. Programming Services - Delivery Methods

State	Through which of the following delivery methods are services primarily provided at each level: Formal g/t program Classroom-based program Combination formal and classroom programs Other				Grade at which programming services generally begin?	Grade levels at which programming services are provided?	Approximate percent of g/t students' time spent in differentiated programming?
	PreK-2	Elem (3-5)	MS/Jr Hi (6-8)	Hi Sch (9-12)			
AK	other (1)	other (1)	other (1)	other (1)	3-5	preK-12	< 10%
AL	formal	formal	formal	classroom	3-5	K-12	10-25%
AR	combination	formal	combination	combination	K-2	preK-12	< 10%
AS		combination	combination	combination	3-5	preK-12	10-25%
AZ							
CA		combination	formal	combination	3-5	3-12	10-25%
CM							
CO	classroom	combination	classroom	classroom			
CT							
DC							
DE	classroom	formal	combination		preK	3-5	<10%
FL	formal	formal	formal	classroom	3-5	preK-12	10-25%
GA	formal	formal	formal	formal	preK-2	preK-12	10-25%
GU							
HI							
IA	combination	formal	combination	combination	3-5	K-12	10-25%
ID	classroom	formal	combination	classroom	3-5	preK-12	10-25%
IL	combination	combination	combination	combination	3-5	preK-12	<10%
IN					3-5	3-12	
KS	formal	formal	formal	formal	K	K-12	75-100%
KY	combination	combination	combination	combination	K-2	K-12	25-50%
LA	classroom	formal	formal	formal	6-8	preK-12	10-25%
MA							
MD	combination	combination	other (2)	other (2)	1	preK-12	
ME							
MI	combination	combination	combination	combination	3-5	preK-12	25-50%
MN					preK-2	preK-5, 9-12	< 10%
MO	formal	formal	formal	classroom	3-5	3-8	10-25%

- 1) Individual Education Plan (IEP)
- 2) Special Classes
- 3) Dual Enrollment
- 4) Governor's Schools
- 5) Independent Study

State	Through which of the following delivery methods are services primarily provided at each level: Formal g/t program Classroom-based program Combination formal and classroom programs Other				Grade at which programming services generally begin?	Grade levels at which programming services are provided?	Approximate percent of g/t students' time spent in differentiated programming?
	PreK-2	Elem (3-5)	MS/Jr Hi (6-8)	Hi Sch (9-12)			
MS	2nd formal	formal	formal	formal	2nd	2-6 mandated, 7-12 permissive	10-25%
MT	combination	combination	combination	classroom	K	K-12	
NC	formal	combination	classroom	classroom	preK-2	preK-12	25-50%
ND							
NE	classroom	combination	combination	classroom	3-5	3-5, 9-12	10-25%
NH		classroom	combination	other (2)	3-5	3-5	< 10%
NJ							
NM							
NV	formal	formal	formal	formal	preK-2	preK-12	<10%
NY							
OH	classroom	formal	combination	combination	3-5	preK-12	10-25%
OK	classroom	combination	combination	combination	1-2	1-12	
OR	classroom	classroom	classroom	combination	preK-2	preK-2	50-75%
PA	combination	combination	combination	combination	preK-2	preK-12	10-25%
PR							
RI		combination			3-5	3-8	
SC		formal	combination	classroom	3-5	3-12	10-25%
SD							
TN							
TX	combination	combination	formal	formal	K-2	K-12	10-25%
UT							
VA	combination	combination	combination	other (3, 4, 5)	preK-2	preK-12	10-25%
VI							
VT							
WA	combination	combination	combination	combination	3-5	preK-12	25-50%
WI					preK-2	preK-12	
WV	other (1)	other (1)	other (1)	other (1)	preK-2	preK-12	50-75%
WY							10-25%

- 1) Individual Education Plan (IEP)
- 2) Special Classes
- 3) Dual Enrollment
- 4) Governor's Schools
- 5) Independent Study

## K. Accountability

State	Does the state monitor LEA programs for g/t students?	What methods does the state use to monitor g/t programs? (A)*	What areas of LEA g/t programs are monitored by the state? (B)*	Are LEAs required to report on g/t education through state accountability procedures?	What are the primary bases for g/t education accountability? (C)*	Legend
AK	yes	1,2	6a	no	4	<b>A) Methods</b> 1) Review/approval of LEA Plan 2) On-site visit 3) LEAs self-monitor 4) Accreditation process 5) Reports to SEA 6) Other a) Compliance with regs b) Racial equity c) Regional service center process d) Optional external evaluation center process e) Grants f) Surveys g) Complaint investigation h) Public review
AL	yes	1	6a, 6b	no	4,5	
AR	yes	1,2,6c	2,3,4,5,6a	yes	3	
AS						
AZ	yes	1,2,4,5	1,2,3,4,5	yes	3	
CA	yes	1,3	1,2,3,5	yes	3	
CM						
CO	yes	1,5	1	no		
CT						
DC						
DE	no			no		
FL	yes	1,2	6f	no		
GA	yes	1,5	1,4,5	yes	1	
GU						
HI						
IA	yes	1,3,4	1,4,6g	no		<b>B) Areas Monitored</b> 1) Budget 2) Program quality 3) Student performance 4) Personnel qualifications 5) Evaluation methods 6) Other a) Student contact time b) Identification practices c) Special Education d) Professional development e) Program elements f) Compliance with regs, law g) Response to formal appeal
ID	yes	6d	2	no		
IL	yes	2	1	no	3	
IN	yes	1,3,6h	1,4,5,6g	yes	4	
KS	yes	1,2	1,2,4,5	yes	3	
KY	yes	1,2,5,6a	1,2,4,6b	yes	3	
LA	yes	1,2,3,5	2,4,6c	no	6	
MA	no					
MD	yes	1,2,3,5,6e	1,2,3,5	yes	3	
ME						
MI	yes	1,5	1,2,5	yes	3	
MN	no		1,3	no	1	
MO	yes	1,2,4	1,4,5,6b	yes	7	

\*See Legend in right margin.



State	Does the state monitor LEA programs for g/t students?	What methods does the state use to monitor g/t programs? (A)*	What areas of LEA g/t programs are monitored by the state? (B)*	Are LEAs required to report on g/t education through state accountability procedures?	What are the primary bases for g/t education accountability? (C)*	Legend (C)Account-ability Basis
MS	yes	1,2	1,4,5	yes	4	1) Student performance 2) Program performance 3) Combination of student and program performance 4) Compliance with regs, law 5) Racial equity 6) Special Education procedures 7) Program elements 8) Report on funding 9) Other a) Documents, observation
MT	no	5	none	no	none	
NC	yes	1,2,3	1,2,3,4,5	yes	3	
ND						
NE	yes	1,3,4,5	1,3	no	3	
NH	no	6f	none	no	none	
NJ	yes	2,4	1,2	yes	9a	
NM						
NV	no					
NY						
OH	yes	3	4	no	4	
OK	yes	1,2,4,5		yes	4	
OR	yes	6g	6g	no	2	
PA	yes	1,2	5,6c	yes	3	
PR						
RI	no			no		
SC	yes	2,3,4,5	1,2,4,5	yes	2	
SD						
TN	yes	2,5	1,2,4,5	yes	3	
TX	yes	2	2,6b, 6d	no	4a	
UT						
VA	yes	1,5		no	4	
VI						
VT	no					
WA	yes	1,2,3,5	6f	no	4	
WI	yes	6g	6e	no		
WV	yes	1,2,3,5,6g	1,2,3,4	yes	4a	
WY	no			no		

\*See Legend in right margin.

## L. Personnel Standards

State	Does your state offer professional endorsement in g/t education?	Does the state have specific professional standards for teachers of the gifted?	Does the state require training in g/t education for		Approximately how many hours of g/t training do classroom teachers have?*
			... all classroom teachers?	... teachers who work primarily with g/t students?	
AK	yes	no		yes	0-3
AL	yes	yes		yes	
AR	yes	yes	no	yes	0-3
AS					
AZ	yes	yes	no	yes	0-3
CA	no	yes	no	yes	4-6
CM					
CO	yes (1)	yes (1)	no	no	0-3
CT					
DC					
DE	yes	no	no	yes	0-3
FL	yes	no	no	yes	
GA	yes	yes	no	yes	
GU					
HI					
IA	yes	no	no	yes	0-3
ID	yes	yes	no	yes	0-3
IL	no	no	no	no	0-3
IN	yes	yes	no	no	
KS	yes	yes		yes	
KY	yes	yes	yes (2)	yes	0-3
LA	yes	yes	no	yes	0-3
MA	no	no	no	no	
MD	no	no	no	no	0-3
ME					
MI	no	no	no	no	0-3
MN	yes		no	no	
MO	yes	yes	no	yes	0-3

\* Estimate based on requirements for pre-service teacher preparation, inservice training, etc.

- 1) Beginning Fall 1999.
- 2) Professional development in g/t education.
- 3) Permissive

State	Does your state offer professional endorsement in g/t education?	Does the state have specific professional standards for teachers of the gifted?	Does the state require training in g/t education for...		Approximately how many hours of g/t training do classroom teachers have?*
			... all classroom teachers?	... teachers who work primarily with g/t students?	
MS	yes	no	no	yes	0-3
MT	yes	yes (3)	no	no	0-3
NC	yes	yes	no	yes	4-6
ND					
NE	yes	yes	no	no	0-3
NH	no	no	no	no	0-3
NJ	no	no	no	no	
NM					
NV	yes	no	no	yes	0-3
NY					
OH	yes	yes	no	yes	0-3
OK	no	no	no	yes	0-3
OR	no	no	no	no	0-3
PA	no	no	no	yes	
PR					
RI	no	no	no	no	0-3
SC	no	no	no	no	0-3
SD					
TN	no	yes	no	yes	
TX	yes (3)	no	no	yes	
UT					
VA	yes	yes	no	no	6+
VI					
VT	no	no	no	no	
WA	no	no	no	no	0-3
WI	no	no	no	no	0-3
WV	yes	yes	no	yes	0-3
WY	yes	no	no	no	0-3

\* Estimate based on requirements for pre-service teacher preparation, inservice training, etc.

- 1) Beginning Fall 1999.
- 2) Professional development in g/t education.
- 3) Permissive

## M. Personnel Preparation

State	If training is required, how many semester hours (or equivalent) are required for . . .			
	. . . classroom teachers?	. . . teachers with g/t assignments?	. . . endorsement at undergrad level?	. . . endorsement at grad level?
AK		6		
AL				
AR	6 clock hrs (1)	18		18
AS				
AZ		12		12
CA	0-3	3-6	3	
CM				
CO				20-30 (2)
CT				
DC				
DE		15		15
FL				15
GA		20 qtr		20 qtr
GU				
HI				
IA		12		
ID		20		
IL				
IN				15
KS				
KY	(3)	12		12
LA				
MA				
MD				
ME				
MI				
MN				
MO				15

- 1) Secondary only.
- 2) Beginning Fall 1999.
- 3) Professional development in g/t education required of all classroom teachers.
- 4) Yearly inservice required.

# M. Personnel Preparation

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State	If training is required, how many semester hours (or equivalent) are required for . . .			
	. . . classroom teachers?	. . . teachers with g/t assignments?	. . . endorsement at undergrad level?	. . . endorsement at grad level?
MS		6-15		
MT		18 continuing ed units		
NC				
ND				
NE		18	18	18
NH				
NJ				
NM				
NV		15	15	15
NY				
OH		20	20	20
OK				
OR				
PA		(4)		
PR				
RI				
SC				
SD				
TN				
TX				
UT				
VA				
VI				
VT				
WA				
WI				
WV			18	18
WY				

- 1) Secondary only.
- 2) Beginning Fall 1999.
- 3) Professional development in g/t education required of all classroom teachers.
- 4) Yearly inservice required.

46 **N. Institutions of Higher Education Offering Gifted Education Degrees or Endorsement**

State	Institution	Location	Ungd*	Grad*	Master	Doctor
AK						
AL	University of Alabama University of South Alabama				x x	
AR	Arkansas State University Arkansas Tech University University of Arkansas University of Arkansas University of Central Arkansas	Fayetteville Little Rock		x x x x x	x x x x x	
AS						
AZ	University of Arizona University of Northern Arizona Arizona State University	Tucson Flagstaff Phoenix		x x x	x x x	x x x
CA	University of California University of California University of California	Riverside Davis Los Angeles		x x		x
CM						
CO	University of Northern Colorado University of Colorado University of Denver	Greeley Colorado Springs Denver			x x x	x x
CT						
DC						
DE	University of Delaware			x		
FL	University of South Florida			x	x	
GA	The University of Georgia Georgia State University Valdosta State University University of West Georgia Kennesaw State University	Athens		x	x	x
GU						
HI						
IA	Buena Vista University Drake University University of Iowa Morningside College University of Northern Iowa			x x x x x		
ID						
IL						
IN	Ball State University Purdue University Indiana University	Muncie Bloomington		x x x	x	
KS	Emporia State University Kansas State University University of Kansas Fort Hays State University			x x x	x x x	x x x

\*Endorsement in Gifted Education

1) All universities mentioned are approved to offer endorsement in gifted education; level (undergrad or grad) not stipulated.

# N. Institutions of Higher Education Offering Gifted Education Degrees or Endorsement 47

State	Institution	Location	Ungd*	Grad*	Master	Doctor
KY	University of Kentucky Western Kentucky University Eastern Kentucky University Morehead State University Northern Kentucky University University of Louisville			x x x x x x	x	
LA	Louisiana State University University of Southeastern Louisiana Northeast Louisiana University Northwestern State University				x x x x	x x
MA						
MD	University of Maryland Johns Hopkins University					x x
ME						
MI	Eastern Michigan University Grand Valley State University			x x		
MN	University of St. Thomas Hamline University University of Minnesota			x x x	x	x
MO	Central Missouri State University Drury College Lindenwood College Maryville College University of Missouri Southeast Missouri State University University of Missouri Webster University	Warrensburg Springfield St. Charles St. Louis Columbia Cape Girardeau St. Louis St. Louis				
MS	Alcorn State University Delta State University Jackson State University Mississippi College Mississippi State University Mississippi University for Women University of Mississippi University of Southern Mississippi William Carey College	Lorman Cleveland Jackson Clinton Starkville Columbus Oxford Hattiesburg Hattiesburg		x x x x x x x x x	x	x
MT						
NC	University of North Carolina East Carolina University Methodist College	Charlotte		x x	x	
ND						
NE	University of Nebraska Wesleyan University Creighton University	Omaha, Lincoln, Kearney Lincoln Omaha		x x x	x	
NH						
NJ						
NM						

\*Endorsement in Gifted Education

1) All universities mentioned are approved to offer endorsement in gifted education; level (undergrad or grad) not stipulated.

48 **N. Institutions of Higher Education Offering Gifted Education Degrees or Endorsement**

State	Institution	Location	Ungd*	Grad*	Master	Doctor
NV	University of Nevada, Reno University of Nevada, Las Vegas	Reno Las Vegas	x x	x x	x x	
NY						
OH	Ashland University Bowling Green State University Cleveland State University Kent State University Miami State University Ohio State University Ohio University Xavier University Youngstown State University			x x x x x x x x x		
OK	Oklahoma State University Oklahoma City University Southeastern Oklahoma State Univ. University of Tulsa			x x x x	x x	x
OR						
PA						
PR						
RI	Rhode Island College			x		
SC	Converse College	Spartanburg			x	
SD						
TN						
TX(1)	Baylor University Corpus Christi State University East Texas State University Hardin-Simmons University Lamar University Laredo State University Midwestern State University Sam Houston State University Southwest Texas State University Stephen F. Austin State University Sul Ross University Tarleton State University Texas A & M University Texas Tech University Texas Woman's University University of Houston University of Houston University of Houston University of North Texas University of St. Thomas University of Texas University of Texas-Pan American University of Texas West Texas State University	Waco Corpus Christi Commerce Abilene Beaumont Laredo Wichita Falls Huntsville San Marcos Nacogdoches Alpine Tarleton College Station Lubbock Denton Houston Clear Lake Victoria Denton Houston Arlington Edinburg Tyler Canyon				

\*Endorsement in Gifted Education

1) All universities mentioned are approved to offer endorsement in gifted education; level (undergrad or grad) not stipulated.



# N. Institutions of Higher Education Offering Gifted Education Degrees or Endorsement 49

State	Institution	Location	Ungd*	Grad*	Master	Doctor
UT						
VA	University of Virginia			x	x	x
	The College of William and Mary			x	x	x
	Virginia Commonwealth University			x	x	
	Norfolk State University			x	x	
VI						
VT	Johnson State College			x	x	
WA	Whitworth College			x	x	
WI						
WV	Marshall University	Huntington	x	x	x	
	West Virginia University	Morgantown	x	x	x	
	Fairmont State College		x			
WY						

\*Endorsement in Gifted Education

1) All universities mentioned are approved to offer endorsement in gifted education; level (undergrad or grad) not stipulated.

## O. State Education Agency Support Personnel

State	G/T education is located in what department, division, section, or unit of your SEA? (See footnotes)	How many full or part time people have primary responsibility for g/t education at your SEA?		Total FTE* at SEA responsible for g/t education?
		Full time	Part time	
AK	1		1	0.1
AL	1		1	0.5
AR	2	2		2.0
AS				
AZ	1	1		1.0
CA	3	2		2.0
CM				
CO	4	1		1.0
CT				
DC				
DE	5		1	.25
FL	1	1		1.0
GA	5	1		1.0
GU				
HI				
IA	5		1	0.5
ID	1	1		1.0
IL	3		2	0.5
IN	6	3		3.0
KS	1		1	0.4
KY	5	1		1.0
LA	1	2		2.0
MA	1	1	1	1.25*
MD	7	3		3.0
ME				
MI	5	1		1.0
MN	5, 8	1		1.0
MO	5	2	1	2.5

\* 1 full-time sabbatical teacher and .25 SEA professional

- 1) Special Education
- 2) School Improvement/Instructional Support
- 3) Elementary/Secondary Education
- 4) Educational Services

5) Curriculum and Instruction

6) Gifted/Talented Unit

7) Instruction and Staff Development

8) Teaching and Learning

9) Integrated Programs

10) Title VI Federal Programs

# O. State Education Agency Support Personnel

51

State	G/T education is located in what department, division, section, or unit of your SEA? (See footnotes)	How many full or part time people have primary responsibility for g/t education at your SEA?		Total FTE* at SEA responsible for g/t education?
		Full time	Part time	
MS	5	1		1.0
MT	None			0.0
NC	1	1		1.0
ND				
NE	5	1		1.0
NH	9		1	0.1
NJ	5		1	0.25
NM				
NV	10		1	0.1
NY				
OH	1	1	4	2.0
OK	5	2		2.0
OR	1		1	0.37
PA	1		15	
PR				
RI	1		1	0.5
SC	5		2	1.0
SD				
TN	1		1	0.2
TX	5	6		6.0
UT				
VA	5	1		1.0
VI				
VT	None			0.0
WA	5		1	0.25
WI	None			0.0
WV	1	1		1.0
WY	3		1	0.1

\* 1 full-time sabbatical teacher and .25 SEA professional

- 1) Special Education
- 2) School Improvement/Instructional Support
- 3) Elementary/Secondary Education
- 4) Educational Services

- 5) Curriculum and Instruction
- 6) Gifted/Talented Unit
- 7) Instruction and Staff Development
- 8) Teaching and Learning
- 9) Integrated Programs
- 10) Title VI Federal Programs

## P. State Education Agency Personnel Activities

State	Activities and service areas in which SEA g/t personnel spend the greatest amount of time. 1 = most, 2 = next most, 3 = next most							
	Technical assistance to LEAs	Staff development	Managing state g/t funding	Monitoring compliance, accountability	Coordinating programs related to g/t education*	Responding to parent questions	Serving on task forces, committees, etc.	Other
AK	2						1	
AL	1						2	
AR	3			1		2		
AS								
AZ	2		1			3		
CA	3		1		2			
CM								
CO	1	3	2					
CT								
DC								
DE	2	1				3		
FL	1					3		2a
GA	1	2						
GU								
HI								
IA	2	3		1				
ID	1	2						
IL	3		1			2		
IN	1				3	2		
KS	1	3					2	
KY	1	3					2	
LA	1							2b
MA			3			1	2	
MD	2		1	3				
ME								
MI	1					2	3	
MN	1		2				3	
MO	1		2					3b

\* Advanced Placement, concurrent enrollment, competitions, etc.

a) Policy revision and review.

b) Coordinating Governor's Schools, other special programs.

a) Handling correspondence.

# P. State Education Agency Personnel Activities

53

State	Activities and service areas in which SEA g/t personnel spend the greatest amount of time; 1 = most, 2 = next most, 3 = next most.							
	Technical assistance to LEAs	Staff development	Managing state g/t funding	Monitoring compliance, accountability	Coordinating programs related to g/t education*	Responding to parent questions	Serving on task forces, committees, etc.	Other
MS	1		3	2				
MT								
NC	2	3		1				
ND								
NE	3	2	1					
NH	3						1	2b
NJ	2					1		
NM								
NV	2						1	
NY								
OH	1						2	
OK	1	2						
OR			3	1		2		
PA	1			2			3	
PR								
RI	2		3					1b
SC	1						3	2b
SD								
TN	2			3			1	
TX		3				2		1b
UT								
VA			3	2		1		
VI								
VT	1						2	
WA	1		3			2		
WI								
WV	1	2		3				
WY	1					2		3c

\* Advanced Placement, concurrent enrollment, competitions, etc.

a) Policy revision and review.

b) Coordinating Governor's Schools, other special programs.

a) Handling correspondence.

## Q. State Education Agency Program Coordination

State	Programs or activities for which the g/t program office at the SEA has some coordinating role:									
	Advanced Placement courses, exams	Inter-national Baccalaureate	Post-Secondary options, concurrent enrollment	Credit by examination	External programs (1)	Talent Search programs	Grants programs	Reform efforts, policy initiatives, etc.	Governor's Schools, magnet schools	Other
AK										
AL								yes		
AR	yes							yes	yes	
AS										
AZ							yes	yes		
CA	yes	yes				yes		yes		
CM										
CO	yes		yes				yes	yes		
CT										
DC										
DE					yes	yes		yes		
FL							yes	yes		
GA										
GU										
HI										
IA										
ID							yes	yes		
IL								yes		
IN			yes	yes	yes	yes	yes	yes		
KS										
KY					yes		yes	yes		yes(2)
LA							yes	yes		
MA							yes	yes		
MD							yes	yes		yes(3)
ME										
MI	yes		yes	yes		yes	yes			
MN	yes	yes	yes	yes	yes	yes	yes	yes		
MO	yes	yes	yes						yes	

- 1) Odyssey of the Mind (OM), Future Problem Solving Program, Academic Olympiads, Talents Unlimited, etc.
- 2) Department initiatives.
- 3) Javits Program.
- 4) School to Career.
- 5) Scholarship programs.
- 6) Standards-based programs and g/t

# Q. State Education Agency Program Coordination

55

State	Programs or activities for which the g/t program office at the SEA has some coordinating role:									
	Advanced Placement courses, exams	Inter-national Baccalaureate	Post-Secondary options, con-current enrollment	Credit by examina-tion	External programs (1)	Talent Search programs	Grants programs	Reform efforts, policy initiatives, etc.	Governor's Schools, magnet schools	Other
MS										
MT							yes			
NC										
ND										
NE	yes		yes		yes	yes		yes		
NH								yes		
NJ								yes		yes(6)
NM										
NV										
NY										
OH	yes						yes	yes		
OK	yes			yes		yes				
OR							yes			
PA		yes	yes	yes	yes	yes				
PR										
RI					yes	yes		yes		
SC		yes						yes		
SD										
TN										
TX	yes	yes	yes	yes	yes	yes		yes		yes(4)
UT										
VA										
VI										
VT										
WA							yes	yes		yes(5)
WI										
WV	yes		yes	yes			yes	yes		
WY										

- 1) Odyssey of the Mind (OM), Future Problem Solving Program, Academic Olympiads, Talents Unlimited, etc.
- 2) Department initiatives.
- 3) Javits Program.
- 4) School to Career.
- 5) Scholarship programs.
- 6) Standards-based programs and g/t





R. Issues in Recent Past Having Greatest Positive and Negative  
Impact on Gifted Education in the States

57

States were asked what issues or conditions within the recent past have had the greatest positive and/or negative impact on gifted education in the state. The following areas were cited by more than one state as having the greatest positive impact on gifted education:

- Improved identification procedures.
- Expanded professional development in gifted education.
- Increased accountability, including better and increased program monitoring, program effectiveness standards, and reporting methods.
- Increased funding for gifted education, better funding equity for local school agencies, and improved state funding mechanisms.
- New legislation supporting gifted education and improved regulation.
- Improved programming, including federally-funded Advanced Placement Incentive Program, better match of programming to student need, improved Governor's School program.
- Adoption of state assessments.
- Adoption of state content standards.
- Designation of professional q/t staff at state education agency.

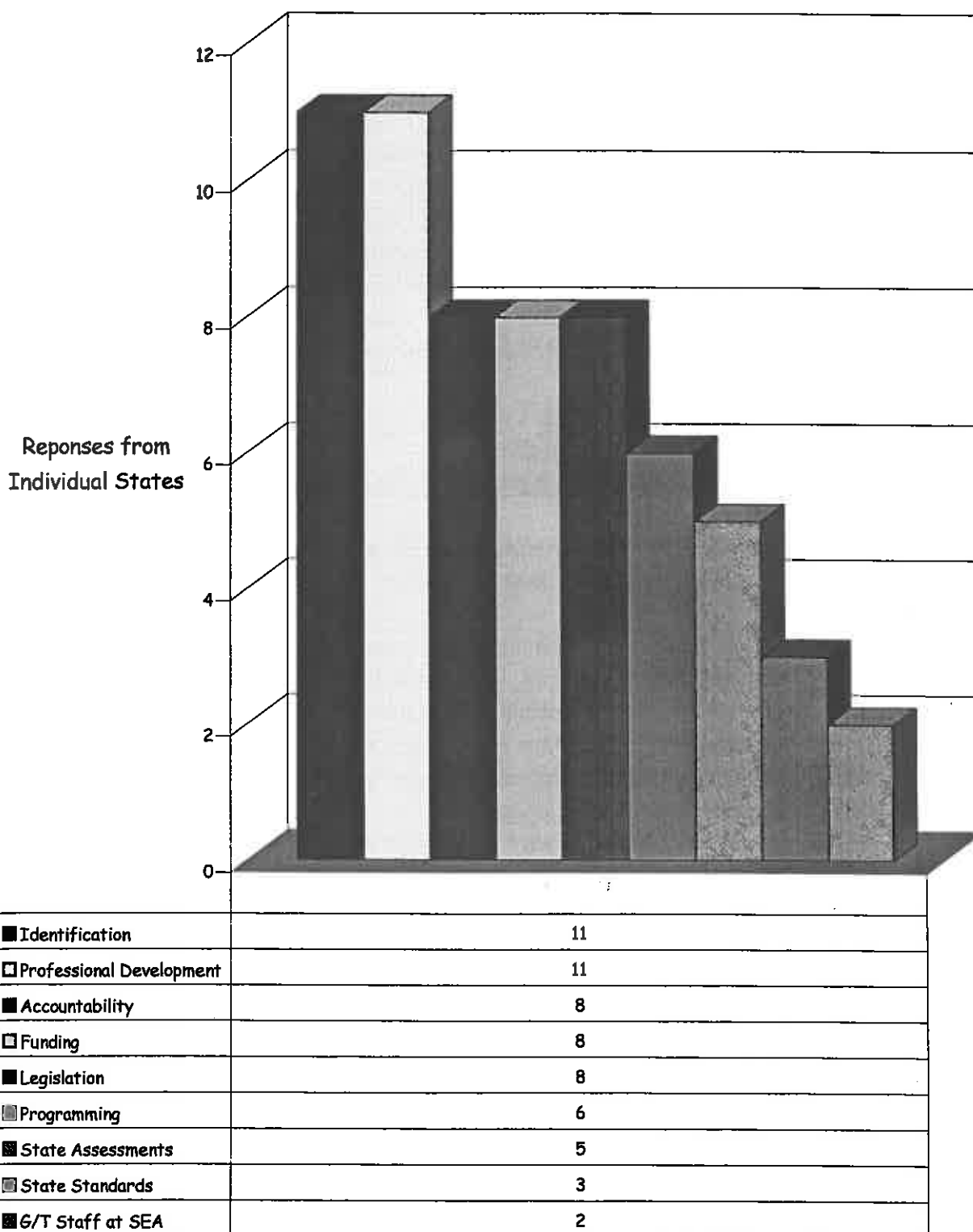
The following areas were cited by more than one state as having the greatest negative impact on gifted education in the state:

- Funding issues, including uneven funding streams year to year, changes in funding methods, limited funding, lack of funding.
- Educational reform efforts, including specific strategies (e.g., middle school movement, anti-grouping sentiment, inclusion, site-based management), strategies focusing on improving achievement of only low-performing students, high-stakes state assessment programs.
- Lack of personnel at state education agency responsible for gifted education.
- Lack of local accountability, including absence of program standards.

The charts on the following two pages show the frequency of state responses.

## R. Issues in Recent Past Having Greatest Positive and Negative Impact on Gifted Education in the States

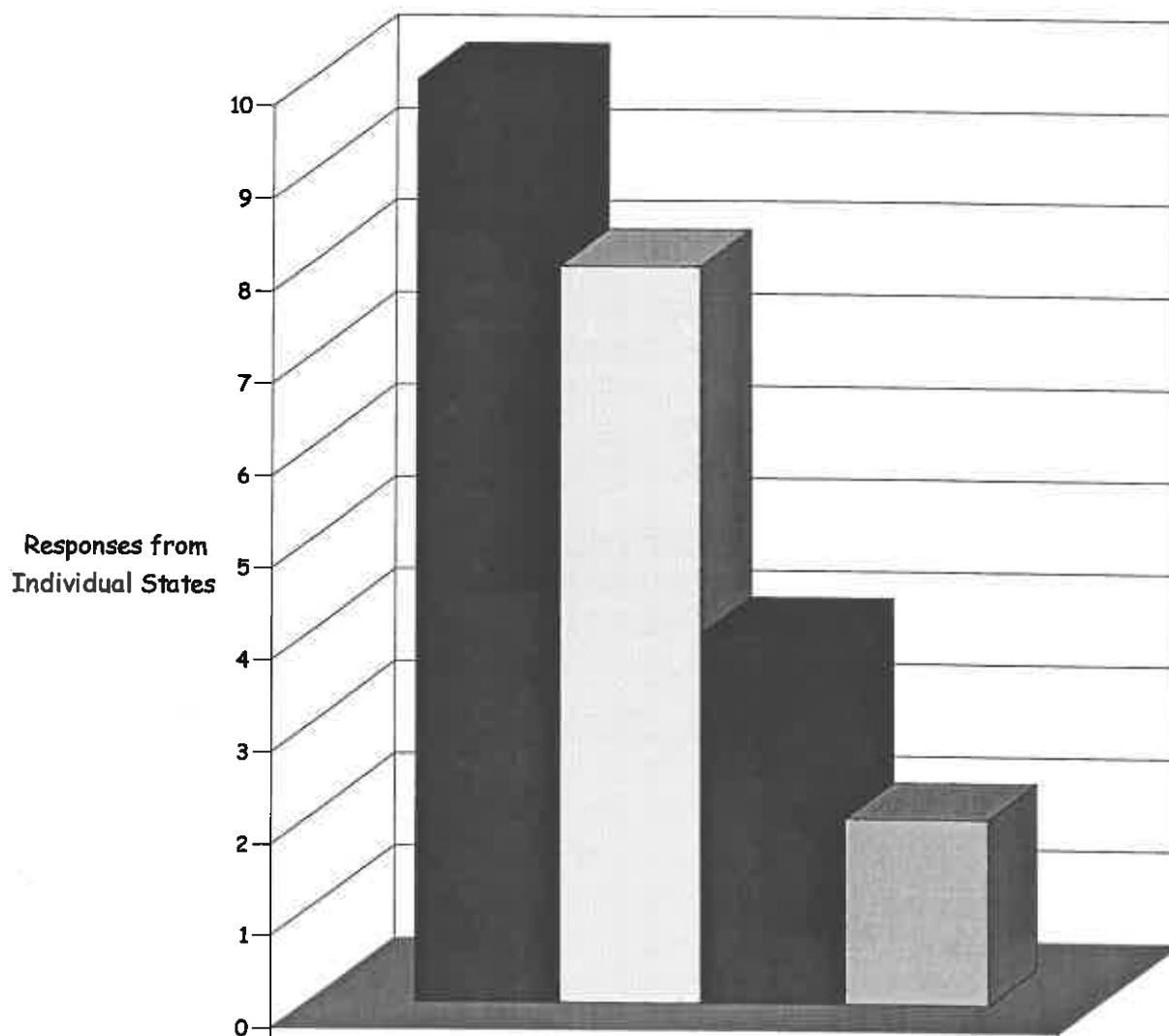
Issues in Recent Past Having Greatest Positive Impact



R. Issues in Recent Past Having Greatest Positive and Negative Impact on Gifted Education in the States

59

Issues in Recent Past Having Greatest Negative Impact



■ Funding	10
▣ Education Reform	8
■ Lack of SEA G/T Personnel	4
▣ Lack of Local Accountability	2

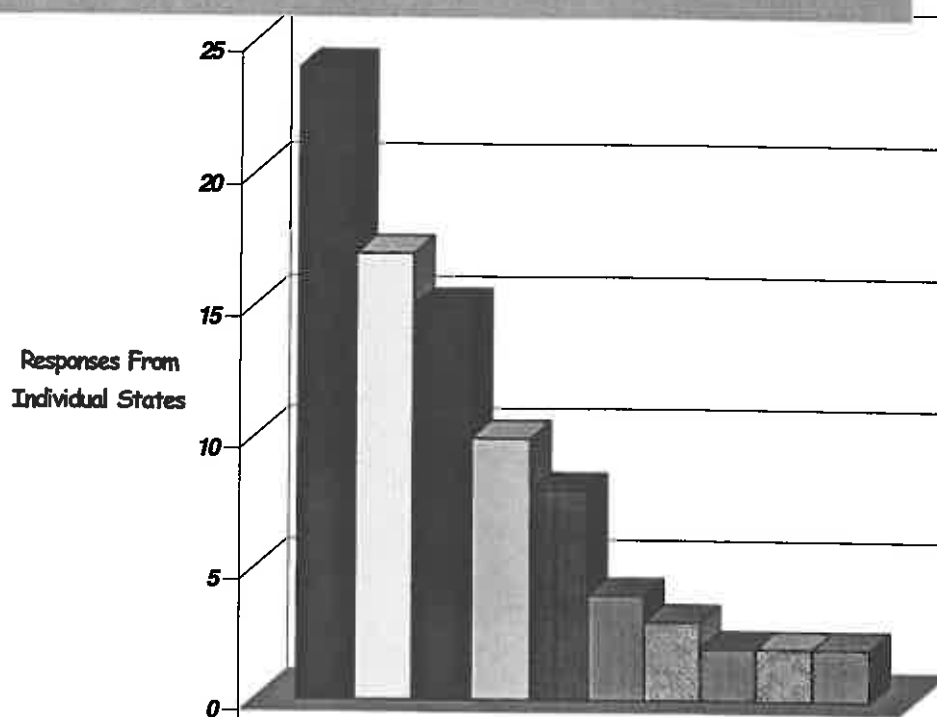
## S. Improving Gifted Education in the States

The State of the States Survey sought to identify areas of gifted/talented education that, if given attention or addressed, would considerably improve gifted education in the state. The following areas were cited by more than one state as focus areas that would lead to improvement:

- Increased and improved teacher preparation and professional development, including both pre-service and in-service training and programs for endorsement in gifted education.
- Improved and expanded program evaluation and monitoring, including development of program standards, evaluation procedures, program quality indicators, curriculum standards for gifted students, and accountability measures and requirements.
- Increased funding, including both state funding and funding at the federal level.
- Better identification, including standardization of identification processes and better methods for identifying gifted students from diverse populations underrepresented in gifted programming.
- Increased opportunity and access to programming, including more options for acceleration, differentiated curriculum and instruction, and appropriate classroom-based strategies.
- Professional gifted education staff at State Education Agencies.
- Advocacy efforts.
- More attention to early childhood g/t programming.
- State and federal legislative support for gifted education.
- Improvement in state infrastructure to expand and improve technical assistance to local education agencies in gifted education.

The chart on the following page shows the frequency of responses from the states.

**Gifted Education in States Would Be Considerably Improved If These Areas Were Addressed**



■ <i>Improve teacher preparation and professional development</i>	24
□ <i>Better program evaluation and monitoring</i>	17
■ <i>Increase funding</i>	15
□ <i>Improve identification</i>	10
■ <i>Improve opportunity and access to programming</i>	8
■ <i>Provide g/t staff at SEA</i>	4
■ <i>Improve advocacy</i>	3
■ <i>Increase early childhood g/t</i>	2



## Resources





State	State Department Contact	State Association Contact
AK	<p>Wendy Tada            Gifted and Talented Education            Alaska Department of Education            801 West 10<sup>th</sup> Street, Suite 200            Juneau, AK 99801-1894            907-465-8702            Fax: 907-465-3396            wendy_tada@educ.state.ak.us</p>	
AL	<p>Linda Grill            Gifted and Talented Education            Alabama Department of Education            P. O. Box 302101            Montgomery, AL 36130-2101            334-242-8114            Fax 334-242-9192            lgrill@sdenet.alsde.edu            www.alsde.edu</p> <p>Nina Pearson            Gifted Education Specialist            334-242-8114            Fax 334-242-9192            ninap@mindspring.com</p>	<p>Alabama Association for Gifted Children            P. O. Box 724            Alabaster, AL 35007            Dr. Lusia MacPherson            205-620-1030</p>
AR	<p>Ann M. Biggers            Administrator, Gifted Programs            Arkansas Department of Education            State Education Bldg., Rm 203B            #4 Capitol Mall            Little Rock, AR 72201            501-682-4224            Fax 501-682-5010            abiggers@arkedu.k12.ar.us</p>	<p>Arkansans for Gifted and Talented Education            (AGATE)            Hillcrest Station, P. O. Box 250754            Little Rock, AR 72225            Roger Ereland, President            870-892-3595            revelan@pokey.k12.ar.us</p>
AS	<p>Lui Tuitele            Gifted and Talented Education            American Samoa Department of Education            Pago Pago, AS 96799</p>	
AZ	<p>Carolyn K. Carr            Gifted Education Program Specialist            Arizona Department of Education            1535 West Jefferson, Rm. 311            Phoenix, AZ 85007            602-542-3850            602-542-5404            ccarr@mail1.ade.state.az.us            www.ade.state.az.us</p>	<p>Arizona Association of Gifted/Talented            P. O. Box 31088            Phoenix, AZ 85046-1088            Mary Vuke, President            602-482-8415            Fax 520-887-5510            maryvuke@aol.com</p>

State	State Department Contact	State Association Contact
CA	<p>Thomas Lugo  Administrator  California Department of Education  Gifted and Talented Education  721 Capitol Mall, 3<sup>rd</sup> Floor  Sacramento, CA 95814  916-657-2916  Fax 916-657-3987  tlugo@cde.ca.gov  www.cde.ca.gov/cilbranch/mg</p>	<p>California Association for the Gifted  3136 Calle Mariposa  Santa Barbara, CA 93105  Marge Hoxtor, President  949-720-7462  Fax 949-720-9719  www.CAGifted.org</p>
CM	<p>Harou Kuartei  Trust Territory Office of Education  Office of Special Education  Office of the High Commissioner  Saipan, CM 96950</p>	
CO	<p>Frank Rainey  State Consultant, Gifted Education  Colorado Department of Education  201 E. Colfax  Denver, CO 80203  303-866-6849  Fax 303-866-6944  rainey_f@cde.state.co.us  www.cde.state.co.us</p>	<p>Colorado Association for Gifted and Talented  P. O. Box 473414  Aurora, CO 80047-3414  Bonnie Hollowell, Executive Secretary  303-368-4401  CAGT@aol.com  www.edtech.unco.edu/COE/SPED/CAGT</p>
CT	<p>Jean Purcell  Gifted and Talented Education  Connecticut State Department of Education  25 Industrial Park Road  Middletown, CT 06457  203-638-4247</p>	
DC	<p>Gifted and Talented Education  District of Columbia Department of Education  Rabaut Administration Building  N. Dakota &amp; Kansas Avenues, N.W.  Washington, DC 20011  202-576-6171</p>	
DE	<p>Dr. Peggy Dee  Education Associate, Gifted Education  Delaware Department of Instruction  P. O. Box 1402, Townsend Building  Dover, DE 19903  302-739-4885  Fax 302-739-3744  mdee@state.de.us</p>	<p>Dr. Peggy Dee  Education Associate, Gifted Education  Delaware Department of Instruction  P. O. Box 1402, Townsend Building  Dover, DE 19903  302-739-4885  Fax 302-739-3744  mdee@state.de.us</p>

State	State Department Contact	State Association Contact
FL	<p>Dr. Iris Palazei            Gifted Education Program Specialist            Florida Department of Education            614 Turlington Bldg.            325 West Gaines Street            Tallahassee, FL 32399-0400            850-488-1106            Fax 850-922-7088            palazei@mail.doe.state.fl.us            www.firn.edu/doe</p>	<p>Florida Association for the Gifted (FLAG)            5101 Lake in the Woods Blvd.            Lakeland, FL 33813            Terry Wilson            941-647-3003            Tstetson@aol.com</p>
GA	<p>Sally C. Krisel            Gifted Education Specialist            Georgia Department of Education            1770 Twin Towers East            Atlanta, GA 30334-5040            404-657-0182            Fax 404-657-8507            skrisel@doe.k12.ga.us            www.doe.k12.ga.us</p>	<p>Georgia Association for Gifted Children            890-F Atlanta Street, Suite 192            Roswell, GA 30075            Helen Kelley, Administrative Assistant            770-645-5757</p>
GU	<p>Teri Knapp            GATE Coordinator            Guam Department of Education            P.O. Box DE            Agana, GU 96910            671-475-0598</p>	
HI	<p>Betsy Money maker            Specialist, Early Childhood/Gifted Education            Hawaii Department of Education            637 18<sup>th</sup> Avenue, Bldg. C, #204            Honolulu, HI 96816            808-733-4476            Fax 808-733-4475            Betsy_Moneymaker/SSS/HIDOE@notes.k12.hi.us</p>	
IA	<p>Dr. Maryellen S. Knowles            Educational Consultant, Gifted Education            Iowa Department of Education            Grimes State Office Bldg.            Des Moines, IA 50319-0146            515-281-3199            Fax 515-242-6025            maryellen.knowles@ed.state.ia.us            www.state.ia.us/educate</p>	
ID	<p>Gary Marx            Gifted/Talented Education Specialist            Idaho State Department of Education            Special Education Department            P.O. Box 83720            Boise, ID 83720-0027            208-344-2853            Fax 208-344-4664            gmarx@sde.state.id.us            www.sde.state.id.us:2500/GiftedTalented/</p>	<p>ITAG/SAGE            P.O. Box 1035            Burley, ID 83318            Mary Null            208-436-6323            mnull@cyberhighway.net</p>

State	State Department Contact	State Association Contact
IL	<p>Susan Morrison Policy Advisor, Gifted Education Illinois Board of Education 100 North First Street Springfield, IL 62777 217-782-4768 Fax 217-782-9224 smorriso@smtp.isbe.state.il.us</p>	<p>Illinois Association for Gifted Children 800 East Northwest Hwy., Suite 610 Palatine, IL 60067 Sally Walker 847-963-1892 <a href="http://bradley.bradley.edu/~jeanmar/IAGC.html">http://bradley.bradley.edu/~jeanmar/IAGC.html</a></p>
IN	<p>Patti Garrett Program Manager, Gifted/Talented Education Indiana Department of Education State House, Rm 229 Indianapolis, IN 46204-2798 317-232-9106 Fax 317-232-9121 pgarrett@doe.state.in.us <a href="http://www.doe.state.in.us/gt">www.doe.state.in.us/gt</a></p> <p>Cheryl Boyer-Schrock Program Consultant 317-232-9107 cschrock@doe.state.in.us</p>	
KS	<p>Joan R. Miller Education Program Consultant Kansas State Department of Education 120 S.E. 10<sup>th</sup> Avenue Topeka, KS 66612-1182 785-296-3867 Fax 785-296-1413 jmillier@ksbe.state.ks.us <a href="http://www.ksbe.state.ks.us">www.ksbe.state.ks.us</a></p>	<p>Kansas Association for Gifted, Talented, and Creative P. O. Box 25281 Shawnee Mission, KS 66205-1507 Pam Chandler 913-681-4828 Fax 913-681-4811 Pamchandle@aol.com</p>
KY	<p>Dr. Laura Pehkonen Consultant for Gifted and Talented Education Kentucky Department of Education 500 Mero Street, CPT 1718 Frankfort, KY 40601 502-564-2672 Fax 502-564-6952 lpehkone@kde.state.ky.us</p>	<p>Kentucky Association for Gifted Education P. O. Box 9610 Bowling Green, KY 42102-9610 Sheila Cruse, Executive Director 1-800-FOR-KAGE KAGE@11A.RGD.edu</p>
LA	<p>Eileen Kendrick Gifted/Talented Education Coordinator Louisiana Department of Education P. O. Box 94064 Baton Rouge, LA 70804-9064 225-342-5295 Fax 225-342-5880 ekendrick@mail.doe.state.la.us</p>	<p>Association for Gifted/Talented Students Northeast Louisiana University 700 University Avenue Monroe, LA 71209 Dr. John Welsh 318-342-1275</p>

State	State Department Contact	State Association Contact
<b>MA</b>	<p>Katherine Honey            Gifted and Talented Education            Massachusetts Department of Education            350 Main Street            Malden, MA 02148            781-338-3386            Fax 781-338-3396            khoney@doe.mass.edu            www.doe.mass.edu</p> <p>Linda DeLorenzo            Content Specialist, Gifted Education            781-388-3300 x 781</p>	<p>Massachusetts Association for Advancement of Individual Potential (MA/AIP)            P. O. Box 870065            Milton Village, MA 02187-0065            Diana Reeves            508-339-2042</p>
<b>MD</b>	<p>Carolyn R. Cooper            Gifted and Talented Education Specialist            Maryland Department of Education            200 W. Baltimore Street            Baltimore, MD 21201-2595            410-767-0363            Fax 410-333-2050            crc205@aol.com</p>	<p>Maryland Coalition for Gifted and Talented Education            P. O. Box 3134            Crofton, MD 21114            Joan Roache            301-598-5561            jroache@ids2.idsonline.com</p>
<b>ME</b>	<p>Wanda Monthey            Regional Education Services Representative            Maine Department of Education            23 State House Station            Augusta, ME 04333            207-287-5960            Fax 297-287-5927            wanda.monthey@state.me.us</p>	
<b>MI</b>	<p>Mary Bailey-Hengesh            Consultant for Talent Development            Michigan Department of Education            P. O. Box 30008            Lansing, MI 48909            517-373-2551            Fax 517-335-2473            mhengesh@cdp.mde.state.mi.us</p>	<p>Michigan Alliance for Gifted Education            P. O. Box 2237            Ann Arbor, MI 48106-2237            Patrice Smith, President            734-913-9913            www.geocities.com/EnchantedForest/1833/MAGEPAGE.HTM</p>
<b>MN</b>	<p>Mary S. Pfeifer            Manager, Office of Teaching &amp; Learning            Minnesota Department of Children, Families, &amp; Learning            624 Capitol Square, 550 Cedar Street            St. Paul, MN 55101            651-297-7204            Fax 651-296-3775            mary.pfeifer@state.mn.us</p>	

State	State Department Contact	State Association Contact
<b>MO</b>	David Welch Director, Gifted Education Programs Missouri Department of Elementary and Secondary Education P. O. Box 480 Jefferson City, MO 65102-0480 573-751-2453 Fax 573-751-9434 dwelch@mail.dese.state.mo.us www.dese.state.mo.us	Gifted Association of Missouri P. O. Box 1495 Jefferson City, MO 65102 David Welch 573-751-2453 dwelch@mail.dese.state.mo.us
<b>MS</b>	Conrad Castle Education Specialist, Gifted Education Mississippi Department of Education P. O. Box 771 Jackson, MS 39205 601-359-2588 Fax 601-359-3667 ccastle@mdek12.state.ms.us	
<b>MT</b>	Kathleen Mollohan Gifted Education State Grants Administrator Montana Office of Public Instruction P. O. Box 202501 Helena, MT 59620-2501 406-444-4317 Fax 406-444-1373 kathym@state.mt.us	Montana AGATE 3091 S. Daffodil Billings, MT 59102 Stephanie Smith 406-652-3720
<b>NC</b>	Dr. Chris Godwin Consultant, Academically/Intellectually Gifted Programs North Carolina Department of Public Instruction 301 N. Wilmington Street Raleigh, NC 27601-2825 919-715-1999 Fax 919-715-1569 cgodwin@dpi.state.nc.us	
<b>ND</b>	Ann Clapper Director, Curriculum Leadership and Improvement North Dakota Department of Public Instruction State University Station Box 5036 Fargo, ND 58105-5036 701-231-6030	
<b>NE</b>	Janis McKenzie Director, High-Ability Learner Education Nebraska Department of Education 301 Centennial Mall South P. O. Box 94987 Lincoln, NE 68509-4987 402-471-0737 Fax 492-471-0117 janis_m@nde4.nde.state.ne.us www.nde.state.ne.us	Nebraska Association for the Gifted P. O. Box 2387 Grand Island, NE 68802 Kay Grimminger 308-382-8217

State	State Department Contact	State Association Contact
NH	<p>Michele Munson State Director for Gifted and Talented New Hampshire Department of Education 101 Pleasant Street Concord, NH 03301 603-271-3769 Fax 603-271-1953 mmunson@ed.state.nh.us</p>	<p>New Hampshire Association for Gifted Education P. O. Box 1104 Concord, NH Francia Barksdale, President 603-882-3512</p>
NJ	<p>Linda Morse Gifted Education Coordinator New Jersey Department of Education 100 Riverview, P. O. Box 500 Trenton, NJ 08625-4809 609-777-4809 Fax 609-292-7276 lmorse@doe.state.nj.us <a href="http://www.state.nj.us/education">http://www.state.nj.us/education</a></p>	<p>New Jersey Association for Gifted Children P. O. Box 667 Mt. Laurel, NH 08054 Roberta Braverman 609-273-7530 jnagc@att.net <a href="http://njagc.phillynews.com">http://njagc.phillynews.com</a></p> <p>Gifted Child Society Gina Riggs, Executive Director 190 Rock Rd. Glen Rock, NJ 07452 201-444-6530</p>
NM	<p>Wayne Gordon Education Consultant Gifted and Talented Education Special Education Unit New Mexico Department of Education 300 Don Gaspar Sante Fe, NM 87501-2786 505-827-6541 Fax 505-827-6791 Wgordon@sde.state.nm.us</p>	
NV	<p>Doris Betts Education Consultant Nevada Department of Education 700 East Fifth St., Capitol Complex Carson City, NV 89701 775-687-9141 Fax 775-782-0278 dbetts@sierra.net</p>	
NY	<p>Mary Daley Executive Directory New York State Summer Institutes New York State Education Department Room 981 EBA Albany, NY 12234 518-474-8773</p>	

State	State Department Contact	State Association Contact
OH	<p>Janet C. Schultz  Consultant for Gifted Services  Ohio Department of Education  Division of Special Education  933 High Street  Worthington, OH 43085-4087  614-466-2650  Fax 614-752-1429  <a href="mailto:se_schultz@a1.ode.ohio.gov">se_schultz@a1.ode.ohio.gov</a></p>	<p>Ohio Association for Gifted Children  P. O. Box 30801  Gahanna, OH 43230  John Lester, President  740-532-4223  <a href="mailto:jlester@scoca-k12.org">jlester@scoca-k12.org</a>  <a href="http://www.oagc.com">www.oagc.com</a></p>
OK	<p>Kristy K. Ehlers  State Director, Gifted Education  Oklahoma State Department of Education  2500 N. Lincoln Blvd, Suite 316  Oklahoma City, OK 73105-4599  405-521-4287  Fax 405-521-2971  <a href="mailto:kristy_ehlers@mail.sde.state.ok.us">kristy_ehlers@mail.sde.state.ok.us</a>  <a href="http://www.title3.sde.state.ok.us/gifted">www.title3.sde.state.ok.us/gifted</a></p>	<p>Oklahoma Association for Gifted, Creative, and Talented, Inc.  P. O. Box 60448, Northwest Station  Oklahoma City, OK 73146-0448  Sue Pennington  405-262-8654  <a href="mailto:spennington@onenet.net">spennington@onenet.net</a></p>
OR	<p>Kim Sherman  Education Program Specialist  Oregon Department of Education  255 Capitol Street, N.E.  Salem, OR 97310-0203  503-378-3598 x 640  Fax 503-373-7968  <a href="mailto:kim.sherman@state.or.us">kim.sherman@state.or.us</a>  <a href="http://www.ode.state.or.us/sped/spedareas/tag.htm">www.ode.state.or.us/sped/spedareas/tag.htm</a></p>	
PA	<p>T. Noretta Bingaman  Special Education Advisor - Gifted  Pennsylvania Department of Education  333 Market Street  Harrisburg, PA 17126-0333  717-783-6888 or 717-761-1756  Fax 717-783-6139</p>	<p>PAGE  3026 Potshop Road  Norristown, PA 19403  Helpline 215-616-0470</p>
PR	<p>Puerto Rico Department of Education  P. O. Box 190759  San Juan, PR 00919-0759  787-759-2000</p>	
RI	<p>Ina S. Woolman  Coordinator of Gifted/Talented Education  Rhode Island Department of Education  255 Westminster Street, Rm. 400  Providence, RI 02903-3400  401-222-4600 x 2318  Fax 401-222-6030  <a href="mailto:iwoolman@ride.ri.net">iwoolman@ride.ri.net</a></p>	<p>State Advisory Committee on Gifted and Talented Education  RIDE-OSN  255 Westminster Street  Providence, RI 02903-3400  Dianne McAulay  401-783-8052  <a href="mailto:dianneedu@aol.com">dianneedu@aol.com</a>  <a href="http://www.ri.net/gifted_talented/">www.ri.net/gifted_talented/</a></p>



State	State Department Contact	State Association Contact
SC	Wayne Lord Education Associate, Gifted and Talented South Carolina Department of Education 1429 Senate Street Columbia, SC 29201 803-734-8335 Fax 803-734-6142 wlord@sde.state.sc.us www.state.sc.us/sde	
SD	Terri Cordrey Education Program Representative South Dakota Department of Education and Cultural Affairs 700 Governors Drive Pierre, SD 57501-2291 605-773-6400	
TN	Ann Sanders Assessment Consultant/Gifted Coordinator Tennessee State Department of Education Division of Special Education Andrew Johnson Tower, 5 <sup>th</sup> Floor 710 James Robertson Pkwy. Nashville, TN 37243 615-741-7811 Fax 615-532-9412 asanders@mail.state.tn.us	Tennessee Association for Gifted (TAG) Rock Springs Elementary 1238 Moreland Drive Kingsport, TN 37664 423-239-1370 adlert@preferred.com adlert@ten_nash.ten.k12.tn.us
TX	Linda Phemister Director of Gifted/Talented Education Advanced Academic Services Texas Education Agency 1701 N. Congress Austin, TX 78701-1494 512-463-9455 Fax 512-305-8920 lphemist@tmail.tea.state.tx.us www.tea.state.tx.us/gted  Evelyn Hiatt Associate Senior Director Advanced Academic Services ehiatt@tmail.tea.state.tx.us	Texas Association of Gifted/Talented 406 East 11 <sup>th</sup> Street, Suite 310 Austin, TX 78701 Connie McLendon, Executive Director 512-499-8248 www-tenet.cc.utexas.edu/tagt/
UT	Connie Amos Specialist, Gifted and Talented Education Utah Office of Education 250 East 500 South Salt Lake City, UT 84111 801-538-7743 Fax 801-538-7769	

State	State Department Contact	State Association Contact
VA	<p>Dr. Barbara McGonagill Principal Specialist, Governor's Schools and Gifted Education Virginia Department of Education Office of Secondary Instructional Services P. O. Box 2120 Richmond, VA 23218-2120 804-371-7419 Fax 804-786-1703 bmcgonag@pen.k12.va.us</p>	<p>Virginia Association for the Gifted P. O. Box 26212 Richmond, VA 23260-6212 Dr. John Booth, Executive Director 804-355-5945 jdbooth@erols.com jdbooth@pen.k12.va.us www.pen.k12.va.us/go1/VAG</p>
VI	<p>Mary Harley Coordinator, Gifted and Talented Education St. Thomas/St. John Department of Education #44-46 Kongens Gade St. Thomas, VI 00802 340-775-2250 x 227 Fax 340-775-7381 mharley@viaccess.net</p>	
VT	<p>Doug Walker Director, School and Instructional Support Vermont Department of Education 120 State Street Montpelier, VT 05620 802-828-3111 Fax 802-828-3146 dwalker@doe.state.vt.us</p>	<p>Vermont Council for Gifted Education P. O. Box 658 Woodstock, VT 05091-0658 Virginia Palmer 802-457-3711 VTPalmer@aol.com</p> <p>Vermont Network for the Gifted Living/Learning C-150 University of Vermont Burlington, VT 05405-0384 Dr. Iris Lash</p>
WA	<p>Gayle Pauley Gifted and Talented Education Washington Office of Public Instruction Old Capitol Bldg, Box 47200 Olympia, WA 98504-7200 360-753-2858 Fax 360-586-3305 gpauley@ospi.wednet.edu www.ospi.wednet.edu</p>	
WI	<p>Sue Grady Director, Content and Learning Team Wisconsin Department of Education P. O. Box 7841 Madison, WI 53707-7841 608-266-2364 Fax 608-264-9553 gradysm@mail.state.wi.us</p>	<p>Wisconsin Association of Talented and Gifted 1608 W. Cloverdale Drive Appleton, WI 54914 Nancy Woodward, Executive Director 920-991-9177 knsaw@athenet.net</p>

State	State Department Contact	State Association Contact
WV	Dr. Virginia Simmons State Coordinator of Governor's Schools and Gifted Education West Virginia Department of Education Bldg. 6, Room 362 Capitol Complex Charleston, WV 25305 304-558-0160 Fax 304-558-0048 vsimmons@access.k12.wv.us	West Virginia Association for Gifted and Talented (WVAGT) C/O Dr. Edwina Pendarvis Marshall University Special Education Huntington, WV 25755 304-696-2855
WY	Kenneth Hulslander School Improvement Consultant Wyoming Department of Education Hathaway Building, 2 <sup>nd</sup> Floor 2300 Capitol Avenue Cheyenne, WY 82002-0050 307-777-3544 Fax 307-777-6234 khulal@educ.state.wy.us www.k12wy.us	Wyoming Association for Gifted Education 28 Owl Creek Rd. Sheridan, WY 82801 Marcia McChesney 307-672-3497

### U.S. Department of Education Contact

#### Javits Gifted and Talented Students Education Program

U.S. Department of Education  
 Pat O'Connell Ross, Director  
 555 New Jersey Avenue, Rm 502A  
 Washington, DC 20001  
 202-273-4769

### Other Key National Resources

#### National Association of Gifted Children

1707 L Street, NW, Suite 550  
 Washington, DC 20036  
 202-785-4268  
 Fax 202-785-4248

Peter Rosenstein, Executive Director  
[peter\\_r@nagc.org](mailto:peter_r@nagc.org)

Jane Clarenbach, Director of Public Education  
[jane\\_c@nagc.org](mailto:jane_c@nagc.org)

#### The Association for the Gifted (TAG)

Council of Exceptional Children  
 1920 Association Drive  
 Reston, VA 20191-1589

Dr. Mary Ruth Coleman, President  
 300 Nations Bank Plaza  
 University of North Carolina - Chapel Hill  
 137 East Franklin Street  
 Chapel Hill, NC 27514  
 919-962-7328  
[mary\\_ruth-coleman@unc.edu](mailto:mary_ruth-coleman@unc.edu)

#### National Research Center/Gifted and Talented

University of Connecticut  
 362 Fairfield Road  
 U-7 Hall Building  
 Storrs, CT 06269

Dr. Joseph Renzulli, Director  
 203-486-4826

**THE 1998 STATE OF THE STATES SURVEY  
OF GIFTED AND TALENTED EDUCATION**

Date: September 5, 1998

To: Contact Persons for Gifted and Talented Education

From: Council of State Directors of Programs for the Gifted

The State of the States Survey is conducted every two years by the Council of State Directors of Programs for the Gifted (CSDPG) as a service to the organizations and individuals requiring information on the education of gifted and talented students throughout the United States. Every department of education in every state and trust territory of the United States is asked to complete the survey. The survey is generally completed by the contact person for gifted and talented education at each department of education, or by a department of education official who has knowledge of gifted and talented education within that state or territory.

The information provided by the survey is used by researchers, state and local education agencies, policy makers, advocacy organizations, libraries, journalists, parents, and members of the general public who have interest in the education of gifted and talented students. The State of the States Report is the most complete compendium of information on what is actually happening in gifted education available anywhere.

It is vital that the information supplied on the survey be up-to-date and accurate, and that the survey be completed within a specific time period to assure that the data for the entire nation is as current as possible. We ask that the survey be completed between September 10 and October 10, 1998, and that it be returned by October 15, 1998.

On behalf of the Council of State Directors of Programs for the Gifted, thank you for taking the time and care to complete and return this survey.

#####

NOTE: Throughout this survey, LEA stands for "local education agency" (i.e., school district, school corporation, etc.). SEA stands for "state education agency" (i.e., state department of education, state office of public instruction, etc.). The terms "gifted" and "gifted/talented" are used interchangeably. Please disregard the numbers in brackets (e.g, [35]); they are for administrative use in collating data.

**General Instructions:**

Check the most appropriate response or provide the appropriate information for each of the following items.

**POLICY, DEFINITION, AND IDENTIFICATION**

1. Does your state have a definition of gifted/talented student and/or gifted/talented education?

\_\_\_\_\_ Yes [1]  
\_\_\_\_\_ No [2]

**Please attach your state definition(s).**

2. Is gifted and talented education administrated under special education in your state, with mandatory staffing, individualized education plans, due process, etc.?

\_\_\_\_\_ Yes [3]  
\_\_\_\_\_ No [4]

3. Does your state mandate the identification of gifted and talented students?

\_\_\_\_\_ Yes [5]  
\_\_\_\_\_ No [6]

4. Please give citations for any state statutes and/or state rules and regulations pertaining to gifted and talented student education (e.g., "Title 22, Article 20, Section 104.5, Colorado Regulatory Statutes"). Please use the back of this sheet to list the citations. [7]
5. If identification is mandated, how is gifted/talented education mandated in your state?
- \_\_\_\_\_ State law [8]  
 \_\_\_\_\_ Administrative rule [9]  
 \_\_\_\_\_ Other (please specify): \_\_\_\_\_ [10]
6. If identification is mandated, which of the following are required as identification measures in your state?
- \_\_\_\_\_ Intelligence/ability/aptitude assessment [11]  
 \_\_\_\_\_ Academic achievement/performance assessment [12]  
 \_\_\_\_\_ Teacher/parent/student/peer nomination [13]  
 \_\_\_\_\_ Characteristic or behavioral checklists/observations [14]  
 \_\_\_\_\_ Grades/anecdotal records/student interest inventories/ assessment of student motivation [15]  
 \_\_\_\_\_ Other (please specify): \_\_\_\_\_ [16]
7. If identification is not mandated, rank the three identification measures most commonly used in your state (1 = most commonly used, 2 = next most commonly used, etc.).
- \_\_\_\_\_ Intelligence/ability/aptitude assessment [17]  
 \_\_\_\_\_ Academic achievement/performance assessment [18]  
 \_\_\_\_\_ Teacher/parent/student/peer nomination [19]  
 \_\_\_\_\_ Characteristic or behavioral checklists/observations [20]  
 \_\_\_\_\_ Grades/anecdotal records/student interest inventories/ assessment of student motivation [21]  
 \_\_\_\_\_ Other (please specify): \_\_\_\_\_ [22]
8. Are LEAs throughout the state required to use the state definition in identifying students or qualifying students for programming?
- \_\_\_\_\_ Yes [23]  
 \_\_\_\_\_ No [24]
9. Are LEAs throughout the state required to use the same identification guidelines or a uniform identification process?
- \_\_\_\_\_ Yes [25]  
 \_\_\_\_\_ No [26]
10. Whether or not identification is mandated, approximately what percent of LEAs in your state identify gifted/talented students?
- \_\_\_\_\_ % [27]
11. If identification is mandated, at what grade level does identification first begin?
- \_\_\_\_\_ grade [28]
12. If identification is not mandated, at approximately what level does identification begin for the majority of districts in your state?
- \_\_\_\_\_ grade [29]
13. How many identified g/t students are there in your state?
- a. Total state student population, as of June 1, 1998: \_\_\_\_\_ [30]
- b. No. of identified gifted/talented students in your state: \_\_\_\_\_ [31]
- c. % of state student population identified gifted/talented: \_\_\_\_\_ [32]
- d. Breakdown of gifted/talented students by ethnic group,

as a percent of total state student population:

African-American/Black: \_\_\_\_\_ % [33]

Hispanic/Latino \_\_\_\_\_ % [34]

Asian-American/Pacific Islander \_\_\_\_\_ % [35]

Caucasian/White (Not Hispanic) \_\_\_\_\_ % [36]

Native American \_\_\_\_\_ % [37]

Other not mentioned above \_\_\_\_\_ % [38]

14. In your state, is there a percent cut-off or maximum percent of students an LEA can identify?

\_\_\_\_\_ Yes [39]

\_\_\_\_\_ No [40]

15. Whether or not identification is mandated, is there an appeals process prescribed or available?

\_\_\_\_\_ Yes [41]

\_\_\_\_\_ No [42]

\_\_\_\_\_ Depends on LEA procedures [43]

#### PROGRAMMING AND ACCOUNTABILITY

16. Does your state mandate programming services for gifted students?

\_\_\_\_\_ Yes [44]

\_\_\_\_\_ No [45]

17. If programming services are mandated, how are programming services mandated?

\_\_\_\_\_ State law [46]

\_\_\_\_\_ Administrative Rule [47]

\_\_\_\_\_ Other (Please specify): \_\_\_\_\_ [48]

18. Whether or not programming services are mandated, does your state have g/t program standards by which LEA programs are held accountable?

\_\_\_\_\_ Yes [49]

\_\_\_\_\_ No [50]

19. Whether mandated or not, approximately what percent of LEAs in your state provide programming services for gifted/talented students?

\_\_\_\_\_ % [51]

20. Whether or not programming services and/or identification are mandated in your state, approximately how many students are served through gifted/talented education programming services? (Use most recent data available.)

Number served: \_\_\_\_\_ [52]

Percent of total state student population: \_\_\_\_\_ [53]

21. At what grade levels are programming services provided:

If mandated?

If not mandated,  
by the majority of  
LEAs?

\_\_\_\_\_ [54]  
\_\_\_\_\_ [55]  
\_\_\_\_\_ [56]  
\_\_\_\_\_ [57]

PreK-2  
3-5  
6-8  
9-12

\_\_\_\_\_ [58]  
\_\_\_\_\_ [59]  
\_\_\_\_\_ [60]  
\_\_\_\_\_ [61]

22. At what grade levels do programming services generally begin:

If mandated?

If not mandated,  
by the majority of  
LEAs?

\_\_\_\_\_ [62]  
\_\_\_\_\_ [63]  
\_\_\_\_\_ [64]  
\_\_\_\_\_ [65]

PreK-2  
3-5  
6-8  
9-12

\_\_\_\_\_ [66]  
\_\_\_\_\_ [67]  
\_\_\_\_\_ [68]  
\_\_\_\_\_ [69]

23. Through what delivery method are services primarily provided at each level? (CHECK APPROPRIATE SPACES.)

	Formal g/t program responsible for g/t services	Classroom program of formal pro- gram responsible for g/t program	Combination (describe) gram and classroom	Other
Primary (PreK-2)	_____	_____	_____	_____ [70]
Elementary (3-5)	_____	_____	_____	_____ [71]
Middle/Jr. High (6-8)	_____	_____	_____	_____ [72]
High School (9-12)	_____	_____	_____	_____ [73]

24. In general in your state, approximately what percent of gifted/talented students' time is spent in programming specifically differentiated to accommodate their needs?

\_\_\_\_\_ less than 10% [74]  
\_\_\_\_\_ 10 - 25% [75]  
\_\_\_\_\_ 25 - 50% [76]  
\_\_\_\_\_ 50 - 75% [77]  
\_\_\_\_\_ 75 - 100% [78]

25. Does the state monitor LEA programs for gifted/talented students:

\_\_\_\_\_ Yes [79]  
\_\_\_\_\_ No [80]

26. What methods does the state use to monitor programs for gifted/talented students? (CHECK ALL THAT APPLY.)

\_\_\_\_\_ Review and/or approval of LEA g/t program plan by SEA [81]  
\_\_\_\_\_ On-site visitation by state [82]  
\_\_\_\_\_ LEAs self-monitor [83]  
\_\_\_\_\_ Through accreditation process [84]  
\_\_\_\_\_ Reports to SEA [85]  
\_\_\_\_\_ Other (Please specify): \_\_\_\_\_ [86]



27. What areas of programming services are monitored by the state?  
(CHECK ALL THAT APPLY.)
- \_\_\_\_\_ Budget [87]  
 \_\_\_\_\_ Program quality [88]  
 \_\_\_\_\_ Student performance [89]  
 \_\_\_\_\_ Personnel qualifications [90]  
 \_\_\_\_\_ Evaluation/accountability methods [91]  
 \_\_\_\_\_ Other (Please specify): \_\_\_\_\_ [92]
28. Are LEAs required to report on gifted/talented education through state accountability procedures/guidelines?
- \_\_\_\_\_ Yes [93]  
 \_\_\_\_\_ No [94]
29. On what criteria is accountability for gifted/talented student education primarily based?
- \_\_\_\_\_ Student performance [95]  
 \_\_\_\_\_ Program performance [96]  
 \_\_\_\_\_ A combination of student performance and program performance [97]  
 \_\_\_\_\_ Other (Please specify): \_\_\_\_\_ [98]

#### PERSONNEL

30. Does your state offer a professional endorsement in gifted/talented education for certified or licensed educators?
- \_\_\_\_\_ Yes [99]  
 \_\_\_\_\_ No [100]
31. Does your state have specific professional standards for teachers of the gifted/talented?
- \_\_\_\_\_ Yes [101]  
 \_\_\_\_\_ No [102]
32. Does your state require special training in gifted/talented education . . . .
- ... for all teachers? \_\_\_\_\_ Yes \_\_\_\_\_ No [103]
- ... for teachers who work primarily with gifted/talented students? \_\_\_\_\_ Yes \_\_\_\_\_ No [104]
33. If special training is required, please indicate how many semester hours (or equivalent) of training are required for. . . .
- ... classroom teachers \_\_\_\_\_ [105]  
 ... teachers who have a gifted education assignment \_\_\_\_\_ [106]  
 ... endorsement at the undergraduate level \_\_\_\_\_ [107]  
 ... endorsement at the graduate level \_\_\_\_\_ [108]
34. If special training in gifted/talented education is not required of classroom teachers in your state, approximately how many semester hours of training in gifted/talented education would you estimate classroom teachers in your state have?
- \_\_\_\_\_ 0 - 3 semester hours [109]  
 \_\_\_\_\_ 4 - 6 semester hours [110]  
 \_\_\_\_\_ more than 6 semester hours [111]

35. Please list the institutions of higher education in your state which offer degrees or endorsement in gifted education:

<u>Institution/Location</u>	<u>Level of Program Offered (Check as applicable)</u>		
	<u>Endorsement</u> UnGrd / Grad	<u>Masters</u>	<u>Doctors</u>
_____	_____ / _____	_____	_____
_____	_____ / _____	_____	_____
_____	_____ / _____	_____	_____
_____	_____ / _____	_____	_____

(Use the reverse side of this page to continue list.)

### FUNDING

36. In your state, are state funds appropriated or allocated specifically for gifted/talented education?

\_\_\_\_\_ Yes [112]

\_\_\_\_\_ No [113]

37. How is the level of funding for LEAs determined in your state?

\_\_\_\_\_ An amount based on the percentage of total student population of LEA [114]

\_\_\_\_\_ An amount per identified gifted/talented student [115]

\_\_\_\_\_ An amount based on LEA size, category, at-risk factors, or other characteristic used for LEA general funding [116]

\_\_\_\_\_ Flat or competitive grants [117]

\_\_\_\_\_ Other (Please specify): \_\_\_\_\_ [118]

38. Indicate the amount of state appropriations or allocation for gifted/talented education for the following fiscal years, and tell what percent of the total spent in your state for gifted education the state allocation represents (WRITE THE AMOUNT IN DOLLARS FOR EACH YEAR. WRITE NF FOR ANY YEAR NOT FUNDED. WRITE NA IF THE AMOUNT IS NOT AVAILABLE OR UNKNOWN.)

FY 96 \_\_\_\_\_; [119] % of total g/t funds expended \_\_\_\_\_ [120]

FY 97 \_\_\_\_\_; [121] % of total g/t funds expended \_\_\_\_\_ [122]

FY 98 \_\_\_\_\_; [123] % of total g/t funds expended \_\_\_\_\_ [124]

39. For FY 98, what percent of the state allocation went to

LEAs \_\_\_\_\_ % [125]

SEAs \_\_\_\_\_ % [126]

Intermediate agencies, regional agencies, etc. \_\_\_\_\_ % [127]

Governors Schools \_\_\_\_\_ % [128]

Other (Explain and list percent of allocation): \_\_\_\_\_ % [129]

\_\_\_\_\_

40. If state funds are not specifically allocated for gifted/talented education, what funding sources are available to LEAs? (CHECK ALL APPROPRIATE RESPONSES.)
- ☐ None [130]  
☐ LEA general funds only [131]  
☐ Grants/donations only [132]  
☐ Combination of LEA funds, grants, donations [133]  
☐ Federal funds (Title VI, Eisenhower funds, other federal monies) [134]  
☐ Other (Please specify): \_\_\_\_\_ [135]
41. Has your state benefitted from the Javits Gifted and Talented Education Act either through project grant awards or through educational materials in the last two years?
- ☐ Yes [136]  
☐ No [137]

### STATE EDUCATION AGENCY

42. Under what department/division/unit does your SEA include gifted/talented education?
- ☐ Not included in SEA State Education Agency [138]  
☐ Special Education [139]  
☐ Elementary/Middle/High School Education [140]  
☐ Student Services/Special Populations/Special Programs [141]  
☐ Curriculum and Instruction [142]  
☐ Other (Please specify): \_\_\_\_\_ [143]
43. Does your SEA have designated professional personnel who have primary responsibility for gifted/talented education?
- ☐ Yes [144]  
☐ No [145]
44. How many of these designated personnel. . .
- . . . are full-time in gifted/talented education? \_\_\_\_\_ [146]  
 . . . are part-time in gifted/talented? \_\_\_\_\_ [147]
45. How many total professional FTE are responsible at your SEA for gifted/talented education? (1 = full time equivalent; e.g., 1 full time + 2 part time at 1/4 time assignment = 1.5 FTE)
- \_\_\_\_\_ Total FTE [148]
46. Rank order the three activities performed by the SEA designated professional personnel that consume the greatest amount of time in a regular week. (WITH 1 = THE GREATEST AMOUNT OF TIME IN A REGULAR WEEK, 2 = NEXT GREATEST AMOUNT OF TIME, ETC.)
- ☐ Providing technical assistance to LEAs in the field [149]  
☐ Providing technical assistance by telephone [150]  
☐ Providing professional and staff development [151]  
☐ Overseeing/managing state funding program [152]  
☐ Monitoring program compliance (identification, programming, etc.) [153]  
☐ Monitoring accountability [154]  
☐ Managing/coordinating programs associated with gifted/talented education (e.g., AP, concurrent enrollment, competitions, etc.) [155]  
☐ Responding to parental questions from parents [156]  
☐ Serving on task forces and committees [157]  
☐ Other (Please specify): \_\_\_\_\_ [158]

47. For which of the following programs or activities does the office for gifted education in your SEA have some coordinating role?  
(CHECK ALL APPROPRIATE RESPONSES.)

☐ College Board Advanced Placement courses and/or exams [160]  
☐ International Baccalaureate Program [161]  
☐ Postsecondary Options (Concurrent enrollment, dual credit, college correspondence or on-line courses, etc.) [162]  
☐ Credit by examination [163]  
☐ Future Problem Solving Program, Odyssey of the Mind Program, Academic Olympiads, etc. [164]  
☐ Talent Search programs [165]  
☐ Grants programs [166]  
☐ Reform efforts, policy initiatives, etc. [167]  
☐ Other (Please specify): \_\_\_\_\_ [168]

### TRENDS AND ISSUES

48. In the last two years, to what extent have the office of gifted and talented and/or SEA personnel responsible for gifted and talented education been actively involved with the development of state/local standards, assessments, and/or alignment of curriculum and instruction with state/local standards in the major disciplines, such as language arts, math, science, social studies, and the arts?

☐ Little or no involvement [169]  
☐ Moderately involved [170]  
☐ Extensively involved [171]

49. List 3 - 5 issues in your state that within the last two years have had the greatest impact on gifted education in your state. Beside each, indicate whether the impact was positive (+) or negative (-).

<u>Issue</u>	<u>Impact</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

50. List 3 - 5 current trends or issues that may have the greatest impact on gifted education in your state within the next two years. Beside each, indicate whether the impact is likely to be positive (+) or negative (-).

<u>Trend/Issue</u>	<u>Impact</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

51. Indicate the three areas of gifted/talented education that need the greatest attention in your state such that in so doing gifted/talented education in your state would be considerably improved.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

#### GENERAL INFORMATION

51. Please provide the name, address, phone number, and e-mail address of the state associations that focus on gifted students /talented education and students. Please include the name of the current contact person for each organization. Use reverse side for additional organizations.

State Organization(s):

Name of Organization: \_\_\_\_\_ [172]

Address: \_\_\_\_\_ [173]

City, State, Zip: \_\_\_\_\_ [174]

Contact: \_\_\_\_\_ [175]

Phone: \_\_\_\_\_ [176]

E-mail: \_\_\_\_\_ [177]

Webpage Address: \_\_\_\_\_ [178]

52. Please provide the following information for the contact person for gifted education at your state department:

Name: \_\_\_\_\_ [179]

Title: \_\_\_\_\_ [180]

State Department: \_\_\_\_\_ [181]

Address: \_\_\_\_\_ [182]

\_\_\_\_\_ [183]

City, State, Zip: \_\_\_\_\_ [184]

Phone: \_\_\_\_\_ [185]

Fax: \_\_\_\_\_ [186]

E-mail: \_\_\_\_\_ [187]

Webpage Address: \_\_\_\_\_ [188]

53. If other than the contact person identified above, please provide the following information:

Name of person  
completing the survey: \_\_\_\_\_ [189]

Title: \_\_\_\_\_ [190]

State: \_\_\_\_\_ [191]

Address: \_\_\_\_\_ [192]

\_\_\_\_\_ [193]

City, State, Zip: \_\_\_\_\_ [194]

Phone: \_\_\_\_\_ [195]

Fax: \_\_\_\_\_ [196]

E-mail: \_\_\_\_\_ [197]

54. IS THERE ANYTHING ELSE YOU WOULD LIKE TO SAY ABOUT THE STATUS OF GIFTED EDUCATION IN YOUR STATE? IF SO, PLEASE USE THE BACK OF THIS PAGE.
55. THE COUNCIL OF STATE DIRECTORS WELCOMES ANY COMMENTS OR SUGGESTIONS YOU MIGHT HAVE THAT WOULD IMPROVE THE SURVEY FORMAT, QUESTIONS, OR OTHER AREAS THAT YOU FEEL SHOULD BE INCLUDED. PLEASE FEEL FREE TO INCLUDE ANY COMMENTS YOU MIGHT HAVE ON THE BACK OF THIS PAGE. THANK YOU.

Please return the completed survey to **by October 15, 1998**, to:

Frank Rainey  
Colorado Department of Education  
201 East Colfax Avenue  
Denver, CO 80203

**Questions?** Contact Frank Rainey, Colorado Department of Education, 303-866-6849; or Jan McKenzie, Nebraska Department of Education, 402-471-0737.