

State of the States
Gifted and Talented Education Report
1999-2000

**Council of State Directors of Programs for the Gifted
and
National Association for Gifted Children**

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Introduction

The State of the States Gifted and Talented Education Report is compiled and published every two years by the Council of State Directors of Programs for the Gifted (CSDPG). All states, the trust territories, and the District of Columbia are asked to contribute information about state-supported gifted education activities in their locations. The data collected provide valuable information for departments of education, professional organizations, legislators, and others seeking current information about the education of gifted and talented students throughout the United States and its territories.

The 1999-2000 State of the States Report is the seventh in the series of biennial reports published by CSDPG. This year's report represents a collaboration with the National Association for Gifted Children (NAGC), which offered valuable support in the completion of the project.

Data Collection

An independent consultant and members of CSDPG and NAGC worked together to develop a survey that addressed five areas of activity related to gifted education. The five areas were:

- State/Territorial Legislation and Mandates for Gifted Education.
- State/Territorial Funding for Gifted Education.
- State Territorial Identification of Gifted and Talented Students.
- State/Territorial Programming for Gifted and Talented Students.
- State/Territorial Personnel for Gifted Education.

Copies of the surveys were mailed to department of education personnel responsible for gifted education programs in their specific state or territory. Copies of the survey were also mailed to representatives of at least one parent and/or teacher gifted education organization within each state and territory. Individuals receiving the survey were asked to complete all items as accurately as possible, using data from the 1999-2000 academic year.

56 surveys were mailed to departments of education, and 40 completed surveys were returned, representing a response rate of 71.4%. Some 52 surveys were mailed to parent/teacher gifted education organizations, but no completed surveys were returned.

Data Analysis

Data were tabulated and organized according to the five primary categories of the survey. Primary findings comparing responses are represented as graphic displays. For further clarification, each finding also includes the percentage of states and territories not participating in the study. In addition to general tabulations, themes and range of responses have been identified when appropriate.

Limitations of the Report

The 1999-2000 State of the States Report offers interesting and valuable information. However, there are several cautions and limitations associated with the study.

1. The variability of responses and the interpretation of the survey items.

Although the survey was reviewed repeatedly prior to its dissemination, the respondents' varying interpretations of survey items may limit the accuracy of the findings. For example, when asked if the state/territory had a full or partial mandate for gifted education, some respondents identified, 3 items or more on the checklist as representing a "full" mandate. Others who identified identical items responded that their state/territory had a "partial" mandate.

2. Lack of comparative statistics.

The limited nature of the tabulations for this study creates difficulties in drawing generalizable conclusions. For example, reports on identification of different ethnic/racial/socioeconomic groups among the gifted and talented did not include a comparison of representation of those groups in the general student population. Therefore, no conclusions can be drawn at this time concerning representation of these populations in gifted education programs.

3. Incomplete or inaccurate data.

The participants in this study made every effort to be as accurate and consistent as possible when completing this survey. However, many did not have access to data requested or had to rely on data provided from other sources.

This report represents gifted education in the United States in the broadest and most general terms. Reporting and interpreting findings from this study should be done cautiously and judiciously given the wide variations in reporting, programming, and support for gifted education among the states and territories.

Using This Document

The findings of the State of the States Survey are summarized on the following pages. Each category of information is designated by a graphic representation, a legend, and additional notes and explanations.

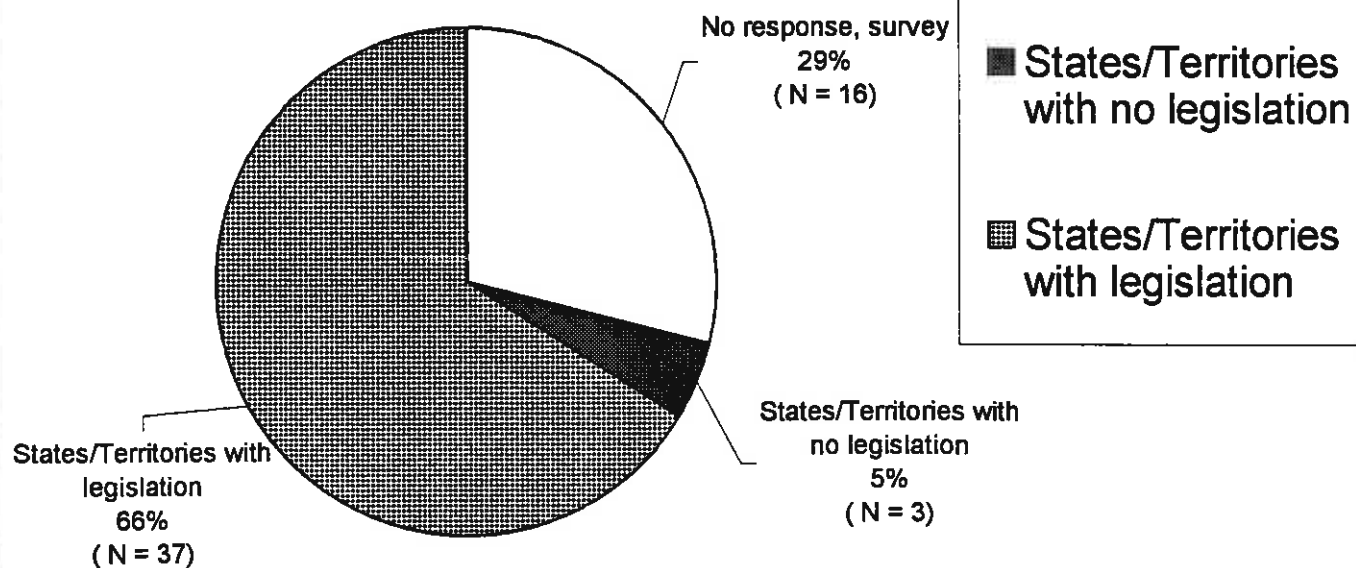
Readers wishing more detailed information about a state or territory's data in this report are encouraged to contact the department of education for the state or territory in question.

Legislation and Mandates for Gifted Education, 1999-2000

I. Legislation for Gifted Education

The following is a summary of state/territorial legislation that addresses the education of gifted and talented students. When it was present, legislation ranged from full mandate for services to recognition of the educational needs of gifted and talented students.

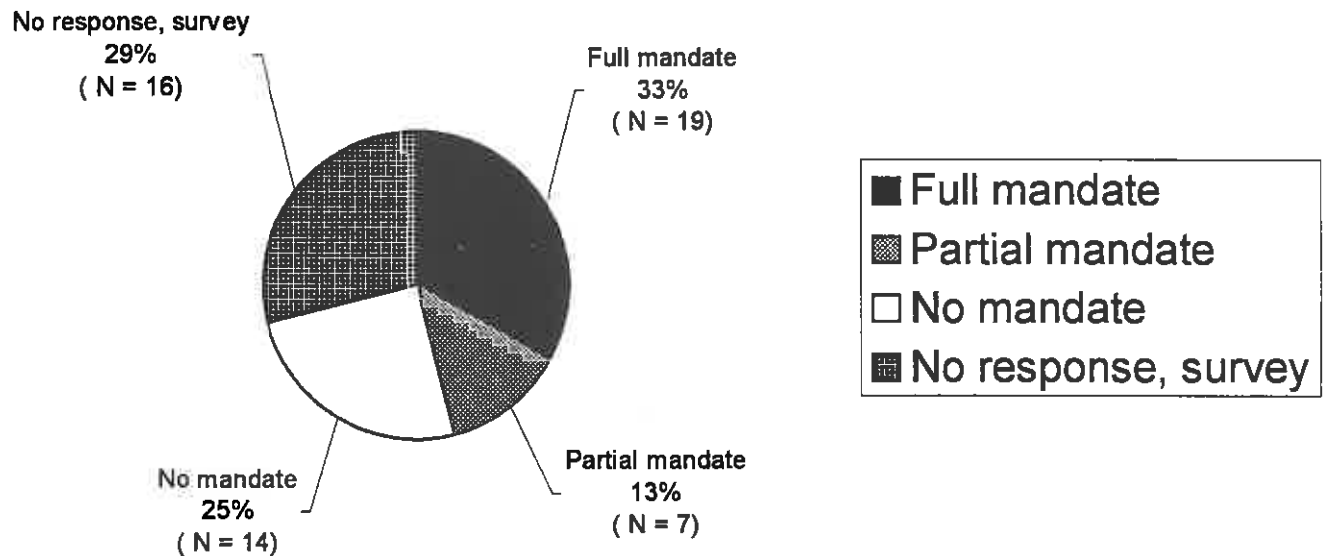
State/Territorial Legislation for Gifted Education 1999-2000 N = 56



II. Mandate for Gifted Education

The following is a summary of full, partial, or no mandate for gifted education in the states and territories. A full mandate was characterized as one where identification, programming, and personnel for gifted education were required by state legislation. Partial mandates ranged from identification only to minimal services at the discretion of LEAs.

State/Territorial Mandate for Gifted Education 1999-2000 N = 56

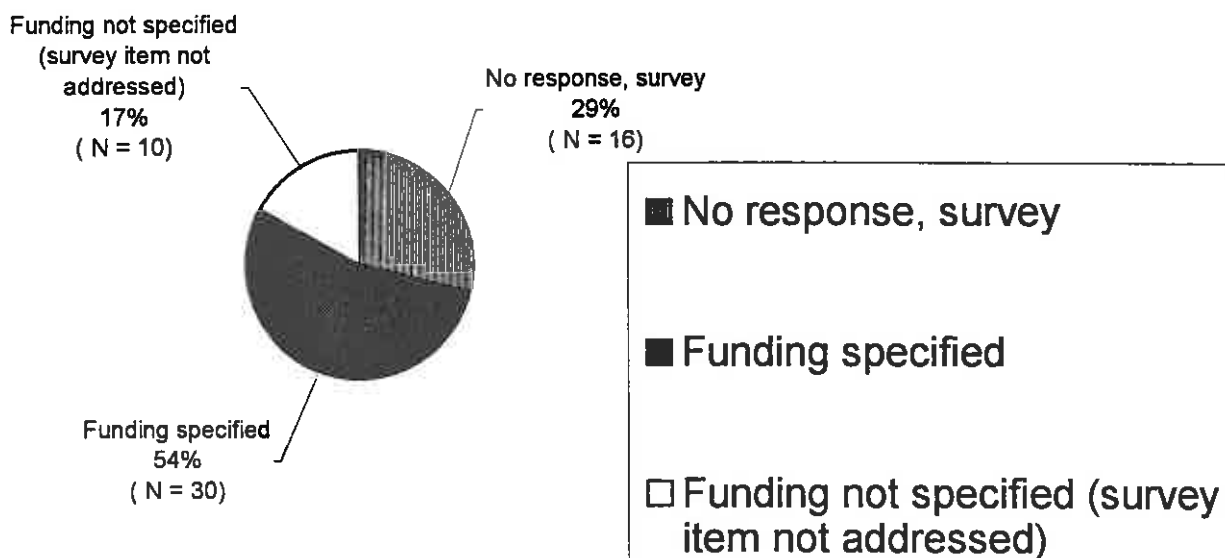


Funding for Gifted Education, 1999-2000

I. States and Territories With Funding Designated Specifically for Gifted Education

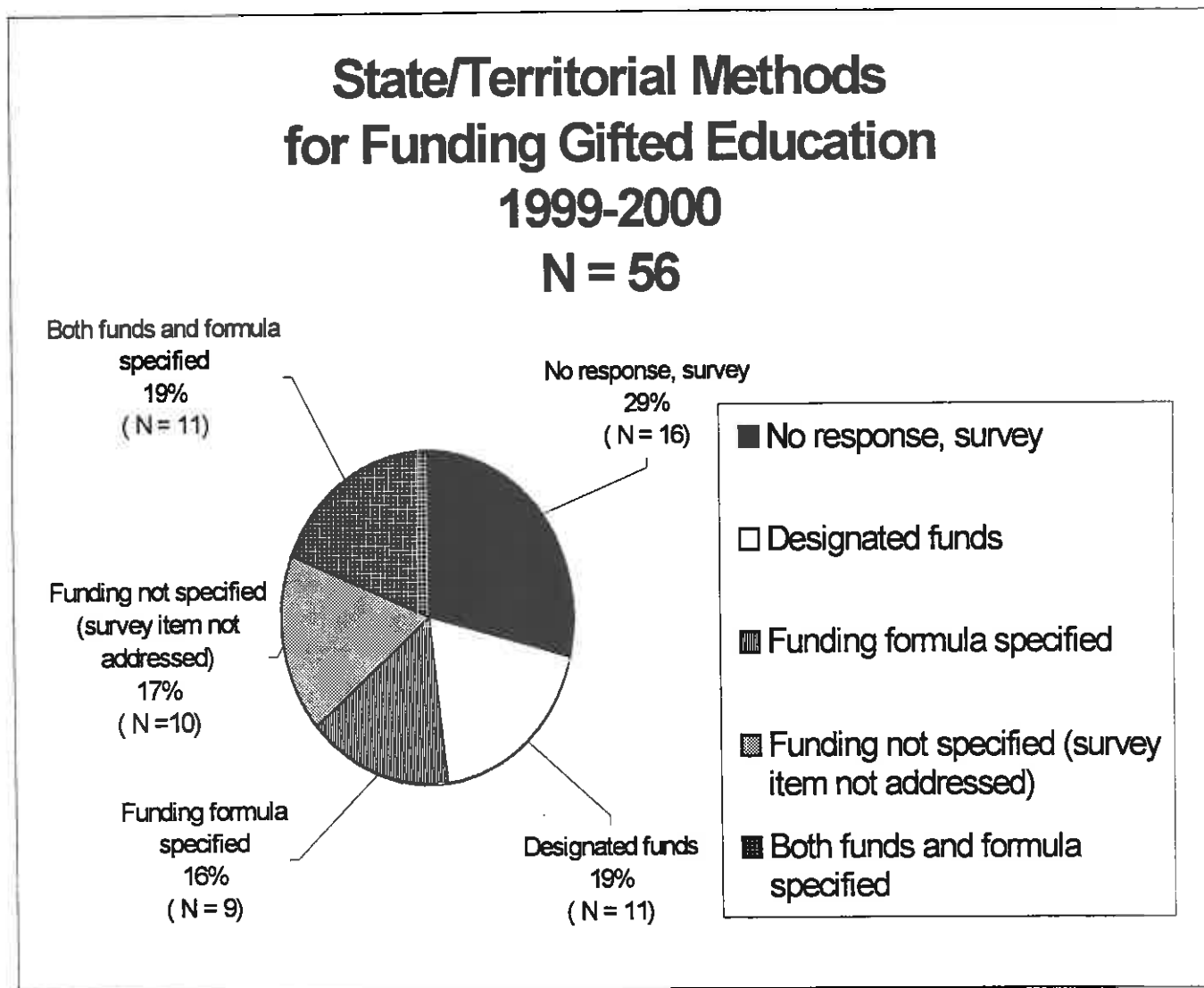
The following is a summary of state-level funding specifically designated for the education of gifted and talented students and for no other educational purpose.

State/Territorial Funding Designated for Gifted Education 1999-2000 N = 56



II. State/Territorial Methods for Funding Specifically for Gifted Education

The following is a summary of state-level methods for determining amounts of educational funds that are used specifically for the education of gifted and talented students and for no other educational use.

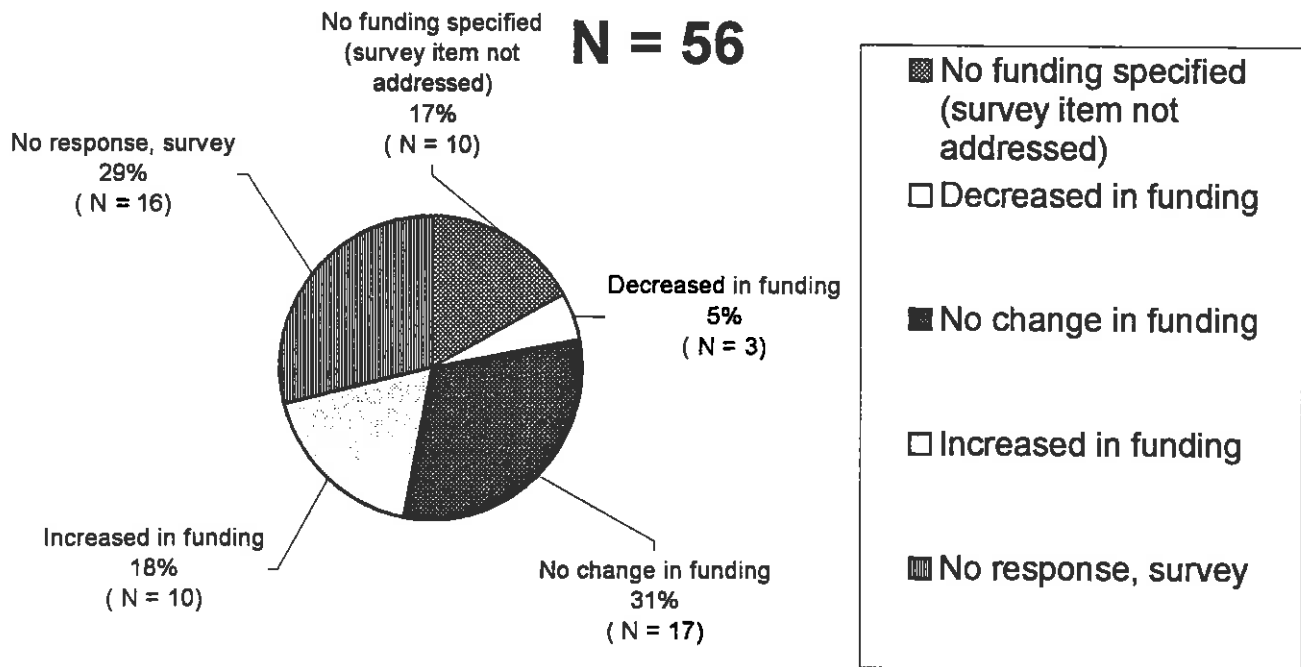


III. Reported Changes in State Funding for Gifted Education from 1998-1999 to 1999-2000

The following is a summary of changes in state and territorial funding for gifted education from the previous academic year.

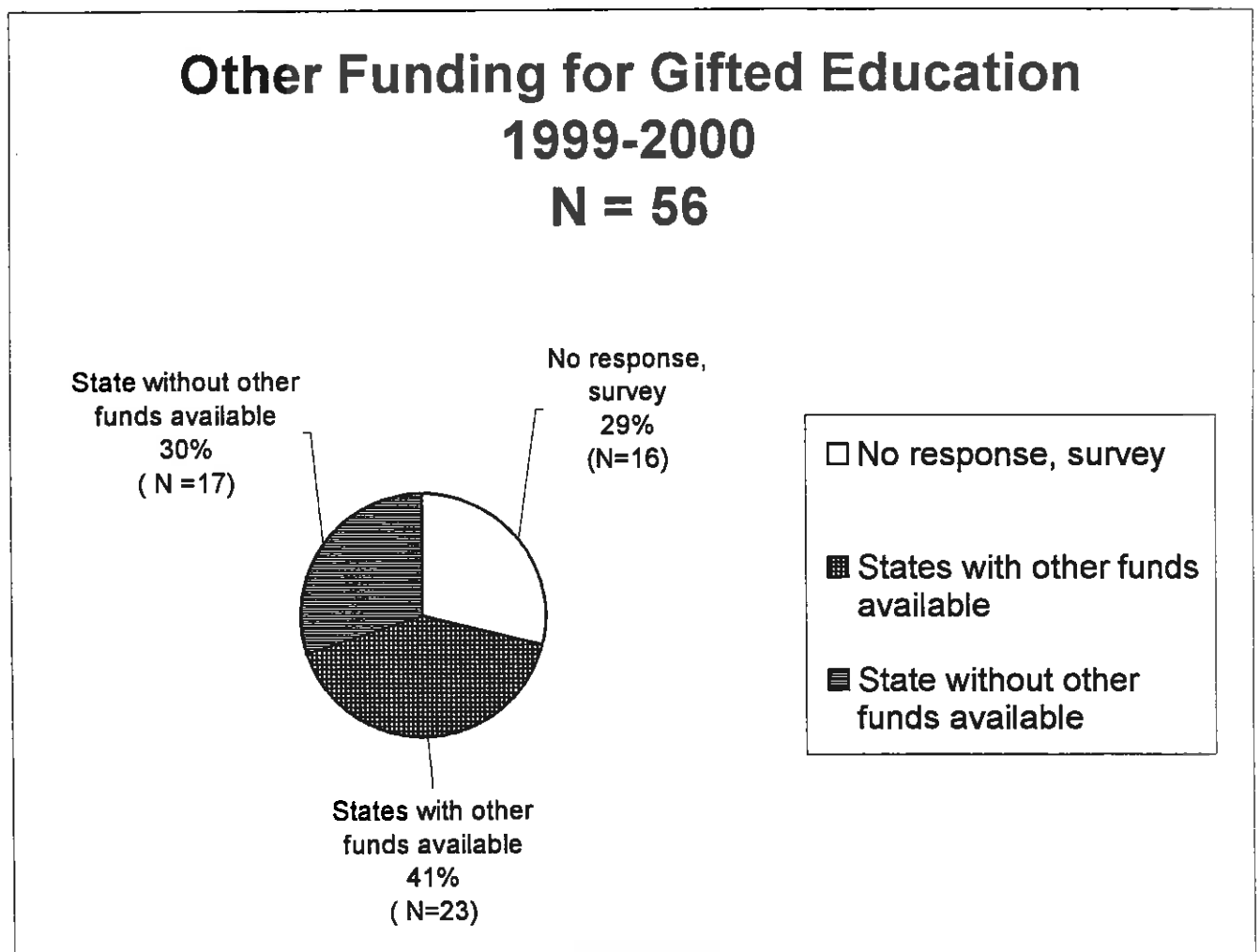
Changes in State/Territorial Funding for Gifted Education 1999-2000

N = 56



IV. Other State/Territorial Funding Available for Gifted Education

States and territories may have other funds available for gifted education that come from general education funds, state grants, and development funds. These funds are not specifically designated for gifted education but may be used for that purpose at the discretion of LEAs. Below is a summary of states and territories offering other funding sources for gifted education.

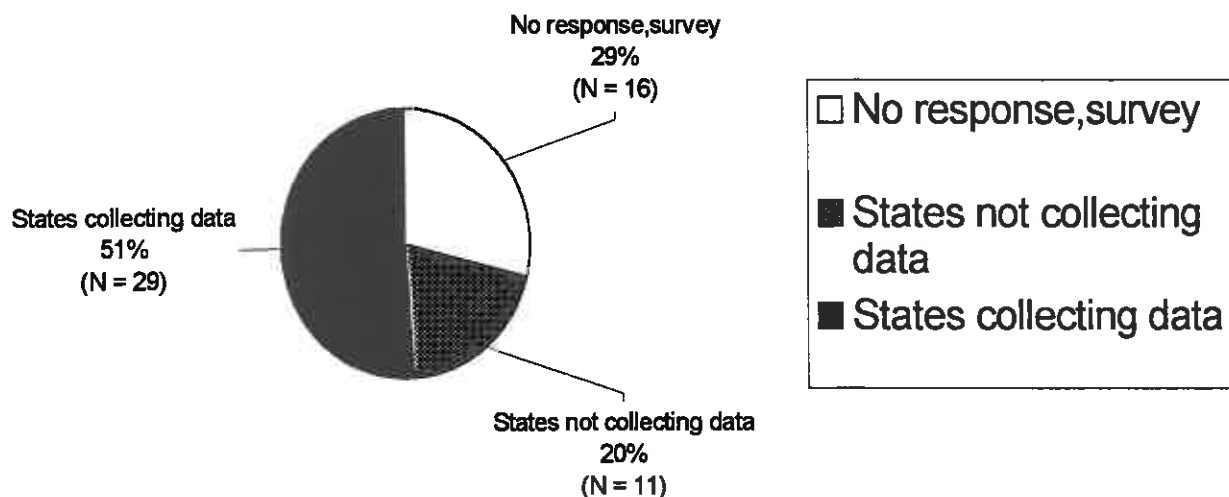


Identification of Gifted and Talented Students, 1999-2000

I. Collection of Annual Data From LEAs on Identified Gifted and Talented Students

The following is a summary of the number of states/territories that collect data about identified gifted students.

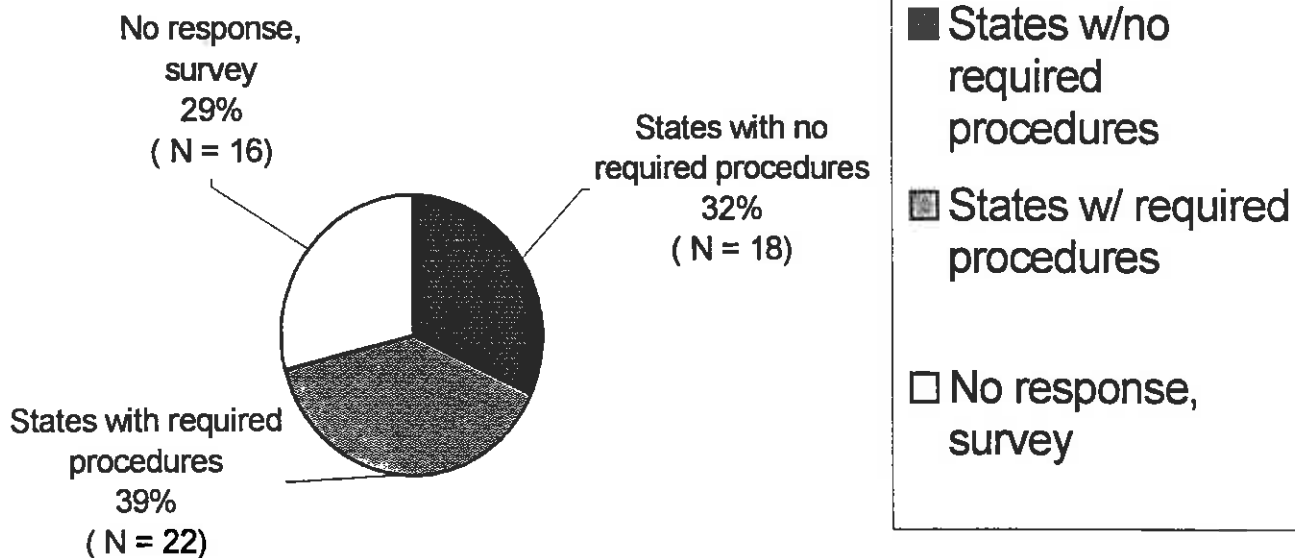
Annual Data Collection on Identification 1999-2000 N = 56



II. State and Territorial Regulation of Identification Procedures

The following is a summary of states' involvement with LEA identification of gifted and talented students. States with required procedures have specific standards for identification by which LEAs must abide. Identification requirements may range from designated categories of assessments to be employed to the use of specific assessments themselves, procedures for acceptance, learning plan development, and review process.

State and Territorial Regulations of Identification Procedures 1999-2000 N = 56



Identification of Gifted and Talented Students, 1999-2000

III. State/Territorial Limits on Identification of Gifted and Talented Students

The following is a summary of state and territorial limits on the number of students who may be identified as gifted and talented.

(Note: Several states report that, while there are limits on numbers identified for state funding purposes, LEAs may identify numbers that exceed state limits.)

State and Territorial Limits for Identified Students 1999-2000 N = 56

Does not apply
(survey item not
addressed)
16%
(N = 9)

No response,
survey
29%
(N = 16)

States with no limits
43%
(N = 24)

States with limits
12%
(N = 7)

■ No response, survey

■ States with limits

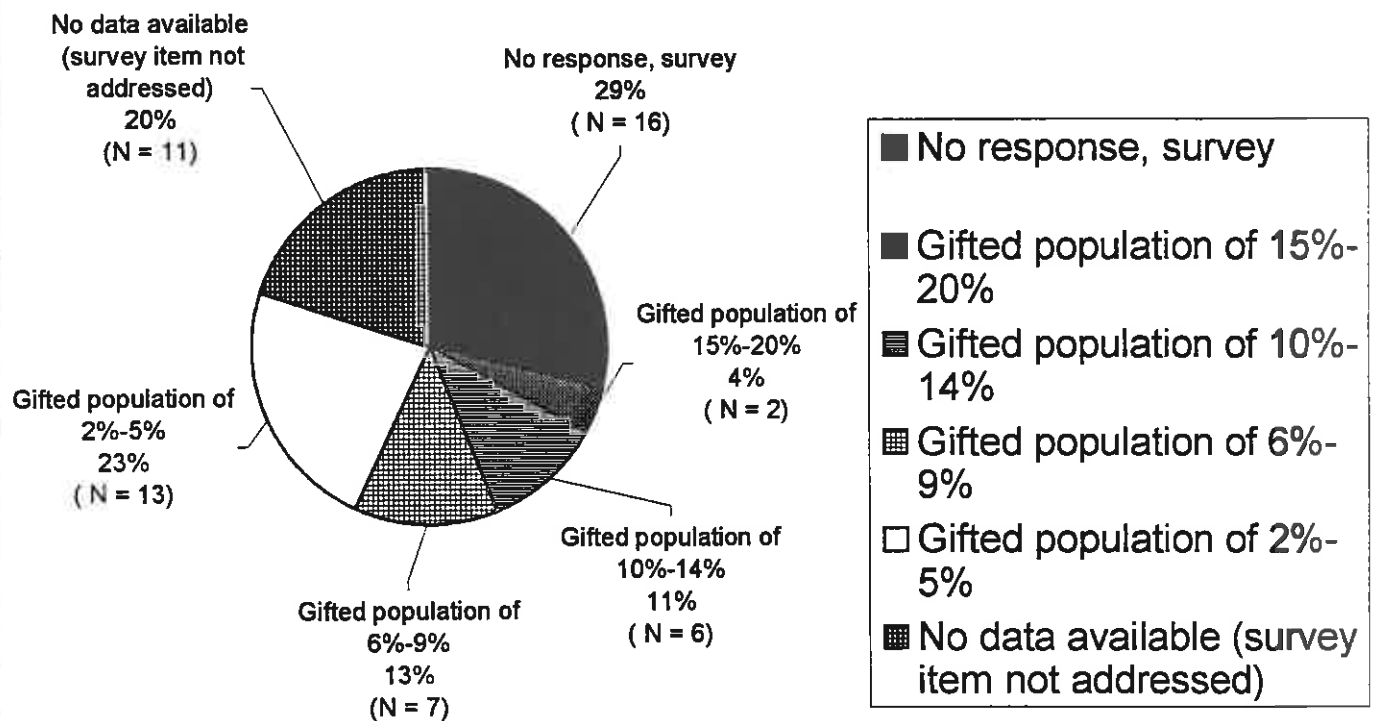
□ States with no limits

■ Does not apply (survey item not addressed)

IV. Student Population Identified as Gifted and Talented

The following is a summary of state and territorial percentages of gifted students identified from the general student population.

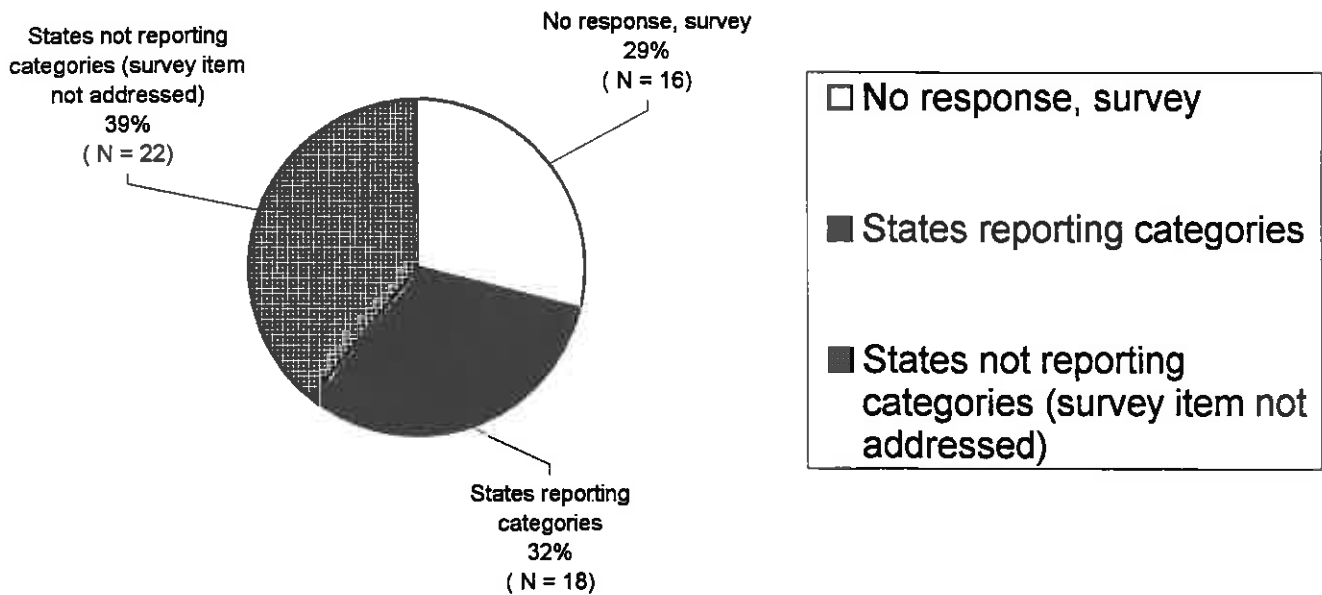
**Student Population Identified
as Gifted and Talented
(as part of the general student population)
1999-2000
N = 56**



V. Racial/Ethnic Categories of Identified Gifted and Talented Students

Below is a summary of state and territory data collection of ethnic/racial categories of identified gifted students.

**States and Territories Reporting
Racial, Ethnic Categories of
Gifted and Talented Students
1999-2000
N = 56**

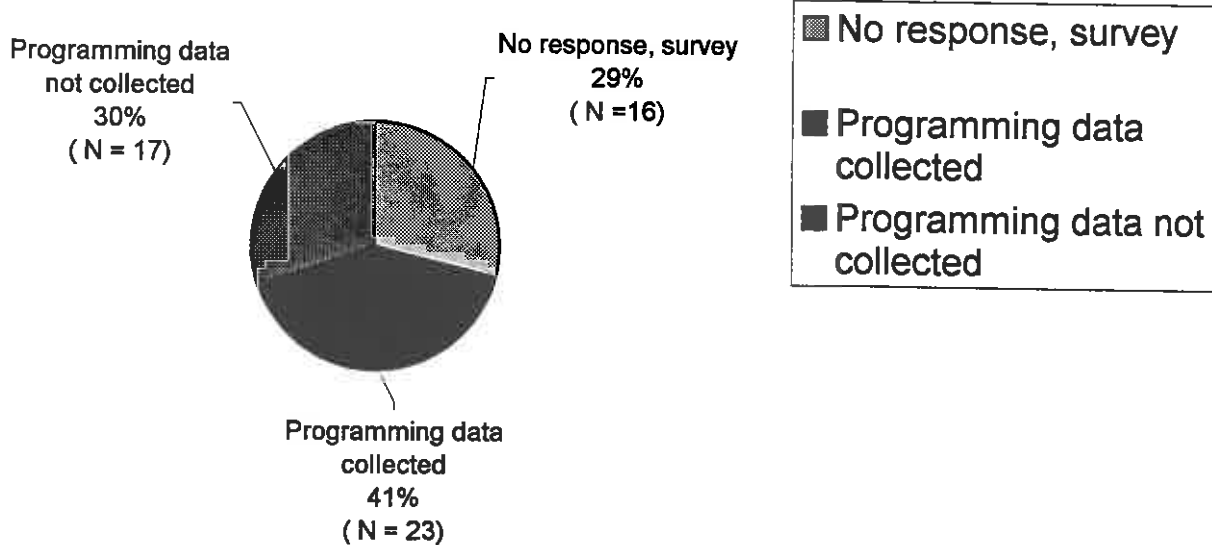


Programming and Educational Services for Gifted and Talented Students, 1999-2000

I. Collection of LEA Data on Programming/Services for Gifted and Talented Students

The following is a summary of states and territories that collect data about educational programming for their gifted and talented students.

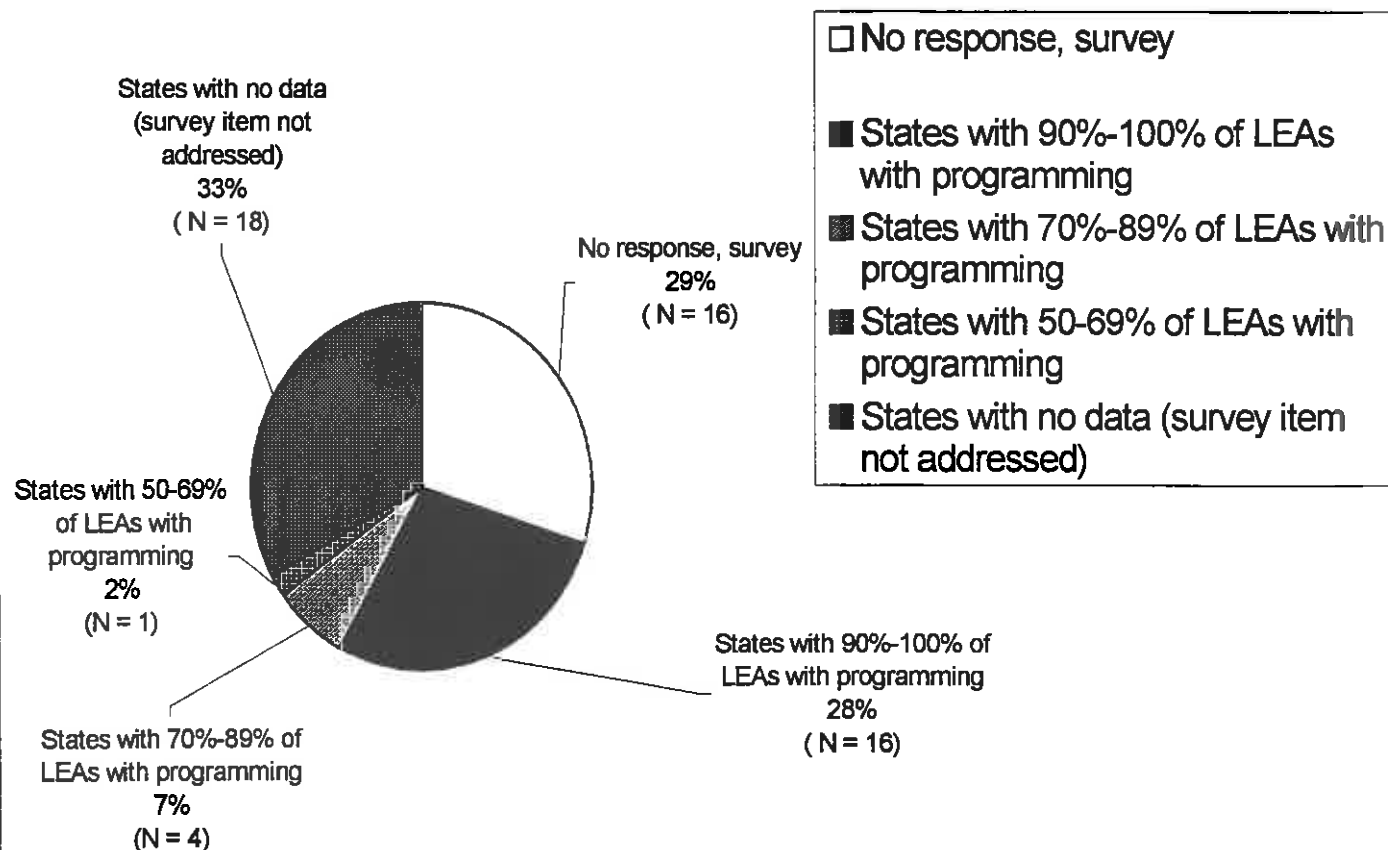
States'/Territories' Programming Data Collection 1999-2000 N = 56



II. LEAs Offering Gifted Education Programming

The following is a summary of state and territorial LEAs that offer educational programming/services for gifted and talented students, as reported to state directors of gifted education.

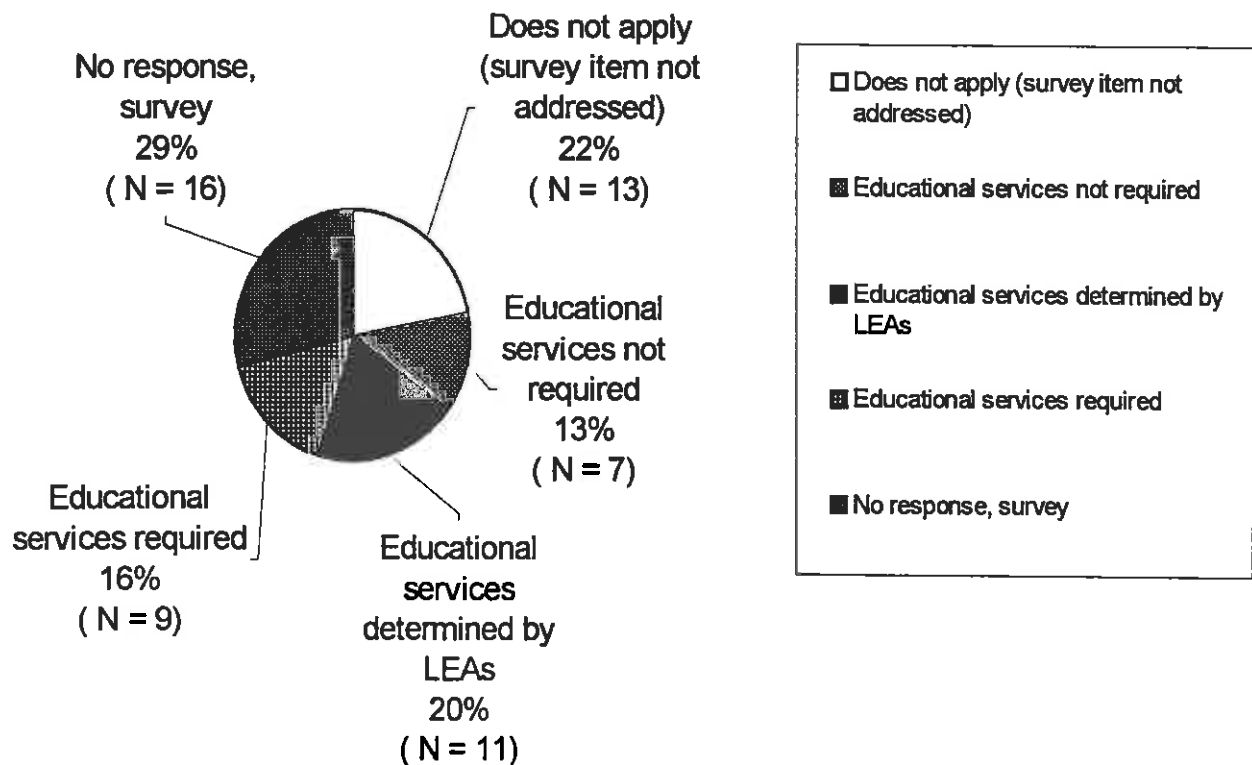
LEAs With Gifted Education Program Services 1999-2000 N = 56



III. Required State and Territorial Gifted Educational Services/Programming

The following information summarizes the degree to which states and territories require education services for gifted and talented students.

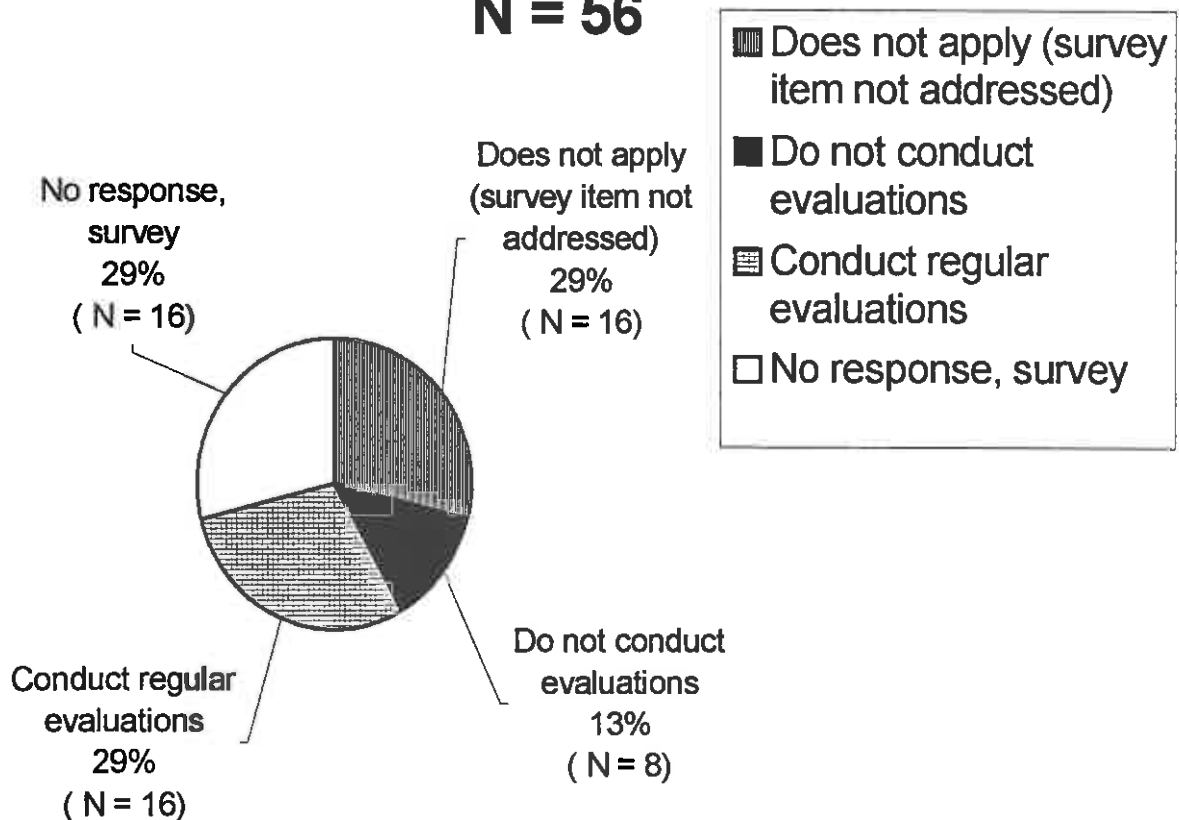
State- /Territory-Required Programs/Services 1999-2000 N = 56



IV. State and Territorial Evaluation of Gifted Educational Services/Programming

The following is a summary of state and territorial activity to evaluate and review gifted education programming and services. Regular evaluations and reviews range from annual reports for compliance with state regulations to 3-5 year complete evaluations by outside and/or state evaluation teams.

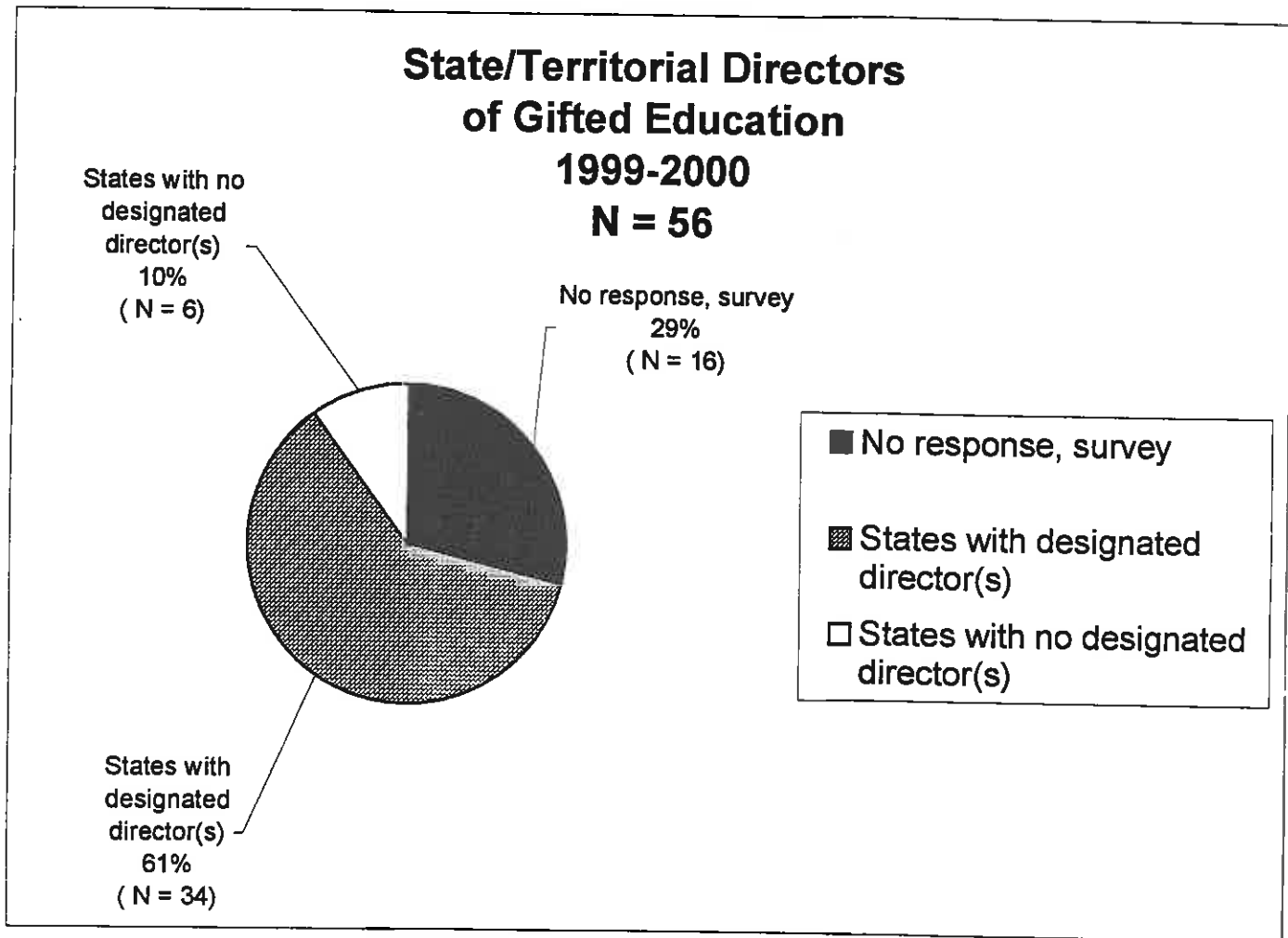
State/Territorial Evaluations of Gifted Education Services 1999-2000 N = 56



Gifted Education Personnel, 1999-2000

I. Directors/Coordinators for Gifted Education

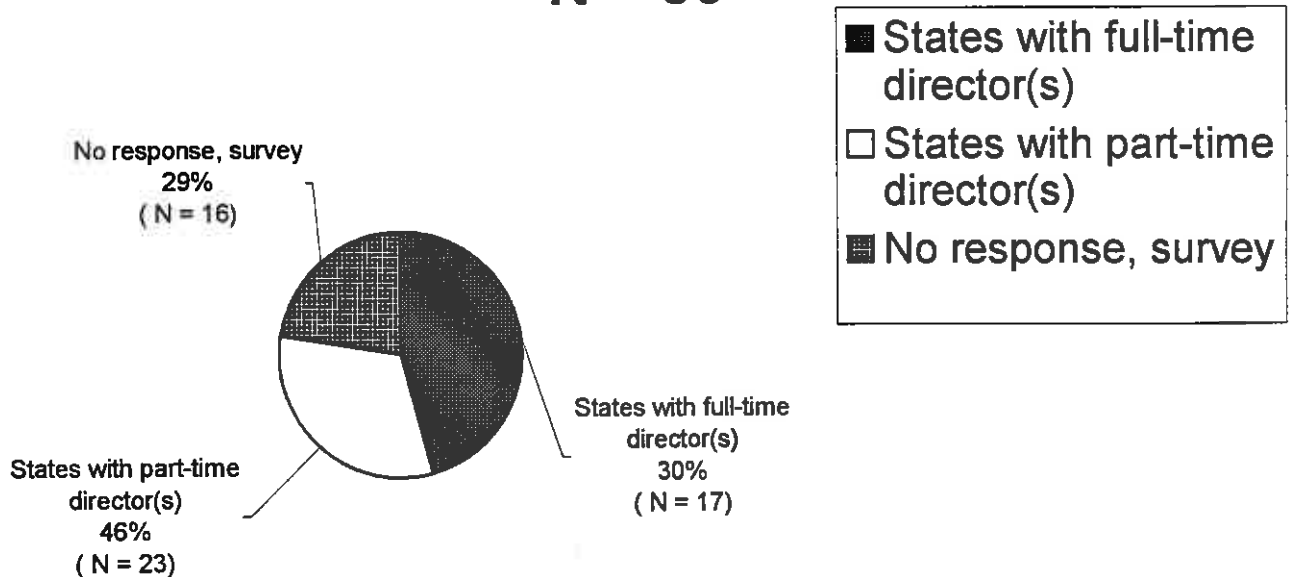
The following is a summary of the occurrence of positions that are designated by states and territories as state/territorial director for gifted education or its equivalent.



II. Gifted Education Responsibilities of State/Territorial Directors/Coordinators

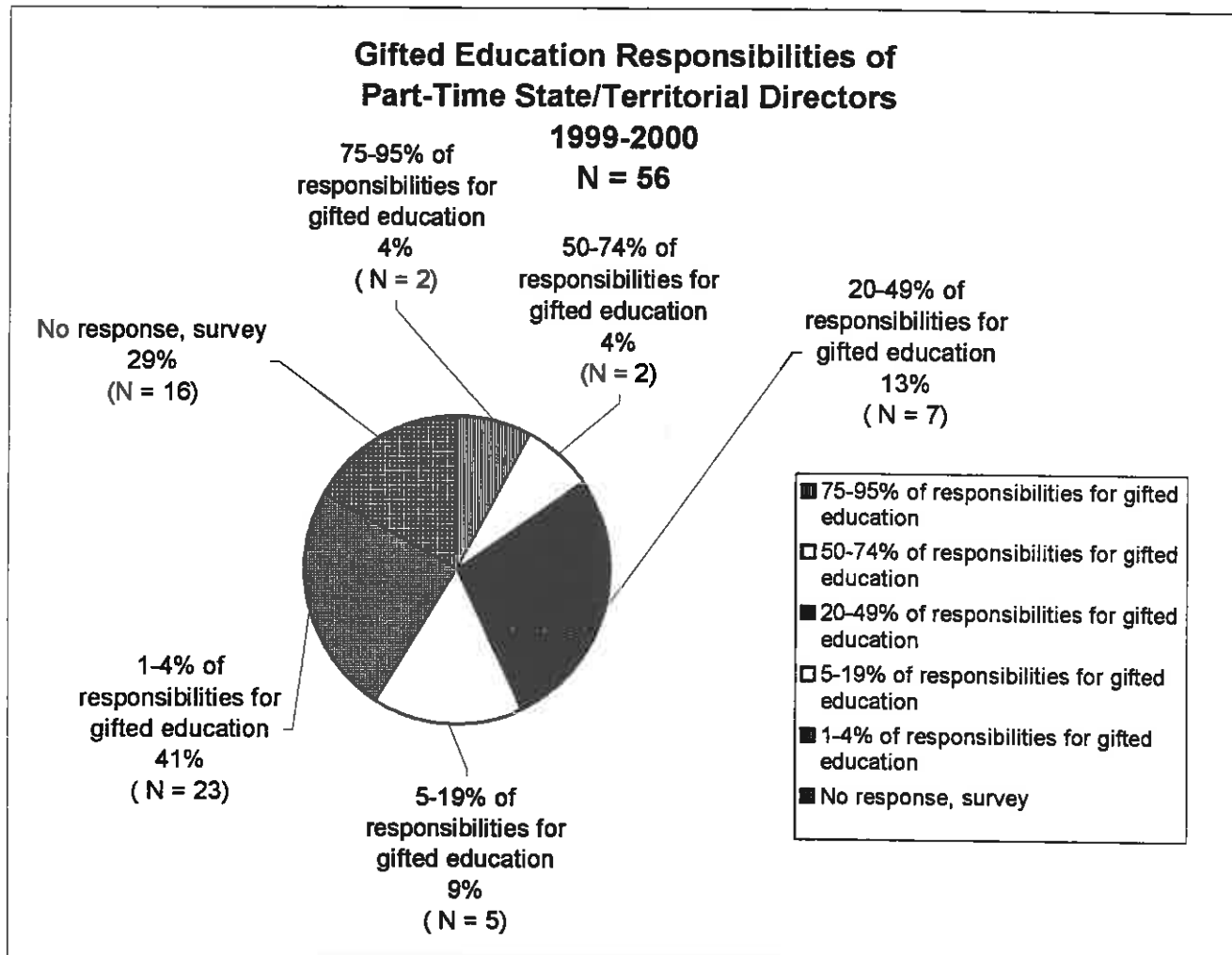
The following is a summary of designated gifted education responsibilities for state and territorial directors for the 35 states that have this position. Gifted education responsibilities are designated as full-time when all duties relate to gifted education. Gifted education responsibilities are designated as part-time when the director has duties in additional areas of education not related to gifted education.

State/Territorial Directors' Gifted Education Responsibilities 1999-2000 N = 56



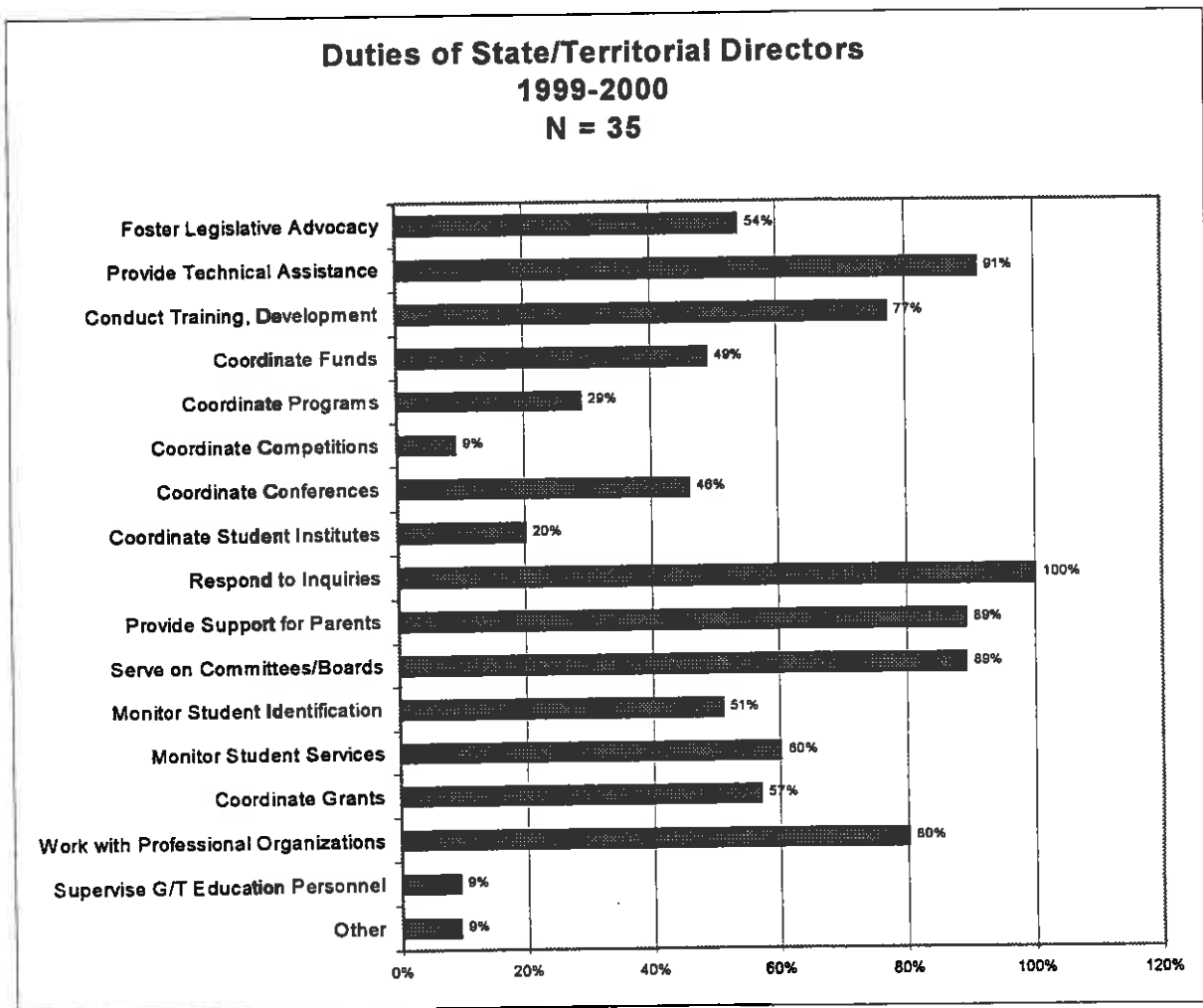
III. Gifted Education Responsibilities of Part-Time State/Territorial Directors

Part-time directors often have limited responsibilities for gifted education. Below is a summary of the designated amount of responsibility the part-time director has that is exclusively in the area of gifted education.



IV. Duties and Responsibilities of Full- /Part-Time State/Territorial Directors

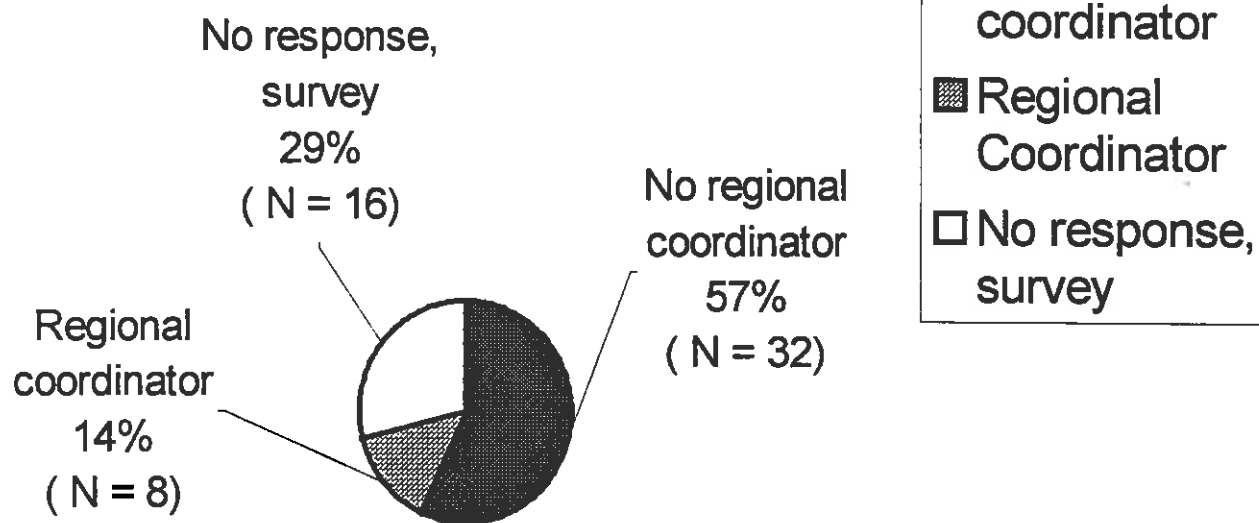
The following summary indicates the range of duties of state/territorial directors of gifted education. The data include the duties of both full-time and part-time directors or the equivalent position.



V. State- /Territory-Designated Regional Coordinators

The following is a summary of the occurrence of positions that are designated by states and territories as regional coordinators for gifted education.

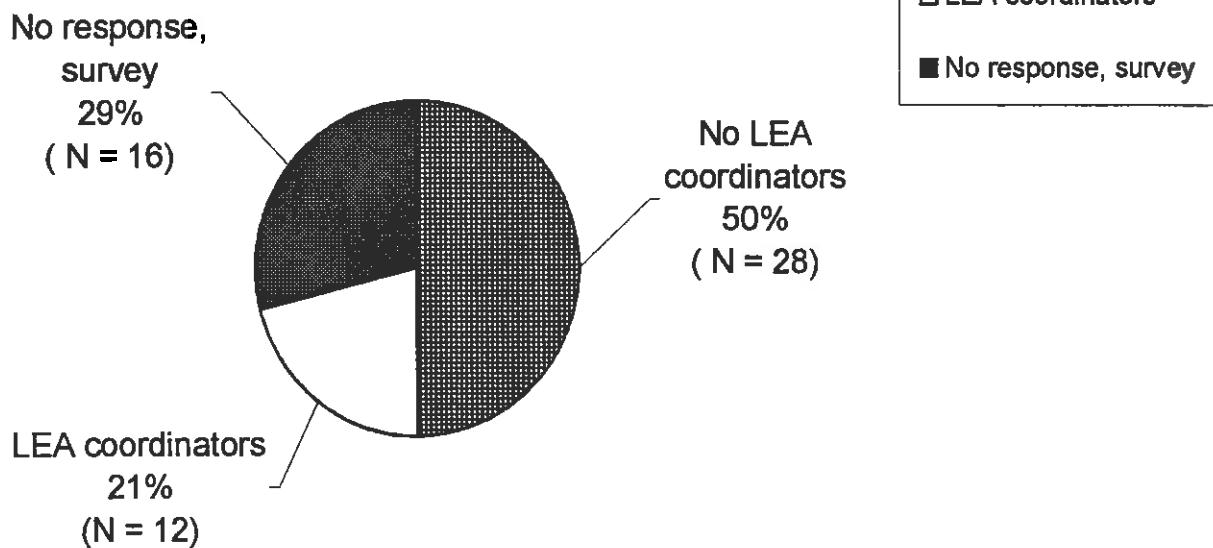
**States and Territories
with Regional Directors for Gifted Education
1999-2000
N = 56**



VI. State-/Territory-Designated LEA Coordinator

The following is a summary of the occurrence of positions that are designated by states and territories as LEA or school-district coordinator for gifted education.

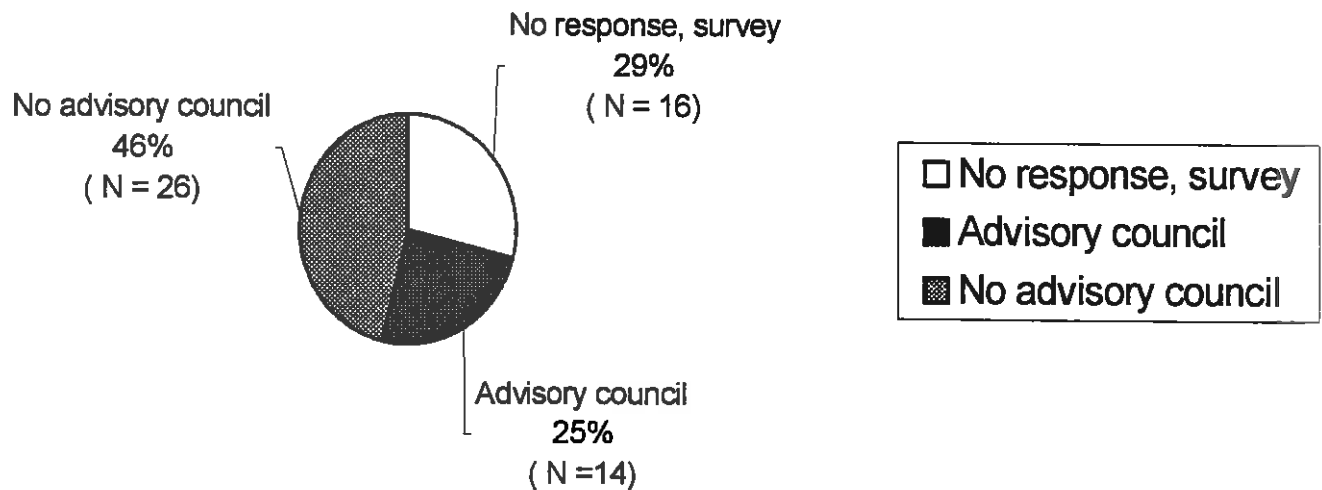
**States and Territories with LEA Coordinators
for Gifted Education
1999-2000
N = 56**



VII. State- /Territory-Designated Advisory Council

The following is a summary of the occurrence of positions that are designated by states and territories as state or territorial advisory councils for gifted education.

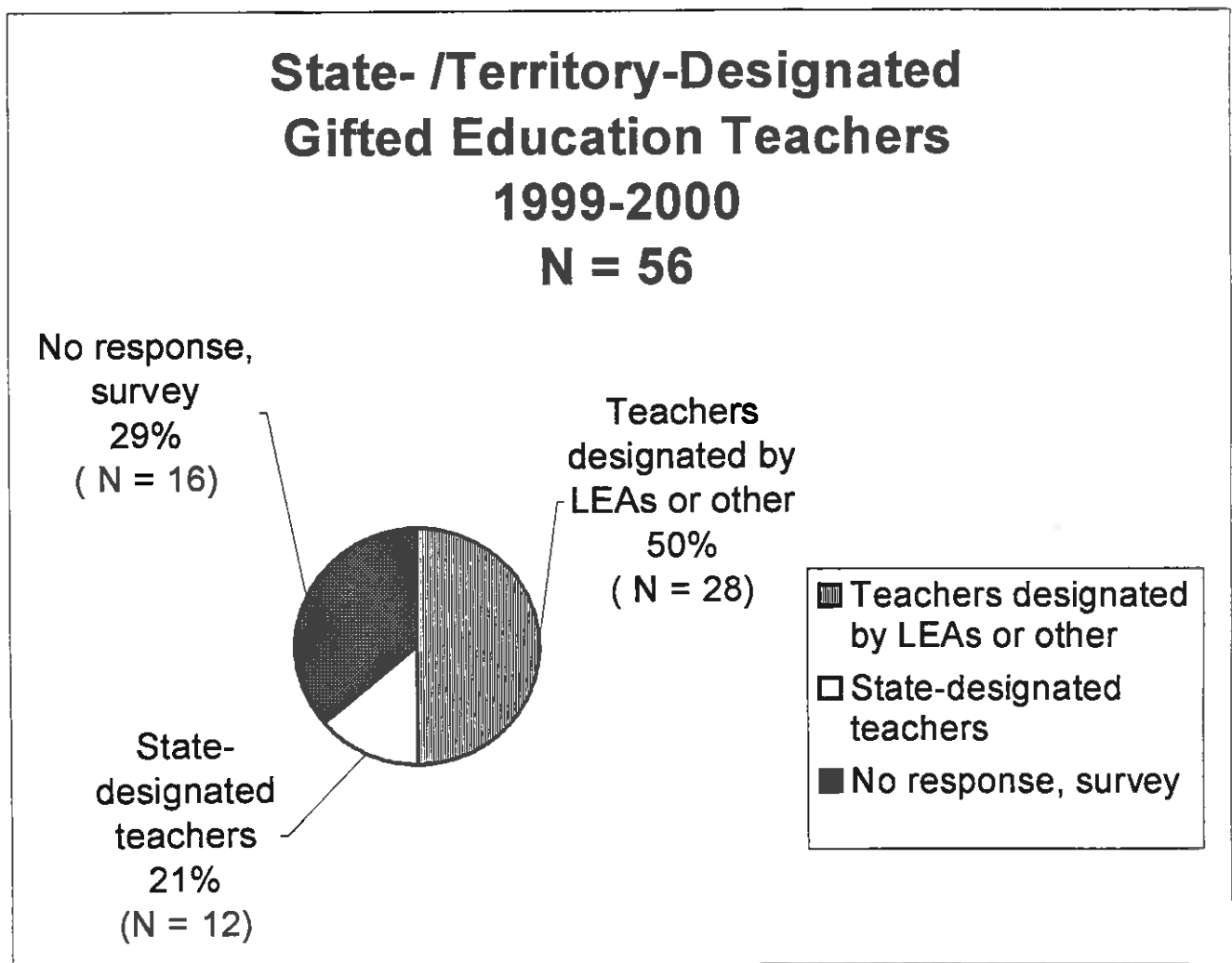
**State and Territorial
Gifted Education Advisory Councils
1999-2000
N=56**



VIII. State- /Territory-Designated Gifted Education Teachers

The following is a summary of the occurrence of positions that are designated by states and territories as building-level gifted education teachers.

(Note: Although state-level funding may be available for gifted education teacher positions, usually the LEAs determine the need, placement, and responsibilities for these positions.)

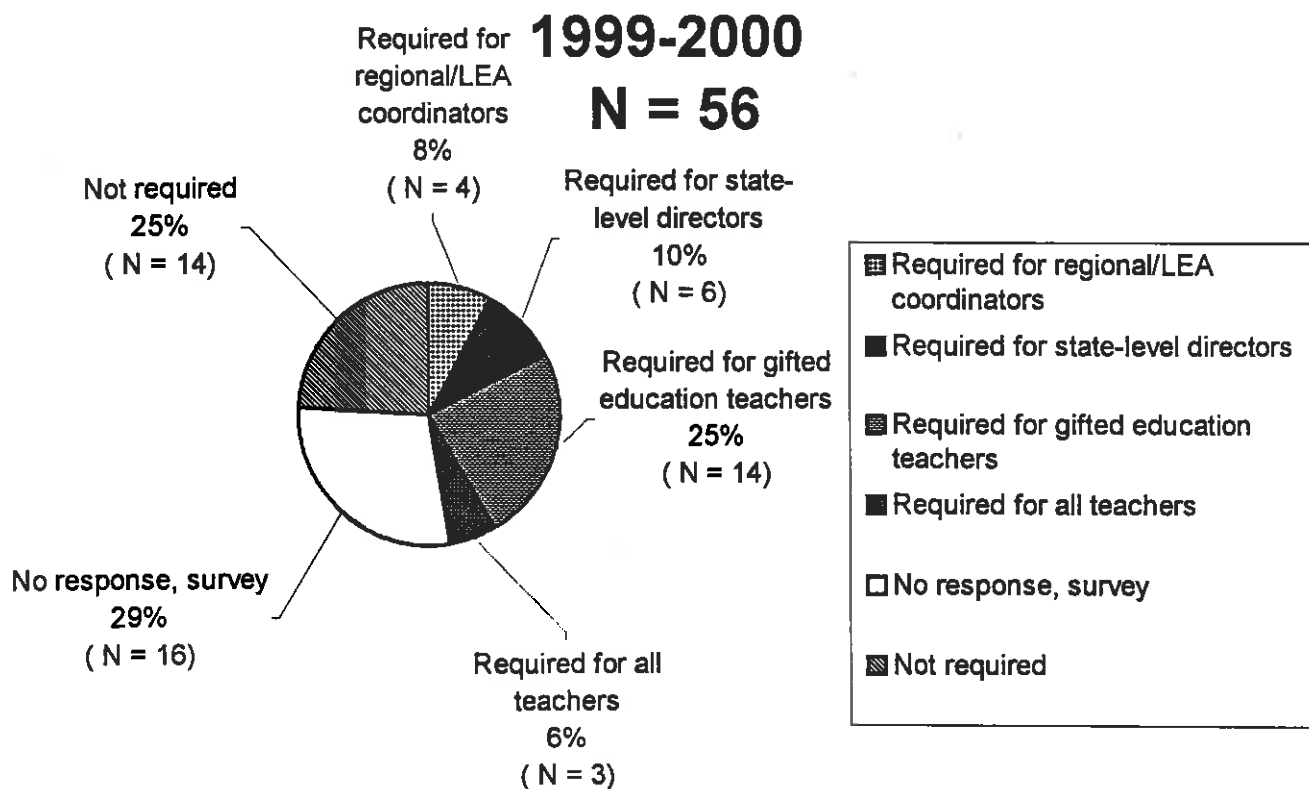


IX. State/Territorial Requirements for Endorsement/Advanced Coursework in Gifted Education

The following is a summary of state and territorial requirements for advanced studies or endorsement in gifted education for those responsible for the education of gifted and talented students.

(Note: The total exceeds 100% due to required education/endorsement in multiple categories.)

State and Territorial Requirements for Endorsement, Advanced Studies in Gifted Education



SUMMARY MATRICES

- Gifted Education Legislation/Mandate/Funding
- Funding Changes from Previous Year/Other Funding Options for Gifted Education
- Required Identification Procedures/Estimated Percent of Identified Gifted and Talented Students/Total Student Population/Number of Students Identified as Gifted and Talented
- LEA Offering Gifted Education/State Funded Gifted Education Positions
- Director Duties/Positions Requiring Advanced/Endorsement in Gifted Education

Summary of State/Territorial Legislation Mandate / State Gifted Education Funding

Key: States/Territories shown in gray did not submit information.

States/Territories	Gifted Education Legislation	Gifted Education Mandate	State Gifted Education Funding
Alaska	X	X	X
Alabama	Yes	Full	None
American Samoa	X	X	X
Arizona	Yes	Full	Formula
Arkansas	Yes	Full	\$6m + Formula
California	Yes	No	\$51.9m+Formula
Colorado	Yes	No	\$5.5m+Formula
Connecticut	Yes	Partial	None
Delaware	Yes	No	None
District of Columbia	No	No	None
Florida	Yes	Full	Formula
Georgia	Yes	Full	\$98.6m+Formula
Guam	X	X	X
Hawaii	X	X	X
Idaho	Yes	Partial	\$ 5m
Illinois	Yes	Full	\$19m+Formula
Indiana	Yes	No	Formula+grant
Iowa	Yes	Full	Formula
Kansas	Yes	Full	\$9.7m
Kentucky	Yes	Full	\$6.9m
Louisiana	Yes	Full	Formula
Maine	X	X	X
Marshall Islands	X	X	X
Maryland	Yes	No	\$4.9m
Massachusetts	Yes	No	\$43m
Michigan	No	No	\$5m+Formula
Minnesota	No	No	None
Mississippi	X	X	X
Missouri	Yes	No	\$23.1m
Montana	Yes	No	\$150,000
Nebraska	X	X	X
Nevada	X	X	X
New Hampshire	X	X	X
New Jersey	Yes	Partial	None

State Gifted Education Funding, Continued

Key: States/Territories shown in gray did not submit information.

States/Territories	Gifted Education Legislation	Gifted Education Mandate	State Gifted Education Funding
New Mexico	X	X	X
New York	Yes	Partial	Formula
North Carolina	Yes	Full	Formula
North Dakota	X	X	X
Ohio	Yes	Partial	\$42m
Oklahoma	Yes	Full	\$64.9m
Oregon	Yes	Full	\$107,000+Formula
Pennsylvania	Yes	Full	None
Puerto Rico	X	X	X
Rhode Island	Yes	No	\$20,000
South Carolina	Yes	Full	\$28.7m
South Dakota	Yes	No	None
Tennessee	Yes	Partial	None
Texas	Yes	Full	\$62.5m+Formula
Vermont	X	X	X
Virginia	Yes	Full	Formula
U.S. Virgin Islands	X	X	X
Utah	Yes	Full	Formula
Washington	Yes	No	\$6.3m
West Virginia	Yes	Full	Formula
Wisconsin	Yes	Partial	None
Wyoming	X	X	X

Summary of State/Territorial Funding Changes / Other Funding Options

Key: States/Territories shown in gray did not submit information.

States/Territories	Funding Changes from Previous Year	Other Funding Options for Gifted Education
Alaska	X	X
Alabama	NA	General education funds
American Samoa	X	X
Arizona	Decrease	General education funds
Arkansas	No change	NA
California	Increase	General education funds, staff development
Colorado	No change	General education funds, staff development, grants
Connecticut	NA	General education fund, staff development
Delaware	NA	NA
District of Columbia	NA	NA
Florida	Decrease	Special Education
Georgia	Increase	NA
Guam	X	X
Hawaii	X	X
Idaho	No change	General education funds
Illinois	No change	Staff development
Indiana	No change	NA
Iowa	No change	NA
Kansas	No change	NA
Kentucky	Increase	Staff development, grants
Louisiana	Decrease	General education funds, grants
Maine	X	X
Marshall Islands	X	X
Maryland	No change	NA
Massachusetts	No change	NA
Michigan	No change	General education funds, staff development, grants
Minnesota	NA	General education funds
Mississippi	X	X
Missouri	Increase	General education funds, staff development, grants
Montana	No change	General education funds
Nebraska	X	X
Nevada	X	X
New Hampshire	X	X
New Jersey	NA	General education funds, staff development

Funding Changes / Other Funding Options, Continued

Key: States/Territories shown in gray did not submit information.

States/Territories	Funding Changes from Previous Year	Other Funding Options for Gifted Education
New Mexico	X	X
New York	No change	LEA
North Carolina	Increase	Grants
North Dakota	X	X
Ohio	Increase	NA
Oklahoma	Increase	NA
Oregon	No change	General education funds
Pennsylvania	NA	General education funds, staff development, special education
Puerto Rico	X	X
Rhode Island	No change	General education funds, staff development
South Carolina	Increase	General education funds, staff development
South Dakota	NA	NA
Tennessee	NA	General education funds
Texas	No change	NA
Vermont	X	X
Virginia	Increase	General education funds
U.S. Virgin Islands	X	X
Utah	No change	NA
Washington	Increase	NA
West Virginia	No change	General education funds, staff development, grants
Wisconsin	NA	LEA
Wyoming	X	X

Summary of State/Territorial Required Identification Procedures / Numbers of Identified Gifted Students

States/Territories	Required ID Procedures	Estimated % of Identified G/T Students	1999 Total Student Population ¹	Number of Students Identified as G/T (estimated) ²
Alabama	Yes	2.93	740,732	21,703
Alaska	X		134,391	
American Samoa	X		15,477	
Arizona	Yes		852,612	
Arkansas	Yes	9.0	451,034	40,593
California	Yes	6.0	6,038,589	362,315
Colorado	LEA	13.0	708,109	92,054
Connecticut	LEA	4.3	553,993	23,822
Delaware	No	6.0	112,836	6,770
District of Columbia	No		77,194	
Florida	Yes	4.34	2,381,396	103,353
Georgia	Yes	5.8	1,422,762	82,520
Guam	X		32,951	
Hawaii	X		185,860	
Idaho	LEA	3.8	245,331	9,323
Illinois	LEA	7.8	2,027,600	158,153
Indiana	Yes	9.37	988,702	92,641
Iowa	No		497,301	
Kansas	Yes	3.0	472,188	14,166
Kentucky	Yes	4.4 - 11.0	648,180	28,520-71,300
Louisiana	Yes	2.5	756,579	18,914
Maine	X		209,253	
Marshall Islands	X			
Maryland	No	21.0	846,582	177,782
Massachusetts	No		971,425	
Michigan	No		1,725,617	
Minnesota	LEA		854,034	
Mississippi	X		500,716	
Missouri	Yes	3.0	914,110	27,423
Montana	No		157,556	
Nebraska	X		288,261	
Nevada	X		325,610	
New Hampshire	X		206,783	
New Jersey	No		1,289,256	
New Mexico	X		324,495	
New York	LEA		2,887,776	
North Carolina	Yes	11.0	1,275,925	140,352

Req'd Identification Procedures / Numbers of Identified Students, Continued

States/Territories	Required ID Procedures	Estimated % of Identified G/T Students	1999 Total Student Population ¹	Number of Students Identified as G/T (estimated) ²
North Dakota	X		112,751	
Northern Marianas			9,732	
Ohio	Yes	12.0	1,836,554	220,386
Oklahoma	Yes	16.15	627,032	101,266
Oregon	Yes	8.0	545,033	43,603
Pennsylvania	Yes	4.39	1,816,716	79,754
Puerto Rico	X		613,019	
Rhode Island	No		156,454	
South Carolina	Yes	11.0	666,780	73,346
South Dakota	No		131,037	
Tennessee	Yes	2.04	916,202	18,691
Texas	Yes	8.0	3,991,783	319,343
U.S. Virgin Islands	X		20,866	
Utah	No		480,255	
Vermont	X		104,559	
Virginia	Yes	12.50	1,133,994	141,749
Washington	Yes	5.0	1,003,714	50,186
West Virginia	Yes	2.10	291,811	6,128
Wisconsin	No		877,753	
Wyoming	X		92,105	

¹ 1999 total student population data from National Center for Education Statistics, *Statistics in Brief*, May 2001. U.S. Department of Education, Office of Educational Research and Improvement. NCES 2001-326r.

² Number extrapolated by applying the percentage given to the total student population data.

Summary of State/Territorial LEAs Offering Gifted Education / State Funded and Supported Positions

Key: States/Territories shown in gray did not submit information.

States/Territories	LEAs Offering Gifted Education	State Funded/Supported Gifted Education Positions
Alaska	X	X
Alabama	NA	State director
American Samoa	X	X
Arizona	83%	State director, LEA coordinator
Arkansas	100%	State director, advisory council, regional coordinators, LEA coordinators, G/T teachers
California	75%	State directors (2)
Colorado	NA	State director, advisory council
Connecticut	NA	State director
Delaware	NA	State director, advisory council
District of Columbia	NA	State director, LEA Coordinator
Florida	100%	State director
Georgia	95%	State director
Guam	X	X
Hawaii	X	X
Idaho	81%	State director
Illinois	NA	State director, regional coordinator, LEA coordinator
Indiana	99%	State director, advisory council, regional coordinator, G/T teachers
Iowa	NA	State director, regional coordinator, LEA coordinator
Kansas	100%	State director, advisory council, regional coordinators, LEA coordinators, G/T teachers
Kentucky	100%	State director, advisory council, LEA coordinator
Louisiana	100%	State director, LEA Coordinator
Maine	X	X
Marshall Islands	X	X
Maryland	100%	State director, advisory council
Massachusetts	26%	State director, advisory council
Michigan	NA	State director, regional coordinator
Minnesota	NA	State director
Mississippi	X	X
Missouri	59%	State director
Montana	NA	Grant administrator
Nebraska	X	X
Nevada	X	X
New Hampshire	X	X
New Jersey	NA	State director

LEAS Offering Gifted Education, Continued

Key: States/Territories shown in gray did not submit information.

States/Territories	LEAs Offering Gifted Education	State Funded Gifted Education Positions
New Mexico	X	X
New York	NA	State director
North Carolina	100%	State consultant
North Dakota	X	X
Ohio	NA	State directors (2), advisory council, regional coordinator, LEA coordinator
Oklahoma	100%	State directors (2), state coordinator, LEA coordinator
Oregon	100%	State Director, LEA coordinator
Pennsylvania	100%	NA
Puerto Rico	X	X
Rhode Island	NA	State director, advisory council
South Carolina	100%	State director
South Dakota	NA	NA
Tennessee	NA	LEA Coordinator, G/T teachers
Texas	100%	State directors (3), advisory council, regional coordinators
Vermont	X	X
Virginia	99%	State director, advisory council, LEA coordinator
U.S. Virgin Islands	X	X
Utah	NA	State director, LEA Coordinator
Washington	78%	State coordinator, advisory council
West Virginia	100%	State director, LEA Coordinator, G/T teachers
Wisconsin	NA	LEA Coordinators
Wyoming	X	X

Summary of State/Territorial Director Duties / Positions Requiring Advanced Education / Endorsement in Gifted Education

Key: States/Territories shown in gray did not submit information.

States/Territories	Director Duties	Positions Requiring Advanced Education/Endorsement in Gifted Education
Alaska	X	X
Alabama	Full-time gifted education	State director, G/T teachers
American Samoa	X	X
Arizona	Full-time gifted education	G/T teachers
Arkansas	Full-time gifted education	State director, regional coordinators, LEA coordinators, G/T teachers
California	Full-time gifted education	State director
Colorado	75% gifted education	None
Connecticut	Full-time gifted education	None
Delaware	25%-50% gifted education	G/T teachers
District of Columbia	5% gifted education	None
Florida	95% gifted education	G/T teachers
Georgia	Full-time gifted education	State director, G/T teachers
Guam	X	X
Hawaii	X	X
Idaho	Full-time gifted education	G/T teachers
Illinois	Part-time	None
Indiana	Full-time gifted education	None
Iowa	45% gifted education	LEA coordinator
Kansas	50% gifted education	All G/T positions
Kentucky	Full-time gifted education	State director, LEA coordinator
Louisiana	Full-time gifted education	G/T teachers
Maine	X	X
Marshall Islands	X	X
Maryland	Full-time gifted education	None
Massachusetts	25% gifted education	None
Michigan	Full-time gifted education	Regional coordinator
Minnesota	10% gifted education	None
Mississippi	X	X
Missouri	Full-time gifted education	G/T teachers
Montana	NA	None
Nebraska	X	X
Nevada	X	X
New Hampshire	X	X
New Jersey	10% gifted education	None

Director Duties / Positions Requiring Advanced Education, Continued

Key: States/Territories shown in gray did not submit information.

States/Territories	Director Duties	Positions Requiring Advanced Education/Endorsement in Gifted Education
New Mexico	X	X
New York	10% gifted education	G/T teachers
North Carolina	Full-time gifted education	NA
North Dakota	X	X
Ohio	Full-time gifted education	State director, Regional coordinators, LEA coordinators,
Oklahoma	Full-time gifted education	None
Oregon	37% gifted education	None
Pennsylvania	NA	All teachers
Puerto Rico	X	X
Rhode Island	20% gifted education	None
South Carolina	Full-time gifted education	G/T teachers
South Dakota	NA	G/T teachers
Tennessee		G/T teachers
Texas	Full-time gifted education	None*(staff development requirements)
Vermont	X	X
Virginia	Full-time gifted education	None
U.S. Virgin Islands	X	X
Utah	10% gifted education	G/T teachers
Washington	30% gifted education	All teachers
West Virginia	50% gifted education	State director, G/T teachers
Wisconsin	NA	None
Wyoming	X	X

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