

State of the States

Gifted and Talented Education Report 2001-2002

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

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Gifted and Talented Education Report 2001-2002

This report was prepared by the Frances A. Karnes Center for Gifted Studies at the University of Southern Mississippi, under a grant from the National Association for Gifted Children (NAGC).

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2001-2002 Gifted Education State Survey Report

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STATE AGENCY

State	State Agency						
	SEA Department That Includes Gifted And Talented Education						
	Special Education	Exceptional Students	General Education	Gifted And Talented (Separate From Special Or General Education)	Curriculum And Instruction	Vocational/ Technical	Other
Alabama	X						
Alaska			X				
Arizona		X					
Arkansas			X				
California					X		
Colorado		X					
Connecticut					X		
Delaware	X						
Florida		X					
Georgia					X		
Hawaii							
Idaho							
Illinois							
Indiana		X					System of Support
Iowa							1. Iowa Dept. of Ed., 2. Division of Early Childhood, Elementary, and Secondary Ed., 3. Bureau of Instructional Services
Kansas	X						
Kentucky				X	X		
Louisiana	X						
Maine							Regional Services, Standards and Assessment
Maryland	X				X		
Massachusetts							Center for Teaching and Learning: Office of Academic Standards
Michigan				X			
Minnesota							
Mississippi					X		
Missouri					X		
Montana					X		
Nebraska					X		
Nevada							
New Hampshire	X						

State	State Agency							Number Of Designated Personnel With 100% Of Time Allocated To Gifted/Talented Education
	SEA Department That Includes Gifted And Talented Education							
	Special Education	Exceptional Students	General Education	Gifted And Talented (Separate From Special Or General Education)	Curriculum And Instruction	Vocational/ Technical	Other	
New Jersey							Regional Services (1/03)	0
New Mexico	X							0
New York					X			0
North Carolina		X						1
North Dakota	X							0
Ohio		X						2
Oklahoma					X			2
Oregon	X							0
Pennsylvania	X				X			0
Rhode Island	X							0
South Carolina					X			0
South Dakota							Office of Technical Assistance - Title Programs/Content Standards/Assessment	0
Tennessee	X						Advanced Academic Services	1
Texas								0
Utah								0
Vermont							Not existent at SEA	0
Virginia					X			1
Washington	X						Special Populations/Services	0
West Virginia	X							
Wisconsin					X			0
Wyoming			X					0
Washington DC				X				2
Total	14	6	3	3	15	0	7	# 100% time G/T coordinators
								1
								2
								3
								0
							No response	
								5

STATE AGENCY – Department

Summary

Respondents were asked to indicate which State Education Agency department housed gifted and talented education. 45 states responded.

Findings

15 states, or 33%, indicated curriculum and instruction.

14 states, or 31%, indicated special education

7 states, or 16%, indicated other

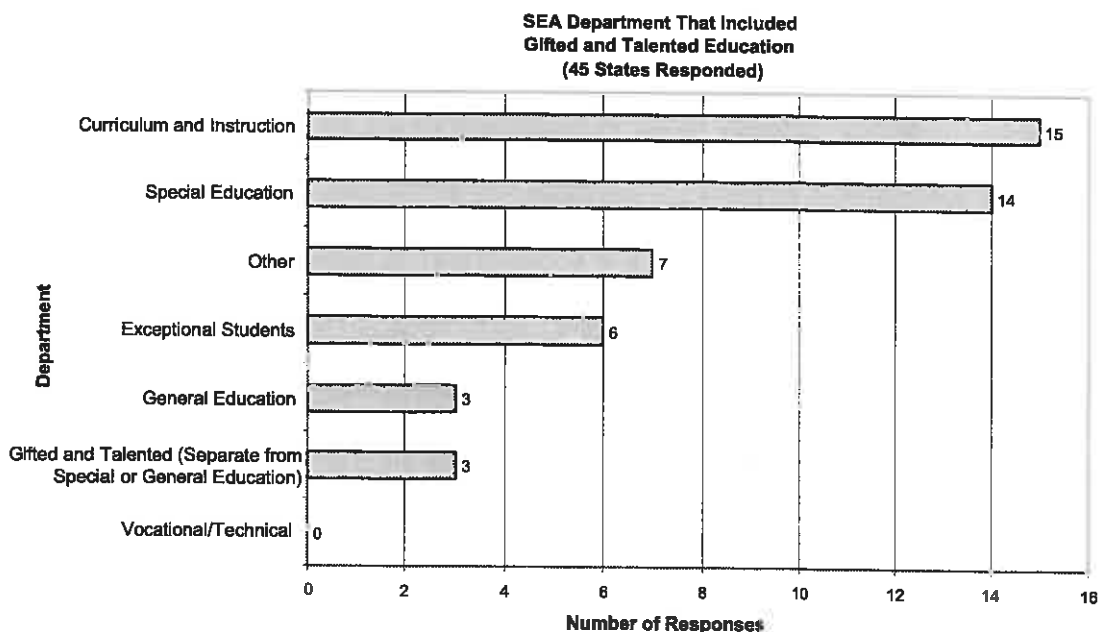
6 states, or 13% indicated exceptional students

3 states, or 7% indicated gifted and talented (separate from special education or general education)

3 states, or 7% indicated general education

0 states indicated vocational/technical education

(some states indicated multiple departments)



STATE AGENCY – Personnel Allocated for Gifted Education

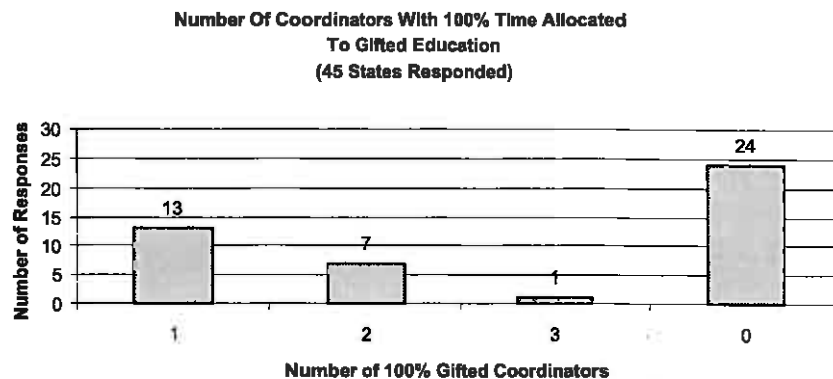
Summary

Respondents were asked to indicate the number of state gifted coordinators with 100 percent of time allocated to gifted education. 45 states responded.

Findings

Number of Coordinators with 100% Time Allocated to Gifted Education

24 states, or 53%, indicated having 0 gifted consultants with 100% time allocated to gifted education.
13 states, or 29%, indicated having 1 gifted consultant with 100% time allocated to gifted education.
7 states, or 16%, indicating having 2 gifted consultants with 100% time allocated to gifted education.
1 state, or 2%, indicated having 3 gifted consultants with 100% time allocated to gifted education.
6 states did not respond.



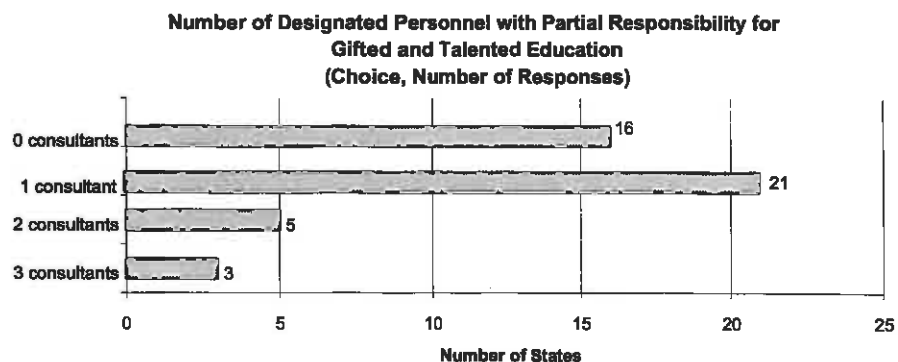
Summary

Respondents were asked to indicate the number of designated personnel with partial responsibility for gifted and talented education. 45 states responded.

Findings

Number of designated personnel with partial responsibility for gifted and talented education:

21 states, or 47%, have designated 1 person with partial responsibility for gifted and talented education.
16 states, or 36%, have designated 0 persons with partial responsibility for gifted talented education.
5 states, or 11%, have designated 2 persons with partial responsibility for gifted and talented education.
3 states, or 6%, have designated 3 persons with partial responsibility for gifted talented education.



State	State Agency										
	Rank Order The 3 Activities Performed By The SEA Designated Personnel Pertaining To G/T Education That Consume The Greatest Amount Of Time In A Regular Work Week.										
	Number Of Designted Personnel With Partial Responsibility For Gifted/ Talented Education	Percent Of Time Allocated For Designated Personnel With Partial Responsibility For Gifted/ Talented Education	Duties Of G/T Office Include Responsibility For General Or Other Programs Or Projects	Technical Assistance To LEAs In The Field	Technical Assistance By Phone	Providing Professional And Staff Development	Monitoring Program Compliance	Responding To Parental Questions	Serving On Task Forces And Committees	Liaison To Statewide Association For The Gifted	Other
Alabama	0		No	2	3		1				
Alaska	1	1%	Yes	1	2			3			
Arizona	0		Yes		1			2	3		
Arkansas	0		Yes	3			1				
California	2	student assistant 50% clerical 30%	Yes	1	2	3	1	1	2	1	
Colorado	0		Yes	2	1	3					
Connecticut	0		No	1	2	3		2	3	3	
Delaware	1	50%	Yes	2		3				1	
Florida	2	20% .5%	No	2	1			3			
Georgia	1	2%	Yes	1	3	2					
Hawaii											
Idaho											
Illinois	1		Yes	1	2			3			
Indiana	3	varies based on need/time of year	Yes		3		1		2		
Iowa	1	50%	Yes	1		2			3		
Kansas	1	5%	Yes	2			1			3	
Kentucky	0		Yes	2		3	1		3		
Louisiana	0		No	1	2	3					
Maine	1	30% on paper, 20% in reality	Yes	3	2	3	1	2	3	3	
Maryland	0		No	1	2	3					
Massachusetts	2	Director of Office of Academic Standards and Educator Licensure: 10% Education Specialist, Advanced Placement programs: 50% 70%	Yes		2			1	3		
Michigan	1		Yes	3	1	3	3	1	2	2	
Minnesota											

State	State Agency										
	Rank Order The 3 Activities Performed By The SEA Designated Personnel Pertaining To G/T Education That Consume The Greatest Amount Of Time In A Regular Workweek.										
	Number Of Designated Personnel With Partial Responsibility For Gifted/ Talented Education	Percent Of Time Allocated For Designated Personnel With Partial Responsibility For Gifted/ Talented Education	Duties Of G/T Office Include Responsibility For General Or Other Programs Or Projects	Technical Assistance To LEAs In The Field	Technical Assistance By Phone	Providing Professional And Staff Development	Monitoring Program Compliance	Responding To Parental Questions	Serving On Task Forces And Committees	Liaison To Statewide Association For The Gifted	Other
Mississippi	0		No	3	2		1				3
Missouri	0		Yes		1		3	2			
Montana	1	66.6% (2/3)	Yes		1		2			3	
Nebraska	0		No	1	2	1	1	2	2	1	
Nevada											
New Hampshire	1	Self 5%; staff 1-2%	Yes	2	1	3		1	3	2	
New Jersey	3	Since this is a new role, it is estimated that not more than 5-10% of their time will be dedicated to gifted education.	Yes	3	1			2			
New Mexico	1	50%	Yes	3	1			2			Also responsible for NY Summer Institutes (Governors Schools)
New York	1	20%	Yes	3	1			2			
North Carolina	0		No	1	2	3	3				
North Dakota	1	5%	Yes		1		3	2			
Ohio	0		No		1			2		3	
Oklahoma	0		No		1	2		3			
Oregon	1	.32 FTE	Yes	3	2						Complaint investigation, intervention, follow-up is first choice.

State	State Agency										
	Rank Order The 3 Activities Performed By The SEA Designated Personnel Pertaining To G/T Education That Consume The Greatest Amount Of Time In A Regular Workweek.										
	Number Of Designated Personnel With Partial Responsibility For Gifted/Talented Education	Percent Of Time Allocated For Designated Personnel With Partial Responsibility For Gifted/Talented Education	Duties Of G/T Office Include Responsibility For General Or Other Programs Or Projects	Technical Assistance To LEAs In The Field	Technical Assistance By Phone	Providing Professional And Staff Development	Monitoring Program Compliance	Responding To Parental Questions	Serving On Task Forces And Committees	Liaison To Statewide Association For The Gifted	Other
Pennsylvania	2	1 @ 95% 1 @ 15%	Yes	2	1	3		1	3	3	
Rhode Island	1	20% = .2FTE	Yes			2		1		3	
South Carolina	1	90%	Yes		1	1	2				
South Dakota	1	1%	No		2			3		1	
Tennessee	1	20%	Yes		3			1			
Texas	3	approximately 50%.	Yes		1	2	2		3		
Utah	1	5% of time									
Vermont	0	0%	No								
Virginia	0		Yes		2		1	3			
Washington	1	10%	Yes	1							
West Virginia											
Wisconsin	2	1 @ 30% 1 @ 5%	Yes		1			2		3	
Wyoming	1	10-15%	Yes		1		2			3	
Washington DC	0		Yes	1		3	2				
Total	1	21	Yes	1	11	1	1	1	9	1	3
	2	5	No	2	8	2	2	2	4	2	2
	3	3	NR	3	8	3	3	3	3	3	8
	0	16		NAT	15	NAT	NAT	NAT	NAT	NAT	27
	NR*	6		NR*	9	NR*	11	NR*	11	NR*	11

*NR: No response.
†NA: Not applicable.

STATE AGENCY – Duties

Summary

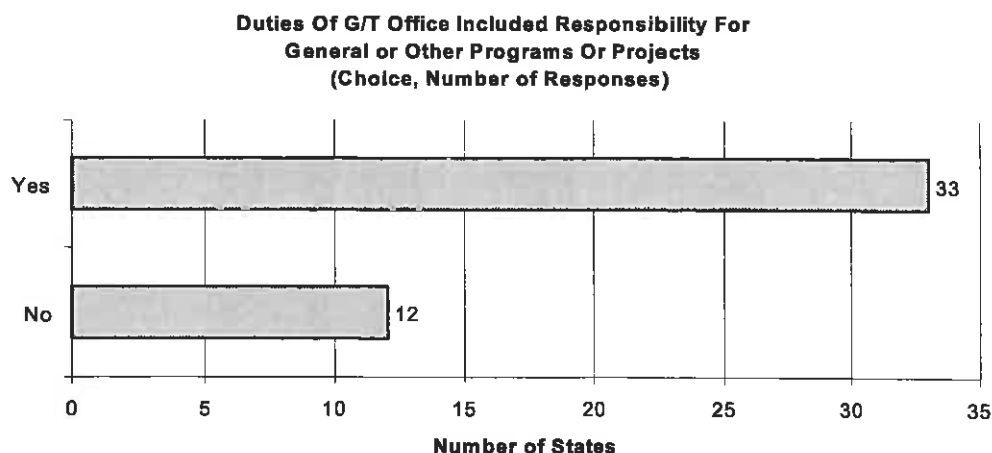
Respondents were asked to indicate if duties of the gifted education office included responsibility for some general or other education programs or projects. 45 states responded.

Findings

Duties of the gifted education office include responsibility for some general or other education programs or projects:

33, or 73% answered "Yes"

12, or 27% indicated "No"



Summary

Respondents were asked to rank order the 3 activities performed by the SEA designated personnel pertaining to gifted education that consumed the greatest amount of time in a regular work week:

Findings

Most Frequent Duty

16 states or 39% indicated "Technical Assistance by Phone" as their most frequent duty

11 states or 26% indicated "Technical Assistance to LEAs in the Field" as their most frequent duty

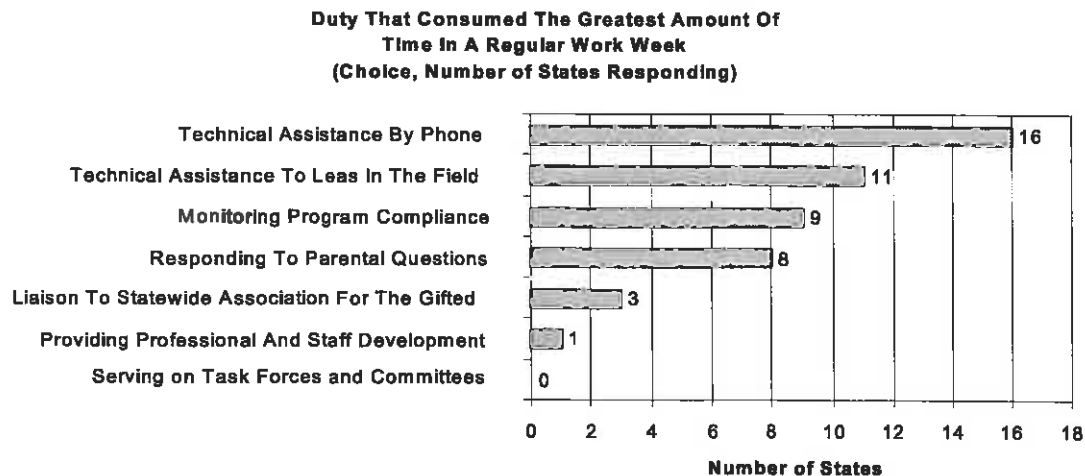
9 states or 23% indicated "Monitoring Program Compliance" as their most frequent duty

8 states or 19% indicated "Responding to Parental Questions" as their most frequent duty

3 states or 8% indicated "Liaison to Statewide Association for the Gifted" as their most frequent duty

1 state or 3% indicated "Providing Professional and Staff Development" as their most frequent duty

0 states indicated "Serving on Task Forces and Committees" as their most frequent duty

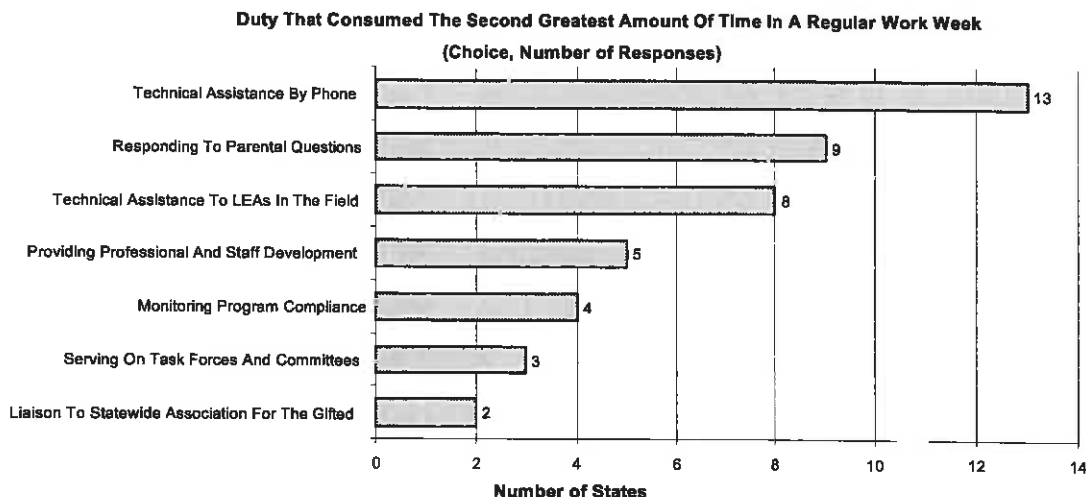


STATE AGENCY – Duties

Findings

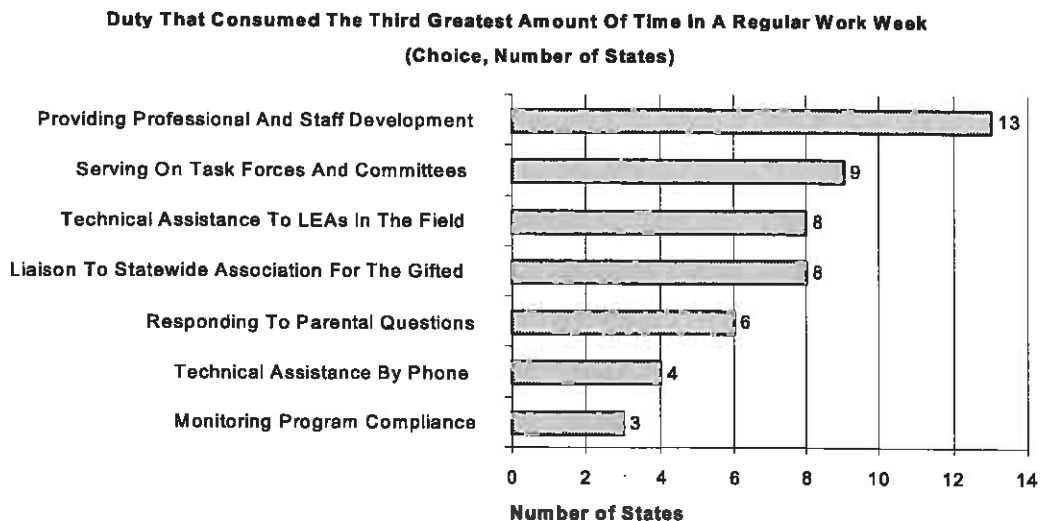
Second Most Frequent Duty

13 states or 32% indicated "Technical Assistance by Phone" as the second most frequent duty
9 states or 22% indicated "Responding to Parental Questions" as the second most frequent duty
8 states or 19% indicated as their 2nd choice "Technical Assistance to LEAs in the Field"
5 states or 13% indicated as their 2nd choice "Providing Professional and Staff Development"
4 states or 10% indicated as their 2nd choice "Monitoring Program Compliance"
3 states or 8% indicated as their 2nd choice "Serving on Task Forces and Committees"
2 states or 5% indicated as their 2nd choice "Liaison to Statewide Association for the Gifted"



Third Most Frequent Duty

13 states or 33% indicated "Providing Professional and Staff Development" as their 3rd choice
9 states or 23% indicated "Serving on Task Forces and Committees" as their 3rd choice
8 states or 19% indicated "Technical Assistance to LEAs in the Field" as their 3rd choice
8 states or 20% indicated "Liaison to Statewide Association for the Gifted" as their 3rd choice
6 states or 14% indicated "Responding to Parental Questions" as their 3rd choice
4 states or 10% indicated "Technical Assistance by Phone" as their 3rd choice
3 states or 8% indicated "Monitoring Program Compliance" as their 3rd choice



State	State Agency (Reporting to the Public)				
	Annual Report On G/T Services Published By State Department	G/T Indicators On District Report Cards	Description Of Indicators On District Report Cards	Within The Last 5 Years Has Your Office For G/T Been Involved With Other Offices In The SEA In The Process Of Developing Proficiency Indicators For Advanced Achievement In The Major Disciplines, Such As Language Arts, Math, Science, Social Studies, And Fine Arts?	If Yes, Please Indicate The Major Disciplines
Alabama	Yes	No		No	
Alaska	No	No			
Arizona	No	No	Data is currently collected by the SEA from all LEAs applying for state gifted assistance funding on the number of identified students, if any of those students are 'twice-exceptional' - to include the disability category, and the number of gifted teachers - to include certification and gifted endorsement status, and majors completed. All data is disaggregated by gender and ethnicity. However, to my knowledge this information is not being included on district report cards.	No	I am unsure, at this specific time, if the Office of Gifted Education was involved in the development process, so I must answer, conditionally, no. However: The Arizona Department of Education K-12 Academic Standards for content include a 'Distinction' (Honors) level of proficiency for grades 9-12 in the following content areas: The Arts Comprehensive Health/P.E. Foreign and Native Language (Title change 10/01) Language Arts Mathematics Science Social Studies Technology Workplace Skills
Arkansas	No	Yes	There is a state report card that provides information about certified teachers. The Office of Gifted and Talented also collects the student demographics for identified students.	No	
California	No	No		Yes	Math, Language Arts, Science
Colorado	Yes	No	Colorado does not have a report card requirement. It does have a School Accountability Report (SAR) that compiles data on successful school indicators and is distributed to the public. The SAR does not single out the gifted and talented as an individual category for the report. ** State accreditation law requires the disaggregating of state assessment results for children with exceptional ability. Districts must show growth and progress in the achievement of g/t students.	No	
Connecticut	No	No		No	
Delaware	No	No		Yes	Visual Art Music Theatre
Florida	No	Yes		No	
Georgia	No	Yes	gifted student performance indicators # students nominated (by grade level, gender, and ethnic group) source of referral (automatic, teacher, parent, peer, self, other) #students identified (by grade level, gender, and ethnic group) Served, Yes or No? Service delivery model(s) and content area(s)	No	
Hawaii					

State	State Agency (Reporting to the Public)				
	Annual Report On G/T Services Published By State Department	G/T Indicators On District Report Cards	Description Of Indicators On District Report Cards	Within The Last 5 Years Has Your Office For G/T Been Involved With Other Offices In The State In The Process Of Developing Proficiency Indicators For Advanced Achievement In The Major Disciplines, Such As Language Arts, Math, Science, Social Studies, And Fine Arts?	If Yes, Please Indicate The Major Disciplines
Idaho					
Illinois	Yes	Yes	Gifted Education in Illinois, Report for 2001-2002 School Year, available at http://www.isbe.net/research/gifted.htm .	No	
Indiana	Yes	No	The percent of students served in G/T programs is required on the final report submitted for all district applying for the 2002-03 G/T grant. The grant proposal asks for number of teachers certified for G/T.	Yes	English Language Arts
Iowa	No			No	
Kansas	No	No		No	
Kentucky	No	Yes	Eight (8) indicators were put in place in 2002 by which to evaluate district annual reports to determine possible gaps in compliance and/or service needs. We are also expanding data collection on the annual state assessment tests.		
Louisiana	No	No		No	
Maine	No	Yes	Still in thinking stages	Yes	All
Maryland	Yes	Yes	Number of students served by G/T Education. Brief description of identification criteria and services	Yes	High school assessments (all disciplines) Curriculum differentiation (all disciplines)
Massachusetts	No	No		Yes	Yes, but only in setting the guidelines for awarding a Certificate of Mastery, such as scores on AP/SATII tests, other evidence of achievement such as Scholastic Art Awards, etc. The core subjects of the arts, English language arts, foreign languages, history and social science, mathematics, and science and technology are included.
Michigan	Yes	Yes	1. The number of Gifted and Talented Students being served is reported each year to the Michigan Department of Education, 2. The number of students supported by local districts in Dual Enrollment at state college and universities is reported to the state legislature by grade, gender, course credits and tuition support out flowing from the LEAs. 3. The Advanced Placement participation is reported to the Michigan Department of Education, by score, grade, gender, ethnic group etc. each year. 4. Virtual learning for Advanced Placement is reported separately to the Michigan Department of Education.	No	

State	State Agency (Reporting to the Public)				
	Annual Report On G/T Services Published By State Department	G/T Indicators On District Report Cards	Description Of Indicators On District Report Cards	Within The Last 5 Years Has Your Office For G/T Been Involved With Other Offices In The SEA In The Process Of Developing Proficiency Indicators For Advanced Achievement In The Major Disciplines, Such As Language Arts, Math, Science, Social Studies, And Fine Arts?	If Yes, Please Indicate The Major Disciplines
Minnesota	No	No		No	
Mississippi	No	No		Yes	Math, Science, Social Studies, Communication Arts and Fine Arts
Missouri	No	No		Yes	Fine Arts
Montana	No	Yes	Too early to determine. There may be a state requirement. Districts (LEAs) may opt to report numbers of students identified and/or served.	Yes	
Nebraska	No	No		No	
Nevada	No	No		No	
New Hampshire	No	No		No	
New Jersey	No	No		No	
New Mexico	No	No		No	
New York	No	No		No	
North Carolina	No	No		No	
North Dakota	No	No		No	
Ohio	No	Yes	In process	No	
Oklahoma	Yes	No		No	
Oregon	No	No		No	
Pennsylvania	No	No		No	
Rhode Island	No	No		No	
South Carolina	No	Yes		No	
South Dakota	No	No	Percent of students identified as G/T	No	
Tennessee	No	Yes	The number of students being served under Special Education and General Education as Intellectually Gifted are reported by ethnicity and grade level in the End of the Year Report for Gifted (submitted in June).	Yes	The Office of Technical Assistance has developed proficiency levels for reading/language arts and math.
Texas	No	No		Yes	Language Arts, Social Studies, Science, Math
Utah	No	Yes	A state survey on gifted education was completed in the fall of 2001. The 50 percent return rate on this survey provides some partial data on these issues.	No	
Vermont	No	Yes		No	

State	State Agency (Reporting to the Public)				
	Annual Report On G/T Services Published By State Department	G/T Indicators On District Report Cards	Description Of Indicators On District Report Cards	Within The Last 5 Years Has Your Office For G/T Been Involved With Other Offices In The SEA In The Process Of Developing Proficiency Indicators For Advanced Achievement In The Major Disciplines, Such As Language Arts, Math, Science, Social Studies, And Fine Arts?	If Yes, Please Indicate The Major Disciplines
Virginia	Yes	Yes	Number of students by program, by grade; total ethnicity numbers; members of part and full-time teachers of the gifted and their training; program services by program, by grade	No	
Washington					
West Virginia					
Wisconsin	No	No		Yes	Participated in statewide proficiency setting panels for Wisconsin Knowledge and Concepts assessments at grades 4, 8, 10.
Wyoming	Yes	Yes	State law requires each district to report the number of students at each grade level who have been identified as gifted, and describe the program in place.	No	
Washington DC	No	No			Reading and Mathematics at this point. Also, we define assessment indicators for AP courses.
Total	Yes	9	Yes	15	
	No	35	No	29	
	NRT	7	NRT	11	
†NRT: No response					

STATE AGENCY – Annual Report, State Report Cards

Summary

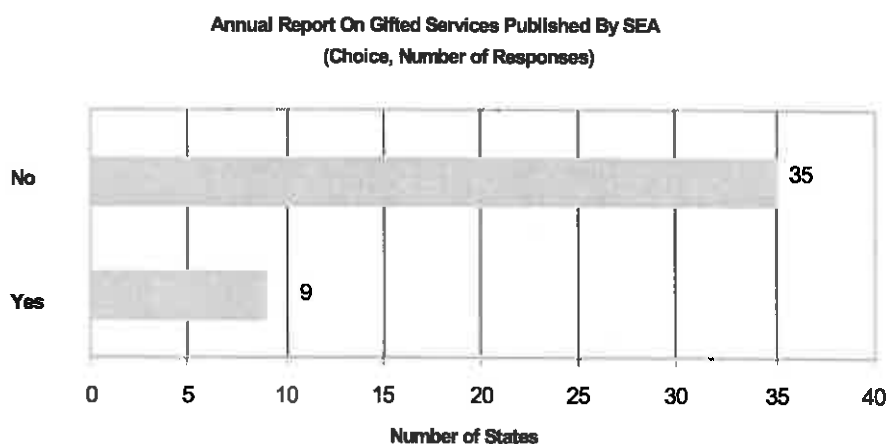
Respondents were asked to indicate if state department of education published an annual report on gifted/talented services. 44 states responded.

Findings

35 states, or 68%, do not publish an annual report on gifted/talented services.

9 states or 18% do publish an annual report on gifted/talented services.

7 states did not respond.



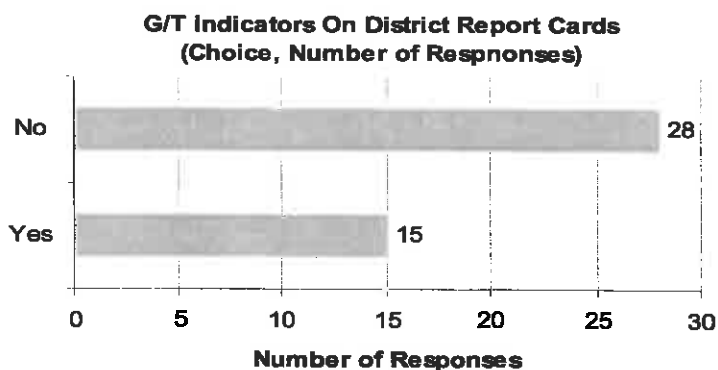
Summary

Respondents were asked to indicate whether there are, or will be, gifted and talented indicators on district report cards. 43 states responded.

Findings

28 states, or 65% of states do not include gifted/talented indicators in district report cards;

15 states, or 35% do include gifted/talented indicators on district report cards. 8 states did not respond.



STATE AGENCY – Developing Proficiency Indicators, Other Responsibilities

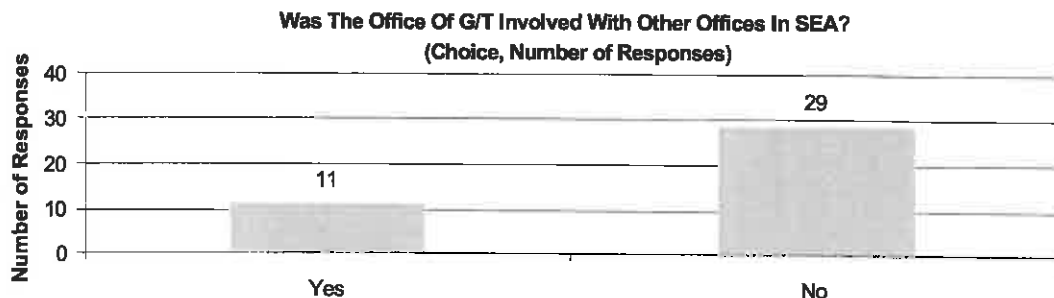
Summary

Respondents were asked to indicate if office of gifted/talented has been involved with other offices in the SEA in developing proficiency indicators. 40 states responded.

Findings

29 states, or 73%, are not involved with other offices in the SEA in the process of developing proficiency indicators;

11 states, or 28% are involved with other offices in the SEA in the process of developing proficiency indicators.



Summary

Respondents were asked to indicate whether the Office for Gifted Education in the SEA had some coordinating role in one or more of several programs. 8 states did not respond to this question.

Findings

The number of Offices of Gifted Education indicated some coordination with these programs:

AP Courses and/or Exams: **20 states, or 47%**

None of the above: **17 states, or 40%**

Concurrent enrollment in College and Public School Course: **12 states, or 28%**

International Baccalaureate Program: **11 states, or 26%**

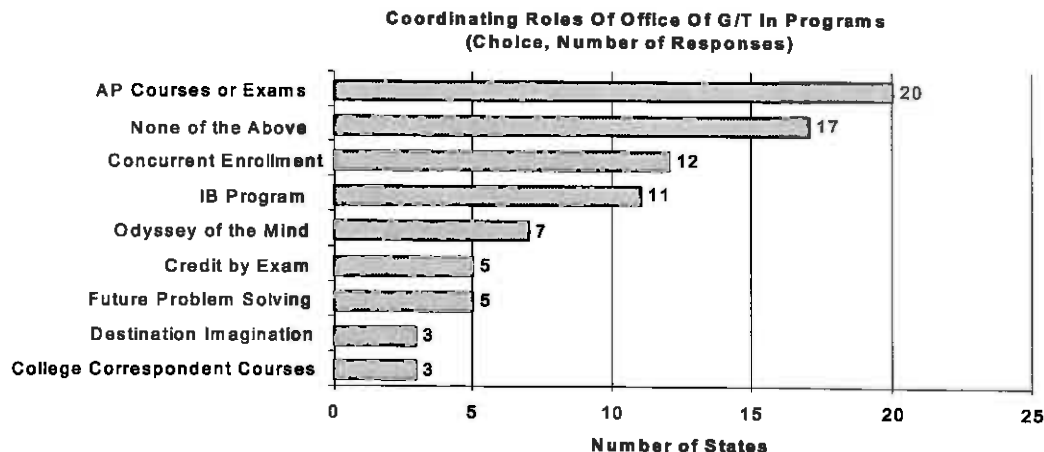
Odyssey of the Mind: **7 states, or 16%**

Credit by Examination: **5 states, or 12%**

Future Problem Solving: **5 states, or 12%**

Destination Imagination: **3 states, or 7%**

College Correspondence Courses: **3 states, or 7%**



State	State Agency										
	Does The Office For Gifted Education In The Sea Have Some Coordinating Role In The Following Programs?										
	College Board AP Courses And/Or Exams	IB Program	College Correspondence Courses	Concurrent Enrollment In College And Public School Course	Credit By Examination	Future Problem Solving	Odyssey Of The Mind	Destination Imagination	None Of The Above	Other	
Alabama									X		
Alaska											
Arizona	X	X	X	X	X	X	X				
Arkansas	X			X							
California		X		X			X	X			
Colorado	X			X							
Connecticut						X					
Delaware	X	X		X			X				
Florida							X				
Georgia	X	X	X	X	X						
Hawaii											
Idaho											
Illinois									X		
Indiana									X		
Iowa									X		
Kansas									X		
Kentucky	X	X		X		X	X				
Louisiana						X					
Maine	X										
Maryland	X			X							
Massachusetts	X									Licensure for K-8 teachers of academically advanced; coordination of Gifted and Talented Advisory Council; supervision of the Certificate of Mastery program, which provides recognition and eligibility for state scholarships to students who score in the "advanced" and "proficient" categories on English and mathematics portions of the statewide test, the Massachusetts Comprehensive Assessment System (MCAS) as well as other academic achievements in high school.	
Michigan	X			X	X	X	X	X			
Minnesota											
Mississippi	X										

State	State Agency									
	Does The Office For Gifted Education In The SEA Have Some Coordinating Role In The Following Programs?									
	College Board AP Courses And/Or Exams	IB Program	College Correspondence Courses	Concurrent Enrollment In College And Public School Course	Credit By Examination	Future Problem Solving	Odyssey Of The Mind	Destination Imagination	None Of The Above	Other
Missouri	X	X		X						Governor Schools
Montana	X									
Nebraska	X									
Nevada										
New Hampshire										
New Jersey									X	Only as information and referrals of Educators and Parents
New Mexico									X	
New York									X	
North Carolina	X	X								
North Dakota	X									Governor's School at ND State University
Ohio	X	X			X					
Oklahoma	X						X		X	
Oregon									X	
Pennsylvania									X	
Rhode Island										
South Carolina	X	X								
South Dakota									X	
Tennessee									X	
Texas	X	X	X	X	X					
Utah										
Vermont									X	
Virginia									X	
Washington										
West Virginia										
Wisconsin									X	
Wyoming									X	
Washington DC	X	X		X				X		
Total	20	11	3	12	5	5	7	3	17	

No response from 8 states for this question.

State	State Agency (Positive Forces)								
	In Your Opinion, What Were The 2 Most Positive Forces Affecting The Delivery Of Gifted Education Services In Your State Within The Last Two Years? (Rank Ordered 1, 2 Choices)								
	Middle School Reform	Change In State Funding For Education	Change In State Funding For G/T Education	National Excellence: A Case For Developing America's Talent	Anti-Ability Grouping Sentiment	Site-Based Decision- Making	Outcome-Based Education	State Accreditation	Professional Development Initiatives In Gifted Education
Alabama				2					1
Alaska									
Arizona									
Arkansas									1
California			1						1
Colorado								1	2
Connecticut				2					1
Delaware					2		1		
Florida	1						2		
Georgia									
Hawaii									
Idaho							2		1
Illinois						2			1
Indiana						1			2
Iowa							1	2	
Kansas									
Kentucky									
Louisiana									2
Maine					2				1
Maryland		2							1
Massachusetts							1		2
Michigan		2	2	2	1	1	1	1	1
Minnesota									
Mississippi							2		1
Missouri		2						1	
Montana								2	
Nebraska			1						1
Nevada									
New Hampshire									
New Jersey									

State	State Agency (Positive Forces)										
In Your Opinion, What Were The 2 Most Positive Forces Affecting The Delivery Of Gifted Education Services In Your State Within The Last Two Years? (Rank Ordered 1, 2 Choices)											
	Middle School Reform	Change In State Funding For Education	Change In State Funding For G/T Education	National Excellence: A Case For Developing America's Talent	Anti-Ability Grouping Sentiment	Site-Based Decision- Making	Outcome-Based Education	State Accreditation	Professional Development Initiatives In Gifted Education		
New Mexico									1		
New York				2		1					
North Carolina											
North Dakota	2						1				
Ohio		2							1		
Oklahoma						1		2			
Oregon				2					1		
Pennsylvania				2					1		
Rhode Island						2			1		
South Carolina									1		
South Dakota											
Tennessee							2		1		
Texas								1	2		
Utah											
Vermont			2						1		
Virginia						2			1		
Washington											
West Virginia											
Wisconsin	1	2									
Wyoming		1						2			
Washington DC									1		
Total	1	2	1	1	2	1	4	1	4	1	23
	2	1	2	5	2	2	3	2	4	2	5
	NA	41	NA	38	NA	33	NA	NA	36	NA	16
	NRT	7	NRT	7	NRT	7	NRT	8	NRT	7	NRT

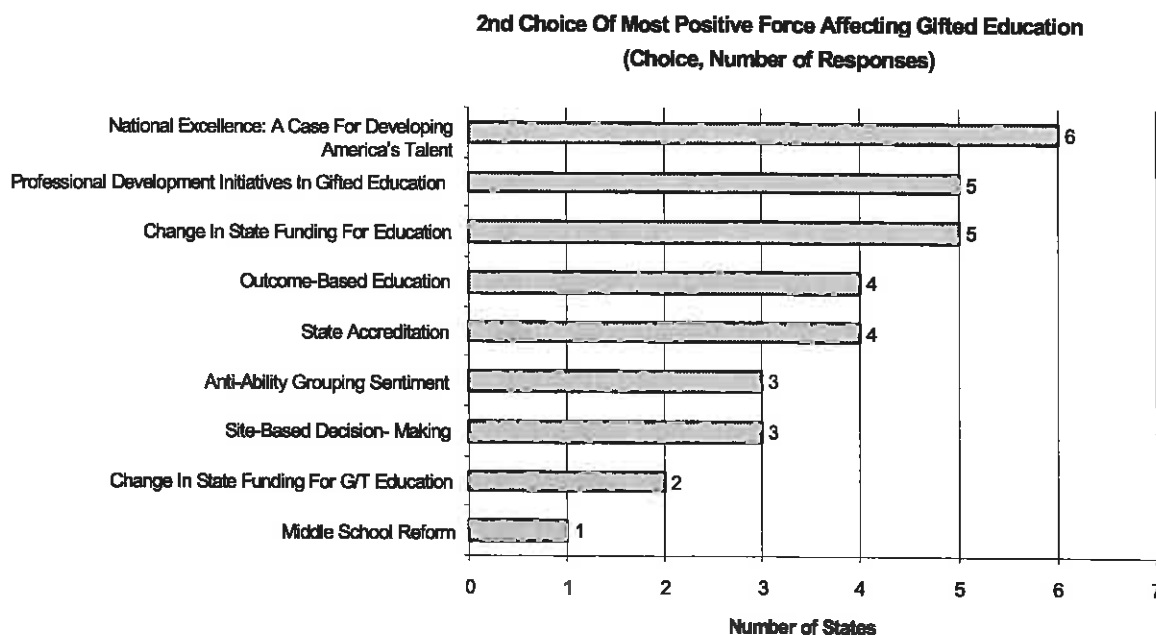
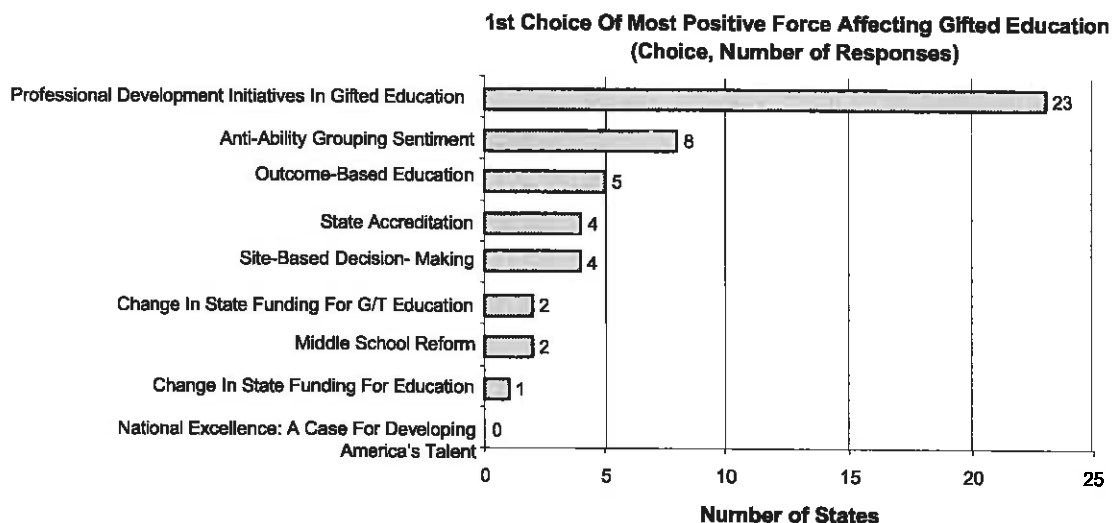
NA: unselected

†NR: No response.

STATE AGENCY – Positive Forces Affecting Gifted Education

Summary

Respondents were asked to indicate the 2 most positive forces affecting the delivery of gifted education services in their state within the last 2 years from 9 choices. 44 states responded to this question; 44 states responded to other categories.



State	State Agency (Negative Forces)								
	In Your Opinion, What Were The 2 Most Negative Forces Affecting The Delivery Of Gifted Education Services In Your State Within The Last Two Years? (Rank Ordered 1, 2 Choices)								
	Middle School Reform	Change In State Funding For Education	Change In State Funding For G/T Education	National Excellence: A Case For Developing America's Talent	Anti-Ability Grouping Sentiment	Site-Based Decision- Making	Outcome-Based Education	State Accreditation	Professional Development Initiatives In Gifted Education
Alabama					1	2			
Alaska									
Arizona		1	1						
Arkansas		2			1				
California					1	2			
Colorado			1			2			
Connecticut									
Delaware		1				2			
Florida					1	2			
Georgia									
Hawaii									
Idaho									
Illinois		1	2						
Indiana		2	1						
Iowa									
Kansas	2								
Kentucky		1	2				1		1
Louisiana									
Maine									
Maryland	1				2				
Massachusetts		1	1						
Michigan		1	2		1			2	
Minnesota									
Mississippi		1	2						
Missouri					1	2			
Montana		1			2				
Nebraska		1			1				
Nevada									
New Hampshire									
New Jersey									

State	State Agency (Negative Forces)										
	In Your Opinion, What Were The 2 Most Negative Forces Affecting The Delivery Of Gifted Education Services In Your State Within The Last Two Years? (Rank Ordered 1, 2 Choices)										
	Middle School Reform	Change In State Funding For Education	Change In State Funding For G/T Education	National Excellence: A Case For Developing America's Talent	Anti-Ability Grouping Sentiment	Site-Based Decision- Making	Outcome-Based Education	State Accreditation	Professional Development Initiatives In Gifted Education		
New Mexico					1			2			
New York		2	1								
North Carolina			1		2						
North Dakota		1			2						
Ohio	1					2					
Oklahoma		1									
Oregon			2				1				
Pennsylvania		1	1								
Rhode Island		2	1								
South Carolina											
South Dakota			1					1			
Tennessee					2						
Texas					1	2					
Utah											
Vermont		1									
Virginia					1			2			
Washington											
West Virginia											
Wisconsin	1	2									
Wyoming		1									
Washington DC						1					
Total	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2
	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	NRT	NRT	NRT	NRT	NRT	NRT	NRT	NRT	NRT	NRT	NRT
	3	14	10	0	10	1	1	1	1	1	1
	1	5	5	0	5	2	8	2	3	2	0
	40	25	29	44	29	35	42	40	43	43	43
	7	7	7	7	7	7	7	7	7	7	7

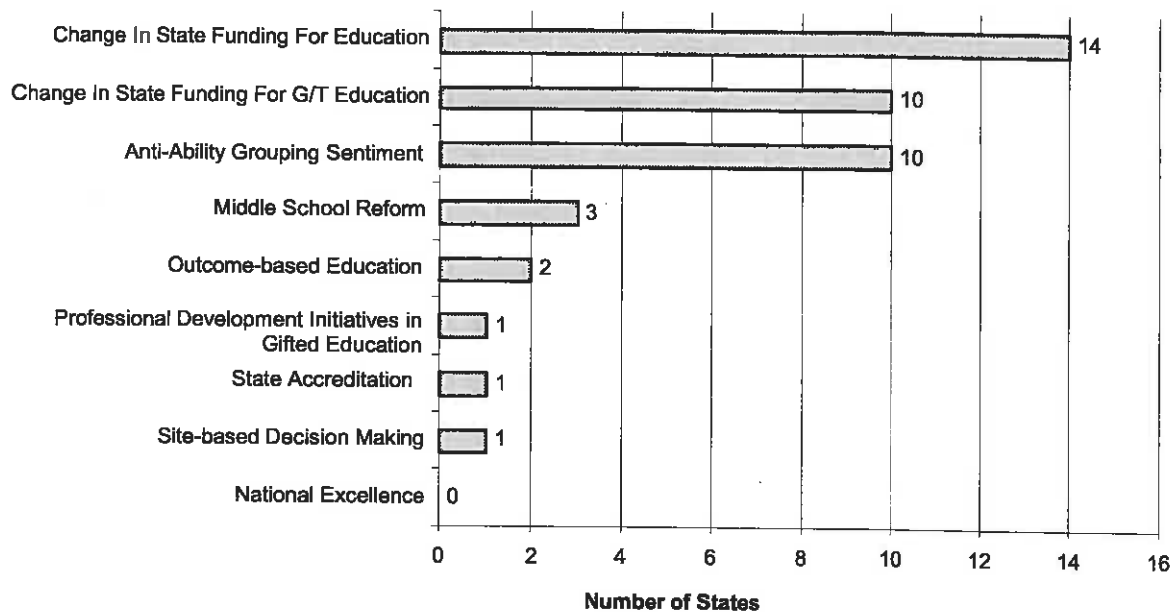
NA: unselected
+NR: No response.

STATE AGENCY – Negative Forces Affecting Gifted Education

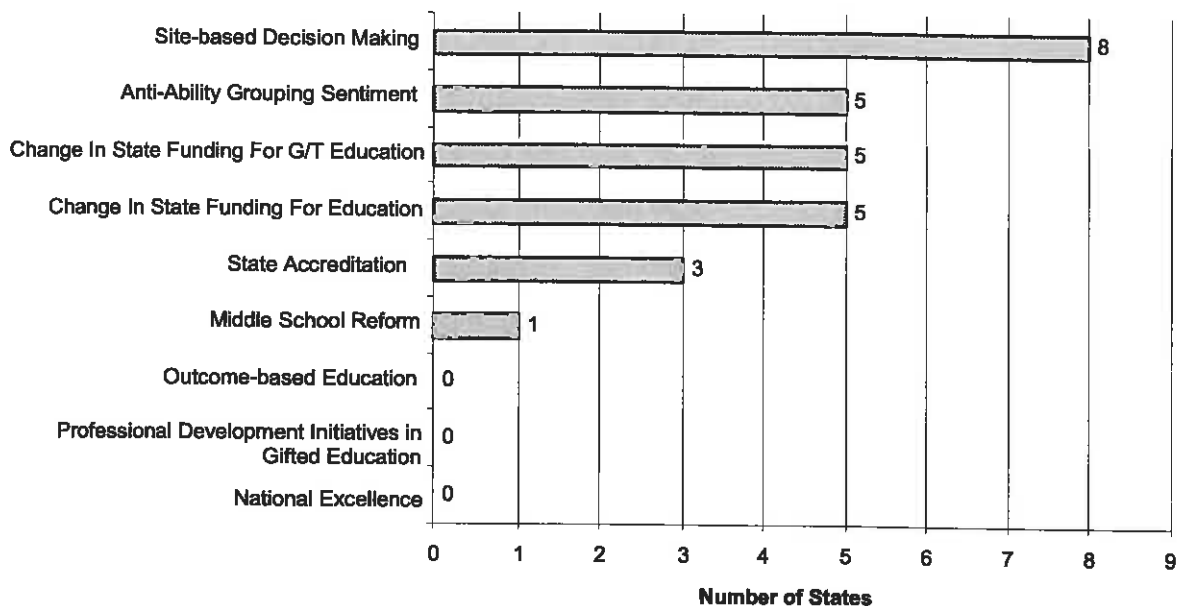
Summary

Respondents were asked to indicate the 2 most negative forces affecting the delivery of gifted education services in their state within the last 2 years from a list of 9 choices. 44 states responded

**1st Choice Of Most Negative Force Affecting Delivery Of Gifted Education Services
(Choice, Number of Responses)**



**2nd Choice Of Most Negative Force Affecting Delivery of Gifted Education Services
(Choice, Number of Respondents)**



State	State Agency
	Explanation For Responses To Positive And Negative Forces Affecting Gifted Education
Alabama	
Alaska	Parents as advocates
Arizona	The Arizona Association for the Gifted and Talented is a positive organization and vehicle for encouraging both parent and professional communication on gifted education programs and services. The state is encouraged by our participation in the Advanced Placement Incentive Program Grant, through the Western Consortium for Accelerated Learning Options. This grant enables the SEA to support accelerated learning options, such as Advanced Placement and International Baccalaureate programs, for low-income students.
Arkansas	
California	This next year, budget crisis – reorganization. New coordinators.
Colorado	No Child Left Behind legislation is weak in its visible inclusion of gifted and talented students when speaking of all students. The tone of the law is to provide for children who are struggling to meet standards, not at-risk of developing their potential in academics or talents. Access to rigorous, challenging curriculum and quality teachers apply to all students, including the gifted and talented, yet many interpret the law to deal with special education, English language learners, and lower socio-economic children only.
Connecticut	The work of Carol Tomlinson has been the most positive force affecting the delivery of gifted education services. Because curriculum differentiation is good for ALL students, it is much easier to get districts to adopt this instructional practice. As a result it promotes a "win-win" situation. All students benefit, especially g/t students. The most negative force affecting gifted education is the sagging economy. Many states are in varying states of economic crisis. When the economy is poor, services for gifted and talented students suffer, especially in states without a mandate to serve.
Delaware	A lack of a mandate or regulation leaves gifted education in a very nebulous condition. Decisions (and funding) regarding curriculum and instruction respond to student needs in content areas currently being assessed.
Florida	State testing has had a major impact
Georgia	None of these forces, positive or negative, have affected services significantly.
Hawaii	
Idaho	
Illinois	
Indiana	
Iowa	Positive: Federal grants for statewide Advanced Placement and Middle School Vertical Teaming.
Kansas	
Kentucky	Positives: 1) SB74 College preparation 2) SB168 Closing the Achievement Gap 3) Kentucky virtual high school and university 4) Federal AP grants 5) state Advisory Council for Gifted and Talented Education 6) Commissioner's Education Equity Council 7) Scholastic Audit and Review Process 8) Online professional development 9) Increasing education partnerships 10) Teacher professional growth funds
Louisiana	
Maine	Funding
Maryland	Negatives: No requirements for G/T ed in statute; "test score mania." Positives: NAGC Standards
Massachusetts	A positive force was the development of a license for K-8 teacher of the academically advanced. A negative force has been an abrupt and severe state budget deficit from the end of 2001 through early 2003, projected to continue into FY04.
Michigan	
Minnesota	
Mississippi	
Missouri	A negative effect has been the Accelerated Schools Movement
Montana	Positive forces: state gifted office-sponsored professional development and on-site technical assistance project. Negative forces: declining revenues from declining enrollment and poor economy. Only 40% of schools actually identify gifted students, despite mandate.
Nebraska	
Nevada	
New Hampshire	
New Jersey	Lack of funding for programming support for individual students
New Mexico	The funding level in New Mexico is very good, but because it is non-categorical, it does not necessarily get spent on the needs of the gifted students.
New York	2 Most positive forces: 1) Educational Reform Standards, 2) Gifted Education Certification (extensions). Efforts to consolidate formula-based funds for gifted education with other formula based state aid – this will provide flexibility at the local level.
North Carolina	Change in state funding– LEAs have the option to reduce/return AIG funds in times of budget crisis.
North Dakota	
Ohio	Standards
Oklahoma	The primary positive influence for Oklahoma has been the multiple delivery methods for professional development and technical assistance.

State	State Agency
	Explanation For Responses To Positive And Negative Forces Affecting Gifted Education
Oregon	High stakes testing-- "meeting" standards rather than "meeting or exceeding" in outcome based education #35. Huge budget deficits resulting in draconian cuts in education, No stable funding base for education (no sales tax and property tax limitation)
Pennsylvania	
Rhode Island	Positive - interest in and provision of professional development on differentiating instruction. Negative - lack of federal or state focus on improving outcomes for students achieving above expected grade level standards
South Carolina	The real 2 positive forces are change in state regulations and change in how students are screened. The only negative force has been our state economy.
South Dakota	In 1995, the state legislature repealed all state laws regarding gifted education including the law that sets the amount of state aid. The only law for gifted education is that the state Board of Education will promulgate rules for gifted education. Currently, the state Board of Education has not set up any rules on gifted education.
Tennessee	The placement of Intellectually Gifted under IDEA (Special Education) has been problematic in that 'adverse effects' of the 'disability' of Giftedness has to be shown before an IEP is developed. TASSE (TN Association of Supervisors in Special Education) and TAG (TN Association of Gifted) are presently drawing up legislative language that would allow students to receive the procedural safeguards afforded through an IEP and do away with unnecessary paperwork (since Gifted is not recognized under IDEA, but has been placed under Special Education by our legislature).
Texas	
Utah	
Vermont	Please note there was a special initiative, funding of \$90,000 from left over Goals 2002 monies, to provide intensive professional development in gifted education and differentiated instruction from June of 2001 through August of 2002. There is no other state funding for gifted, and probably won't be in the near future.
Virginia	Lack of formal mandated on-site program evaluation
Washington	
West Virginia	
Wisconsin	Budget cuts to Dept of Public Instruction funding and revenue caps for school districts.
Wyoming	
Washington DC	We do not have enough staff to serve our schools. We function as a state and a locality and there are simply not enough people to work with the schools. Currently no money for school-based coordinators.

State	State Agency										
	What Do You Believe Were The 3 Areas Of Gifted Education That Were In Greatest Need Of Attention In Order For Gifted Education Services In Your State To Be Optimal? (Responses Ranked 1, 2, 3)										
	Representation Of Minority Students In Gifted Education	Funding For Gifted Education	Funding For Professional Training In Gifted Education	Mastery Of The Disciplines Among Teachers Of The Gifted	National Mandate For Gifted Education	Appropriate Program Evaluation In Gifted Education	Appropriate Pre- Service Training At The Undergraduate Level In Gifted Education	Professional Training For General Education Teachers To Provide G/T Instruction	Assessing Academic Growth In Gifted Students	Teaching Standards For Licensure Or Endorsement	Coursework Offerings In Gifted Education At The Graduate Level
Alabama	3	1						2			
Alaska		1					2	3			
Arizona		2	3		1						
Arkansas		1			3			2			
California		1	2	3							
Colorado	2	1								3	
Connecticut	3		1	3		3	3	2		3	
Delaware	2	1	3								
Florida		1		2		3			1		
Georgia	3				2						
Hawaii											
Idaho											
Illinois		1					3	2			
Indiana		1		3				3	2		
Iowa	3						1	2			
Kansas	2							3	1		
Kentucky	3						2	1			
Louisiana	1	2	3								
Maine		3	2	1		3					
Maryland			3	2	1						
Massachusetts	2		3				1				
Michigan	1	1	1	1	1	1	1	1	1	1	2
Minnesota											
Mississippi		1	3							2	
Missouri		2			3			1			
Montana	2	1					3				
Nebraska	1	1	1	2	2	2	3	2	1	2	
Nevada											
New Hampshire			3				2	1			

State	State Agency										
	What Do You Believe Were The 3 Areas Of Gifted Education That Were In Greatest Need Of Attention In Order For Gifted Education Services In Your State To Be Optimal?										
	(Responses Ranked 1, 2, 3)										
	Representation Of Minority Students In Gifted Education	Funding For Gifted Education	Funding For Professional Training In Gifted Education	Mastery Of The Disciplines Among Teachers Of The Gifted	National Mandate For Gifted Education	Appropriate Program Evaluation In Gifted Education	Appropriate Pre- Service Training At The Undergraduate Level In Gifted Education	Professional Training For General Education Teachers To Provide G/T Instruction	Assessing Academic Growth In Gifted Students	Teaching Standards For Licensure Or Endorsement	Coursework Offerings In Gifted Education At The Graduate Level
New Jersey		1	2				3				
New Mexico	1		2							3	
New York		2						1			
North Carolina	2				1		3				
North Dakota		1	3					2			
Ohio	1	2						3			
Oklahoma							3	1			2
Oregon		1					2	3			
Pennsylvania		2	3		1		3				
Rhode Island		3					2	1			
South Carolina			3			2					
South Dakota		1									
Tennessee		1			2			3			
Texas	2					1					
Utah											
Vermont		2			1			3			
Virginia	3		1			2					
Washington											
West Virginia											
Wisconsin	1		2				3				
Wyoming		2				3		1			
Washington DC		3		1				2			
Total	1	6	1	1	1	1	1	1	1	1	1
	2	7	2	2	2	2	2	2	2	2	2
	3	6	3	3	3	3	3	3	3	3	3
	NA	25	NA	NA	NA	NA	NA	NA	NA	NA	NA
	NR	7	NR	NR	NR	NR	NR	NR	NR	NR	NR

NA: Choice not selected
 †NR: No response.

STATE AGENCY – Areas in Need of Attention

Summary

Respondents were asked to rank the top 3 areas of Gifted Education that are in greatest need of attention in order for Gifted Education services in the state to be optimal. 44 states responded in the following categories:

Funding for gifted education

Professional training for general education teachers to provide g/t instruction

National mandate for gifted education

Representation of minority students in gifted education

Funding for professional training in gifted education

Assessing academic growth in gifted students

Mastery of the disciplines among teachers of the gifted

Appropriate pre-service training at the undergraduate level in gifted education

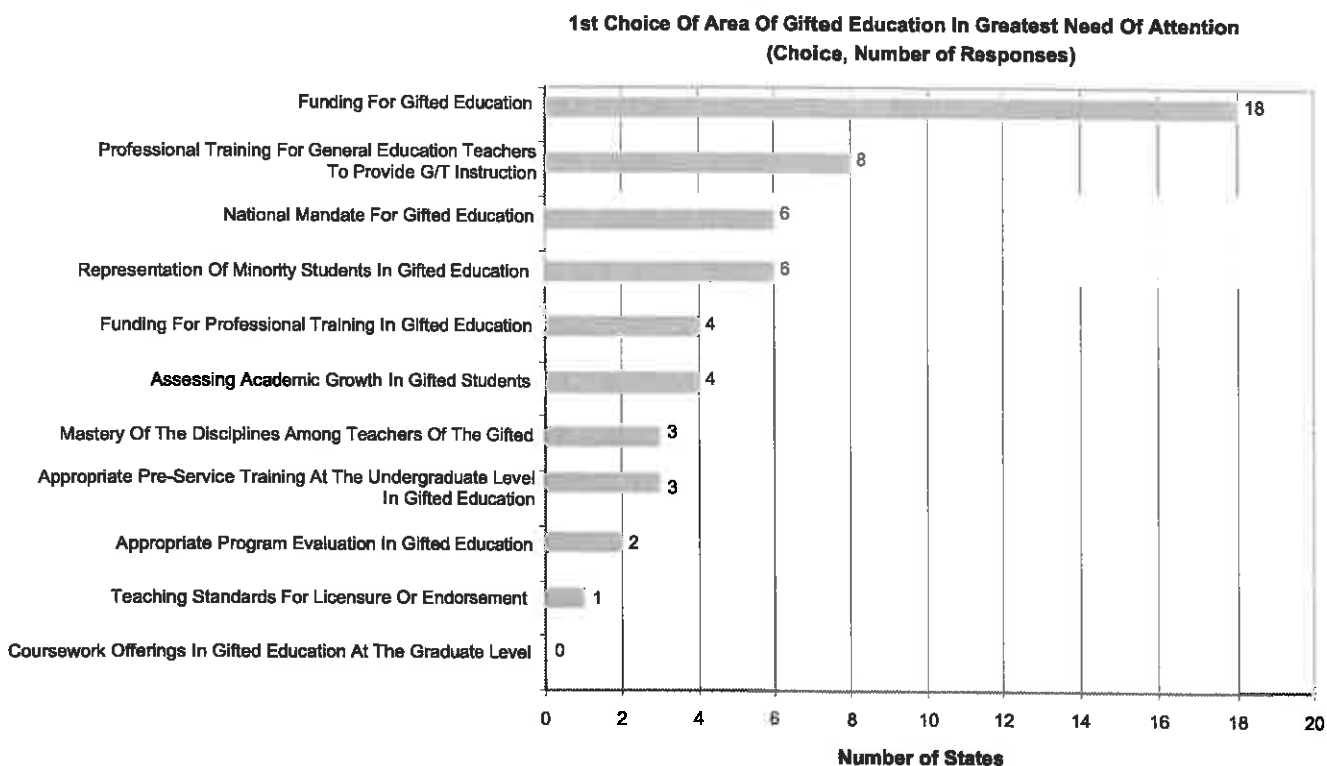
Appropriate program evaluation in gifted education

Teaching standards for licensure or endorsement

Coursework offerings in gifted education at the graduate level

Findings

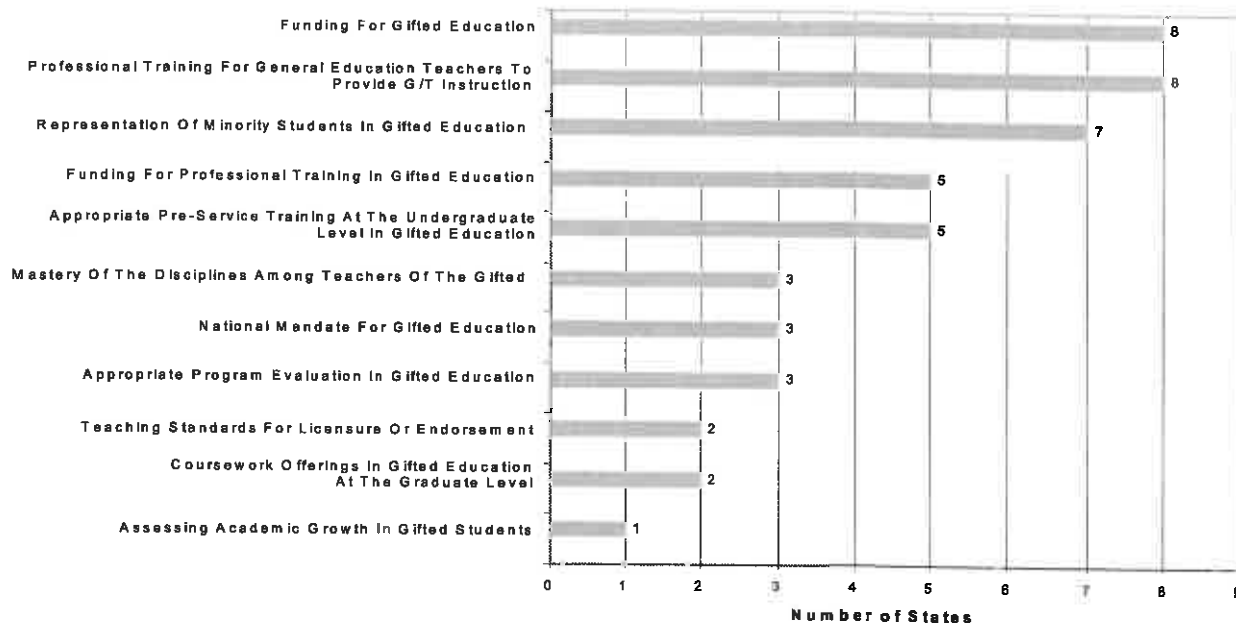
1st choice



STATE AGENCY – Areas in Need of Attention

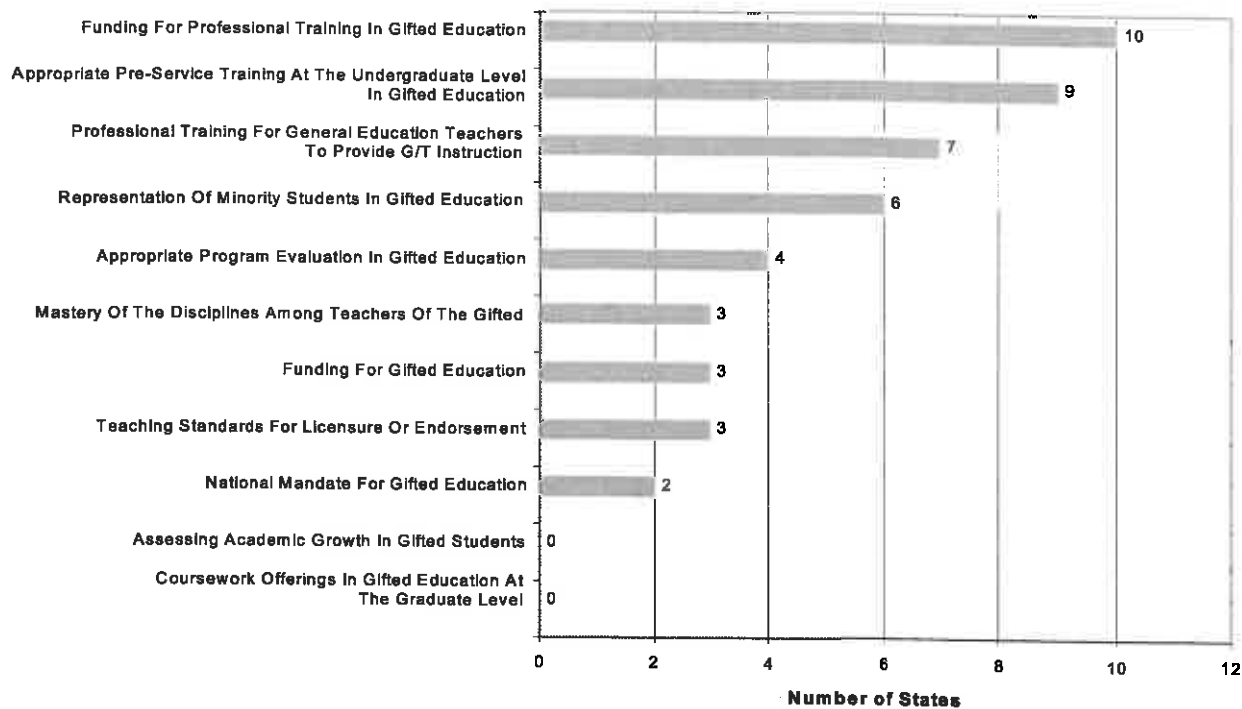
Findings 2nd choice

2nd Choice Of Area Of Gifted Education In
Greatest Need Of Attention
(Choice, Number of Responses)



Findings 3rd choice

3rd Choice Of Area Of Gifted Education
In Greatest Need Of Attention
(Choice, Number of Responses)



State	State Agency					
	State Associations that Focus on Gifted Students	Is There A State Advisory Committee?	To Whom Does It Report?	How Often Does It Meet?	Have They Produced A Written Report Within The Last 3 Years?	What Is The Title Of The Report And How Can It Be Accessed?
Delaware	Statewide Advisory Council on Programs for the Gifted and Talented c/o Debora Hansen P.O.Box 1402 Dover, DE 19903 DELCAPS Delaware Creative Activities and Problem Solving local affiliate of Odyssey of the Mind www.delcaps.org Florida Association for the Gifted P.O. Box 1326 Green Cove Springs, FL 32043	Yes	Mrs. Valerie Woodruff, Delaware Secretary of Education	Quarterly-four times each year	Yes	Guidelines for Gifted Programming in Delaware may be accessed on the Delaware DOE website at www.doe.state.de.us The document is located in Curriculum and Standards under Visual & Performing Arts Content Standards.
Florida		No				
Georgia	Georgia Association for Gifted Children 1579 F Monroe Drive, #321 Atlanta, GA 30324 www.gagc.org/	No				
Hawaii						
Idaho	Idaho Association for the Gifted www.itag-sage.itgo.com/					
Illinois	Illinois Association for the Gifted www.iagc.org	Yes	Illinois State Board of Education staff Associate Superintendent of Public Instruction	quarterly	No	
Indiana	Indiana Association for the Gifted www.iag-online.org/	Yes		The committee is currently being established. This will be determined at a later date.	No	
Iowa	Iowa Talented and Gifted Association www.iowatag.org	No				
Kansas	Kansas Association of Gifted and Talented www.kgtc.org/	Yes	SEAC deals with all special education issues, including gifted education. SEAC is an advisory board to the Kansas Board of Education.	6 times a year--2 remaining meetings this year--gifted education has not been a topic of discussion.	Yes	www.kansped.org
Kentucky	Kentucky Association for Gifted Education (KAGE) www.wku.edu/kage/	Yes	Kentucky Department of Education	By statute twice a year. In practice four times a year.	No	This council has developed technical assistance documents for statewide distribution in partnership with the SEA for the past 4 years. www.kde.state.ky.us
Louisiana	Association for Gifted and Talented Students of Louisiana www.agtsla.org	No				

State	State Agency					
	State Associations that Focus on Gifted Students	State Advisory Committee				
		Is There A State Advisory Committee?	To Whom Does It Report?	How Often Does It Meet?	Have They Produced A Written Report Within The Last 3 Years?	What Is The Title Of The Report And How Can It Be Accessed?
Maine	Maine Educators for the Gifted and Talented (MEGAT) Helen Nevitt, President SAD 15 14 Shaker Road Gray, ME 04039 www.megat.org//	No				
Maryland	Maryland Coalition for Gifted and Talented Education Attn: Rick Tyler, President arterick@aol.com	Yes	State superintendent of schools	quarterly	Yes	It's the annual report to the state superintendent is in letter format and not available to anyone but her.
Massachusetts	The Massachusetts Association for Gifted Education www.massgifted.org	Yes	The Commissioner of Education and the Board of Education	5 times per year; approximately 2 hour meetings	Yes	The Advisory Committee assisted in data analysis and reviewed the following report produced by Department staff in October 2002: "Promoting High Achievement: Policies and Programs for Academically Advanced Students in Massachusetts," available at www.doe.mass.edu/famcomm/AAEreport.pdf
Michigan	Michigan Alliance for Gifted Education www.migiftedchild.org/ Michigan Alliance for Gifted Education 3300 Washtenaw Suite 220 Ann Arbor, MI 48104 734-677-4404 E-mail: migiftedchild@migiftedchild.org	Yes	The 57 county schools districts and the state department of education	four meetings per year held throughout the state	Yes	Curriculum Differentiation Strategies for Gifted Students
Minnesota	Minnesota Council for the Gifted and Talented www.mcgt.net/ Minnesota Educators of Gifted and Talented www.users.iles.k12.mn.us/~megt/					
Mississippi	Mississippi Association for Gifted Children P.O. Box 14204 Jackson, MS 39236 www.msms.k12.ms.us/MAGC/	No				
Missouri	Missouri Gifted Association www.mogam.org	No				
Montana	Montana Association of Gifted & Talented Education 3091 So. Daffodil Billings, MT 59102 www.mtagate.org	No				

State	State Agency					
	State Associations that Focus on Gifted Students	Is There A State Advisory Committee?	To Whom Does It Report?	How Often Does it Meet?	Have They Produced A Written Report Within The Last 3 Years?	What Is The Title Of The Report And How Can It Be Accessed?
Nebraska	Nebraska Association for the Gifted www.nebraskagifted.org/	Yes	Mary Duffy, Director of High-Ability Learner Education	3 times yearly	No	
Nevada	Nevada Association for the Gifted & Talented www.nevadagt.org/					
New Hampshire	New Hampshire Association for Gifted Education (NHAGE) www.nhage.org	No				
New Jersey	New Jersey Association for Gifted Children www.njagc.org	No	A commission was created by law in 2001. The commission is charged with developing guidelines and making recommendations to the Governor. It is staffed in the Office of Legislative Services, not the DOE. It has not yet met. Once it does, it has 6 months to develop a report.			
New Mexico	Albuquerque Association of Gifted and Talented Students Roxie Hale, President 505-858-1401 No website	Yes	State Department of Education Special Education Office Education Administrator	Not currently active.	Yes	New Mexico Gifted Education Technical Assistance Guide http://sde.state.nm.us/div/learn.serv/spec.ed/dl/gifted.pdf
New York	Advocacy for Gifted and Talented in NY www.agateny.org	Yes	To the NY State Education Department	Twice per year	No	
North Carolina	North Carolina Association for Gifted and Talented, Inc. P.O. Box 899 Swansboro, NC 28584-0899 www.ncagt.org	No				
North Dakota		No				

State Agency						
State	State Associations that Focus on Gifted Students	State Advisory Committee				
		Is There A State Advisory Committee?	To Whom Does It Report?	How Often Does It Meet?	Have They Produced A Written Report Within The Last 3 Years?	What Is The Title Of The Report And How Can It Be Accessed?
Ohio	Ohio Association for Gifted Children P.O.Box 30801 Gahanna, OH 43230 www.oagc.com Consortium of Ohio Coordinators of the Gifted 2900 South Columbus Ave Sandusky, OH 44870 ehoesclid@noeca.esu.k12.oh.us	Yes	State Superintendent of Instruction	3-4 times a year	No	
Oklahoma	Oklahoma Association for Gifted, Creative, and Talented, Inc. (OAGCT) P.O. Box 60448 Northwest Station Oklahoma City, OK 73148-0448 www.oagct.org	No				
Oregon	Oregon Association for Talented and Gifted www.oatag.org	No				
Pennsylvania	Pennsylvania Association for Gifted Education 3026 Potshot Road Norristown, PA 19403 www.penngifted.org	No				
Rhode Island	State Advisory Committee on Gifted Education RIDE/OSN 255 Westminster Street Providence, RI 02903 www.ri.net/gifted_talented/rhode	Yes	The State Commissioner of Education	at least 4 times per year	No	
South Carolina		Yes	State Superintendent of Education and Office of Civil Rights	2-3 times each year; more often as needed.	No	
South Dakota	South Dakota Association for Gifted Children www.sd-agc.org/	No				

State Agency						
State	State Associations that Focus on Gifted Students	State Advisory Committee				
		Is There A State Advisory Committee?	To Whom Does It Report?	How Often Does It Meet?	Have They Produced A Written Report Within The Last 3 Years?	What Is The Title Of The Report And How Can It Be Accessed?
Tennessee	Tennessee Association for the Gifted (TAG) www.tag-tenn.org Tennessee Initiative for Gifted Education Reform(TIGER) www.giftedtn.org/tiger	Yes	The Commissioner of Education, Assistant Commissioner of Special Education, and the Office for Civil Rights.	The Advisory Committee for Gifted Education meets annually in the fall of the year.	Yes	2001-2002 State Reports for Gifted Education...It is not available for the public; although a copy of the contents of the letter could be sent out upon request.
Texas	Texas Association for the Gifted and Talented 406 E. 11th Street, Suite 310 Austin, TX 512-499-8248 www.txgifted.com	Yes	Senior Director, Advanced Academic Services	4-5 times per year	No	
Utah	Utah Association for Gifted Children www.uagc.org					
Vermont	Vermont Council for Gifted Education www.vcge.org	Yes		About once every other month.	Yes	The report was done in cooperation with the SEA and the VCGE. It is called "Vermont Voices: A Report of the State of Gifted Education in Vermont." Copies may be obtained by contacting Carol Story at storyc@badger.jsc.vsc.edu.
Virginia	Virginia Association for the Gifted www.vagifted.org	Yes	Virginia Board of Education, annually	four times per year, normally	Yes	www.pen.k12.va.us/VDOE/Instruction/Gifted/vachome.html
Washington	Washington Association of Educators of the Gifted & Talented www.waetag.net/					
West Virginia	WV Association for Gifted & Talented www.geocities.com/wvgifted/					
Wisconsin	WATG - Wisconsin Association for Talented and Gifted 1608 West Cloverdale Dr. Appleton, WI 54914 www.focol.org/watg/	No				
Wyoming	Wyoming Association for Gifted Education Marcia McChesney 28 Owl Creek Road Sheridan, WY 82801	No				
Washington DC		No				
		Yes 23 No 21 NR* 7			Yes 13 No 10	

*NR: No response.

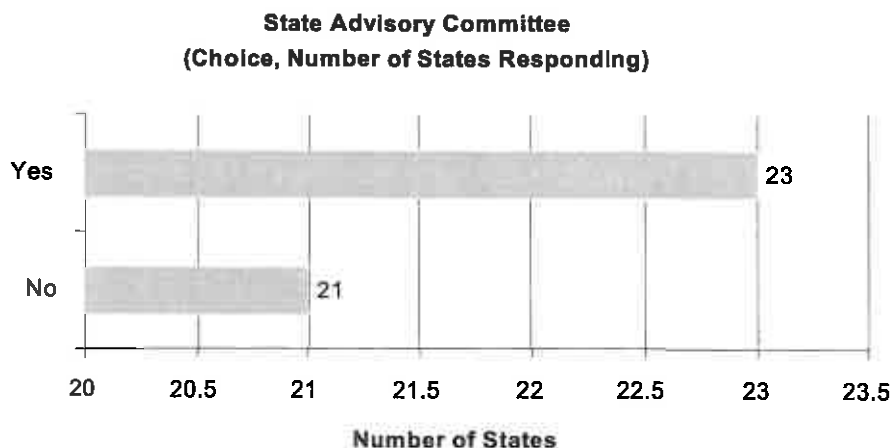
STATE AGENCY – State Advisory Committee

Summary

Respondents were asked if there was a state advisory committee. 44 states responded.

Findings

23 states, or 52% of respondents, had advisory committees.

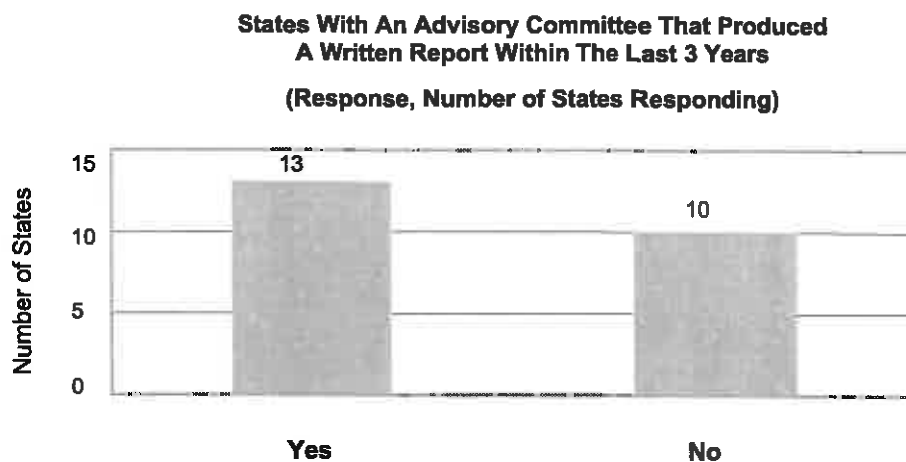


Summary

Respondents were asked if there was a state advisory committee, had they produced a written report within the last 3 years.

Findings

Of the 23 states with advisory committees, 13 states, or 29% of respondents indicated that a written report had been generated within the last 3 years, and 10 states, or 23%, indicated that a written report had not been generated by the advisory committee.



DEFINITION

State	Definition of Gifted and Talented					
	Did Your State Have A Definition Of G/T?	Which Culturally Diverse Groups Were Mentioned In State Definition?				
		Native Americans	Hispanic	Asian	African American	Other
Alabama	Yes					
Alaska						
Arizona	Yes					
Arkansas	Yes					No specific groups mentioned at all. The definition is for any child.
California	Yes					
Colorado	Yes					
Connecticut	Yes					It is implied that the definition refers to all children, regardless of cultural, ethnic, or socio-economic group
Delaware	Yes					
Florida	Yes					Limited English proficiency and low socio-economic status
Georgia	Yes					
Hawaii						
Idaho						
Illinois	Yes					
Indiana	Yes					
Iowa	Yes					Identification from total school population
Kansas	Yes					None
Kentucky	Yes	X	X	X	X	Also Caucasian, Pacific Islander in the annual end of the year report
Louisiana	Yes					
Maine	Yes					
Maryland	Yes					
Massachusetts	No					
Michigan						
Minnesota						
Mississippi	Yes					Groups not specifically named.
Missouri	Yes					
Montana	Yes					
Nebraska	Yes					
Nevada	Yes					
New Hampshire	Yes					Cultural diversity awareness is a major component of all educational policy and procedures of the SEA
New Jersey	Yes					
New Mexico	Yes					None specifically - all in general
New York	Yes					
North Carolina	Yes					Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. Source: state definition on academically or intellectually gifted
North Dakota	No					

State	Definition of Gifted and Talented						
	Did Your State Have A Definition Of G/T?	Which Culturally Diverse Groups Were Mentioned In State Definition?					Other
		Native Americans	Hispanic	Asian	African American	Minority general	
Ohio	Yes						
Oklahoma	Yes	X	X	X			
Oregon	Yes					Ethnic minorities	
Pennsylvania	Yes					Only generic references to cultural diversity are used	
Rhode Island	Yes						
South Carolina	Yes						
South Dakota	No						
Tennessee	Yes	X	X	X	X	All are addressed in the Eligibility Standards for Intellectually Gifted; the definition has not changed (was included in legislative language about 20 years ago): Use words "when compared to others of the same age, experience, or environment" meaning to take in all minority groups.	
Texas	Yes						
Utah	Yes						
Vermont	Yes						
Virginia	Yes	X	X	X	X		
Washington							
West Virginia							
Wisconsin	Yes						
Wyoming	Yes						
Washington DC	No						
Total	Yes	4	4	4	4		
	No						
	NR*	7					

*NR: No response.

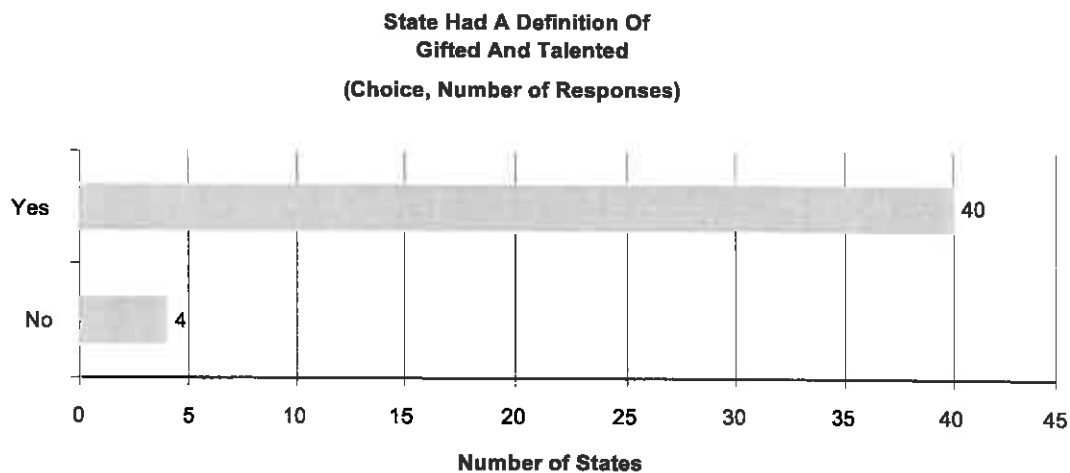
DEFINITION of Gifted and Talented (Cultural Diversity)

Summary

Respondents were asked whether their state had a definition of Gifted and Talented. 44 states responded.

Findings

40 states, or 91%, indicated that their state had a definition of Gifted and Talented, while 4, or 9% indicated that their state did not have a definition of Gifted and Talented. 7 states did not respond.

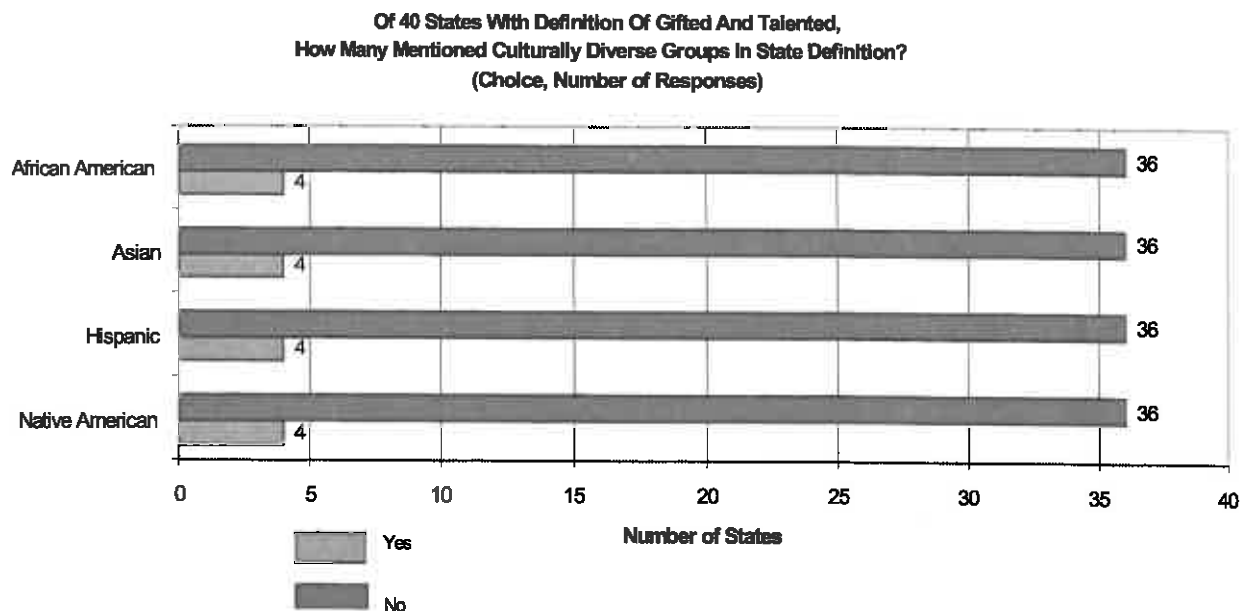


Summary

Respondents were asked to identify which culturally diverse groups were mentioned in their definition of Gifted and Talented.

Findings

4 states indicated that their definitions included specific cultural groups, including Native American, Hispanic, Asian, and African American.



State	Definition of Gifted and Talented												
Categories Specifically Addressed In State Definition:													
	Intellectually Gifted	Academically Gifted	Leadership	Performing/ Visual Arts	Creatively Gifted	Highly Gifted	Profoundly Gifted	Underachieving	Vo-Tech	Geographically Isolated / Rural	Culturally Diverse	Disabled Gifted	ESL / ELL+
Alabama	X	X			X								
Alaska	X			X									
Arizona	X	X										X	X
Arkansas	X	X			X								
California	X	X	X	X	X	X					X		
Colorado													
Connecticut	X			X	X								
Delaware	X	X	X	X	X								
Florida	X	X	X								X		X
Georgia	X												
Hawaii													
Idaho													
Illinois	X	X		X									
Indiana	X	X	X	X	X				X				
Iowa	X	X	X	X	X								
Kansas	X												
Kentucky	X	X	X	X	X							X	
Louisiana	X	X		X									
Maine	X	X		X									
Maryland	X	X	X	X	X								
Massachusetts													
Michigan													
Minnesota													
Mississippi	X	X			X								
Missouri		X											
Montana													
Nebraska	X	X			X								
Nevada	X		X	X	X								
New Hampshire													
New Jersey													
New Mexico	X	X			X								
New York	X	X		X									
North Carolina		X											
North Dakota													

State	Definition of Gifted and Talented												
	Categories Specifically Addressed In State Definition:												
	Intellectually Gifted	Academically Gifted	Leadership	Performing/ Visual Arts	Creatively Gifted	Highly Gifted	Profoundly Gifted	Underachieving	Vo-Tech	Geographically Isolated / Rural	Culturally Diverse	Disabled Gifted	ESL / ELL+
Ohio	X	X		X	X								
Oklahoma	X	X	X	X	X								
Oregon*	X	X	X	X	X								
Pennsylvania	X				X								
Rhode Island	X	X	X	X	X				X				
South Carolina		X		X									
South Dakota													
Tennessee	X												
Texas	X	X	X	X	X								
Utah	X	X	X	X	X								
Vermont	X	X	X	X	X					X			
Virginia	X	X		X					X				
Washington													
West Virginia	X												
Wisconsin	X	X	X	X	X								
Wyoming		X											
Washington DC													
Total	35	30	15	23	22	1	0	0	3	1	2	2	2

* OR: Also potential (for those who do not have required 97th percentile but have sufficient district-determined evidence that they can/are performing) as well as achieving (performing).
+ ESL = English as a Second Language Student; ELL = English-Language Learner

DEFINITION of Gifted and Talented (Categories of Giftedness)

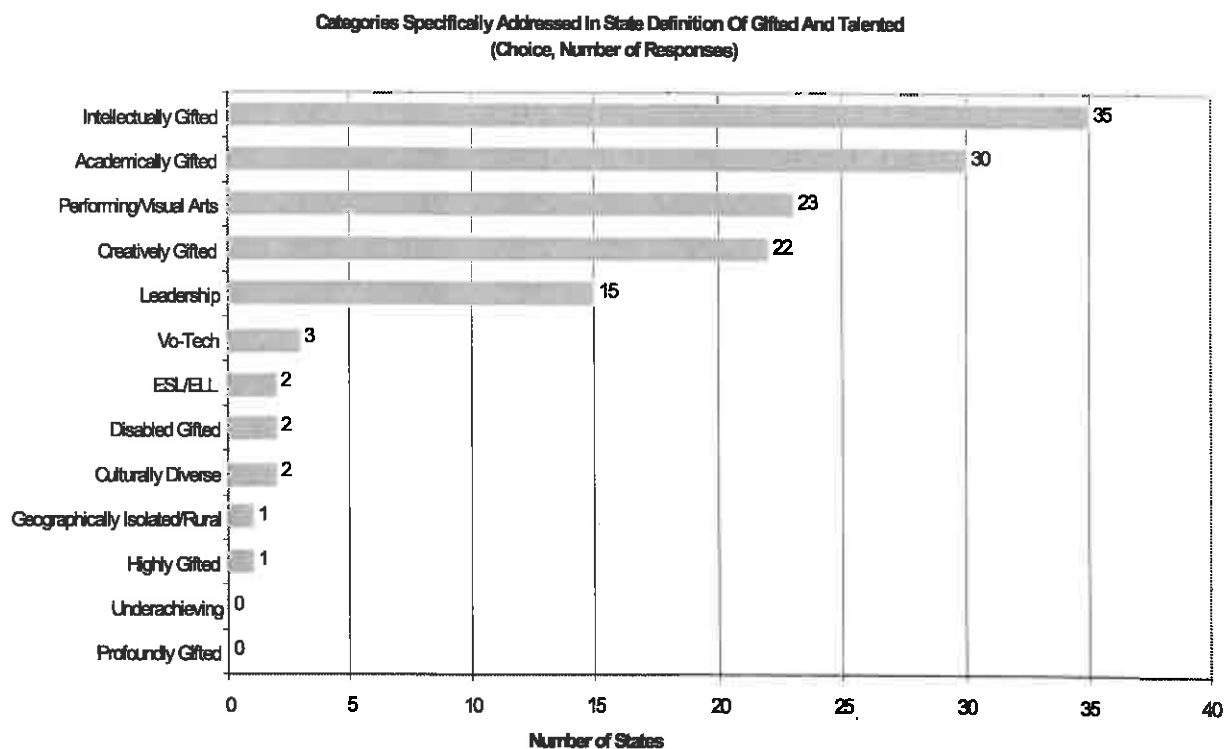
Summary

Respondents were asked to indicate which categories were specifically addressed in their state definition of Gifted and Talented.

Findings

Respondents indicated

- 35 states included intellectually gifted in their definition
- 30 states included academically gifted in their definition
- 23 states included performing/visual arts in their definition
- 22 states included creatively gifted in their definition
- 15 states included leadership in their definition
- 3 states included vocational/technical in their definition
- 2 states included ESL/ELL in their definition
- 2 states included disabled gifted in their definition
- 2 states included culturally diverse in their definition
- 1 state included geographically isolated/rural in their definition
- 1 state included highly gifted in their definition
- 0 states included underachieving in their definition
- 0 states included profoundly gifted in their definition



State	Definition of Gifted and Talented												
Categories Specifically Addressed In State Rules And Regulations:													
	Intellectually Gifted	Academically Gifted	Leadership	Performing/ Visual Arts	Creatively Gifted	Highly Gifted	Profoundly Gifted	Underachieving	Vo-Tech	Geographically Isolated / Rural	Culturally Diverse	Disabled Gifted	ESL / EL+
Alabama	X	X			X								
Alaska													
Arizona	X	X										X	X
Arkansas	X	X			X								
California													
Colorado													
Connecticut	X	X		X									
Delaware													
Florida	X	X	X		X						X		X
Georgia	X												
Hawaii													
Idaho													
Illinois	X	X			X				X				
Indiana	X	X	X	X									
Iowa*													
Kansas	X												
Kentucky													
Louisiana	X	X		X									
Maine	X	X		X									
Maryland	X	X	X	X									
Massachusetts													
Michigan													
Minnesota													
Mississippi	X	X	X	X	X			X			X	X	X
Missouri	X	X		X	X	X		X		X	X	X	X
Montana													
Nebraska	X	X			X								
Nevada													
New Hampshire													
New Jersey													
New Mexico	X	X			X								
New York													
North Carolina	X	X											
North Dakota													

State	Definition of Gifted and Talented													
Categories Specifically Addressed In State Rules And Regulations:														
	Intellectually Gifted	Academically Gifted	Leadership	Performing Visual Arts	Creatively Gifted	Highly Gifted	Profoundly Gifted	Underachieving	Vo-Tech	Geographically Isolated / Rural	Culturally Diverse	Disabled Gifted	ESL / BL+	
Ohio	X	X		X	X						X	X	X	
Oklahoma	X	X	X	X	X									
Oregon**	X	X	X	X	X									
Pennsylvania	X	X	X		X						X	X	X	
Rhode Island														
South Carolina		X		X										
South Dakota														
Tennessee	X	X			X			X		X	X	X	X	
Texas	X	X	X	X	X									
Utah														
Vermont														
Virginia	X	X		X					X					
Washington														
West Virginia	X													
Wisconsin	X	X	X	X	X									
Wyoming		X												
Washington DC														
Total	26	25	9	14	15	1	0	3	2	2	6	6	7	

* IA: Identification from total student population (k-12)

** OR: Intellectually and academically "Shall" be identified and served, but leadership, performing/visual arts and creatively gifted "may" be identified and served. Culturally diverse, Disabled gifted, and ESL/ELL and Potentially gifted are mentioned as required to have special efforts to identify and serve.

+ ESL = English as a Second Language Student; ELL = English-Language Learner

STATE DEFINITION – Rules & Regulations (Categories of Giftedness)

Summary

Respondents were asked to indicate which categories were specifically addressed in their rules and regulations.

Findings

Respondents indicated

26 states included intellectually gifted in rules and regulations.

25 states included academically gifted in rules and regulations.

15 states included creatively gifted in rules and regulations.

14 states included performing/visual arts in rules and regulations.

9 states included leadership in rules and regulations.

7 states included ESL/ELL in rules and regulations.

6 states included culturally diverse in rules and regulations.

6 states included disabled gifted in rules and regulations.

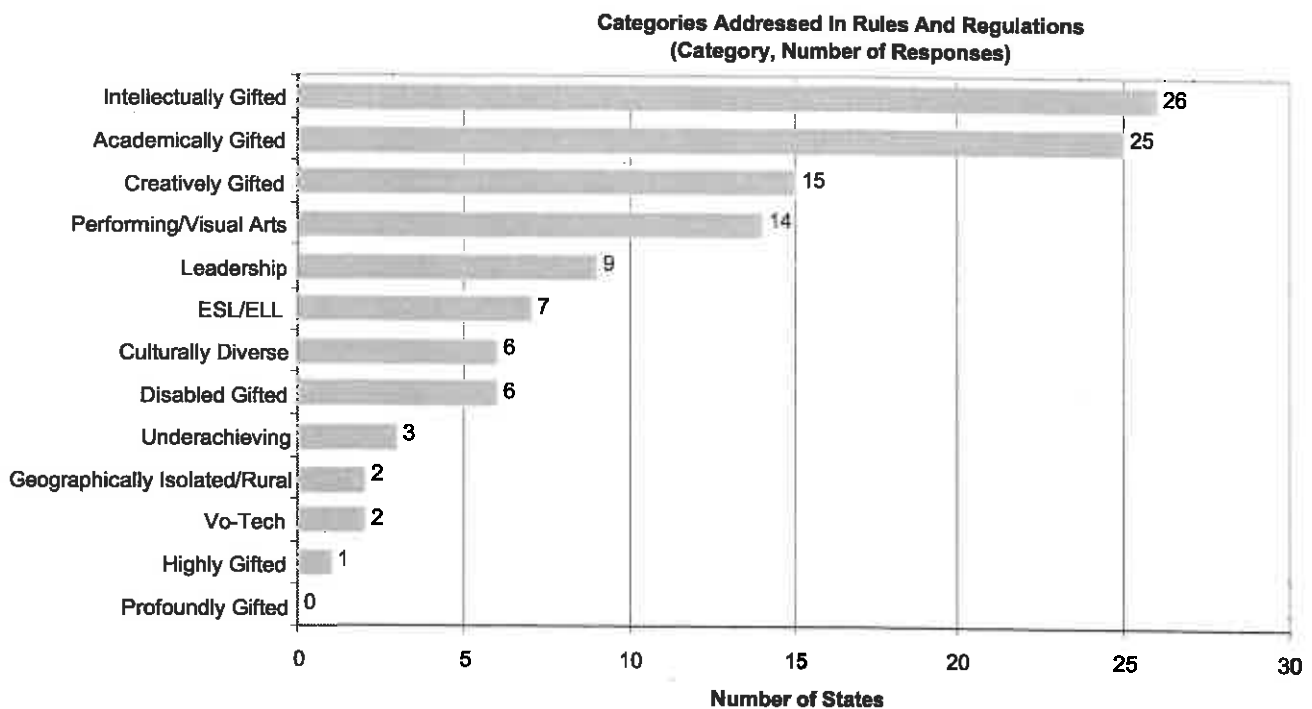
3 states included underachieving in rules and regulations.

2 states included geographically isolated/rural in rules and regulations.

2 states included vocational/technical in rules and regulations.

1 state included highly gifted in rules and regulations.

0 states included profoundly gifted in rules and regulations.



MANDATE

State	Mandate							
	Is G/T Education Mandated, And If So, Through What Vehicle?							
	Was G/T Education Mandated In Your State?	State Law Specific To Gifted Education	State Law Specific To Disabled And Gifted Education	Administrative Rule	SEA Guidelines	State Board Of Education	State Department Of Education Policy	Other
Alabama	Yes		X					
Alaska	Yes	X						
Arizona	Yes	X						
Arkansas	Yes						X	State law and State Department of Education policy
California	No							
Colorado	No							
Connecticut	No	X						
Delaware	No							
Florida	Yes		X					
Georgia	Yes		X					
Hawaii								
Idaho	Yes							
Illinois	Yes	X						
Indiana	No							
Iowa	Yes			X				Administrative rule (compliance) and state law (funding)
Kansas	Yes		X					
Kentucky	Yes	X	X	X				
Louisiana	Yes		X					
Maine	Yes	X						
Maryland	No							
Massachusetts	No							
Michigan								
Minnesota	No							
Mississippi	Yes						X	
Missouri	No							
Montana	Yes			X				
Nebraska	No			X				
Nevada	Yes*							
New Hampshire	No							
New Jersey	Yes			X				
New Mexico	Yes		X					
New York	No							

State	Mandate									
	Was G/T Education Mandated In Your State?	Is G/T Education Mandated, And If So, Through What Vehicle?								Other
		State Law Specific To Gifted Education	State Law Specific To Disabled And Gifted Education	Administrative Rule	SEA Guidelines	State Board Of Education	State Department Of Education Policy			
North Carolina	Yes	X								
North Dakota	No									
Ohio	Yes	X								
Oklahoma	Yes	X								
Oregon	Yes	X								
Pennsylvania	Yes					X				
Rhode Island	No									
South Carolina	Yes	X								
South Dakota	No									
Tennessee	No								Although Gifted Education is not mandated, screening and appropriate programming is, per the OCR Agreement.	
Texas	Yes	X								
Utah	No									
Vermont	No									
Virginia	Yes			X						
Washington										
West Virginia	Yes									
Wisconsin	Yes	X								
Wyoming	Yes	X								
Washington DC	No									
Total	Yes	14		7	6	0	1	2		
	No									
	NRT	3								

* NV: Education of students designated to be gifted is indirectly mandated because the Nevada Statutes specify in the Education code how the designation of giftedness is to be determined, the testing, and the alternative assessment procedures. Not less than 150 minutes of differentiated instruction for all students certified to be gifted and talented (A. Sprinkle, personal communication, March 20, 2003).
 †NR: No response.

STATE MANDATES

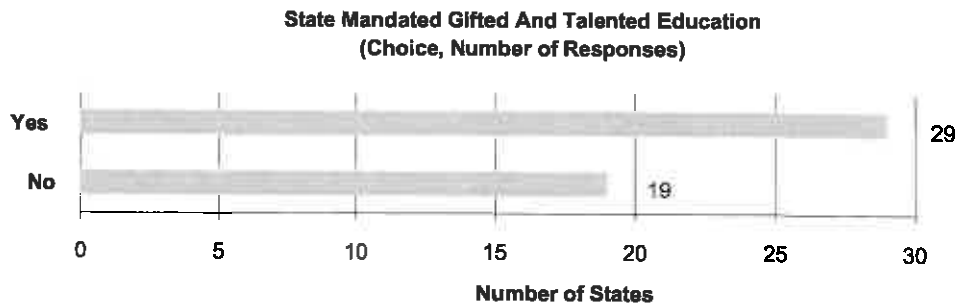
Summary

Respondents were asked to indicate whether gifted and talented education was mandated in their state. 48 states responded.

Findings

29 states, or 57%, mandated gifted education.

19 states, or 37%, did not mandate gifted education.



Summary

Respondents were asked to identify through which vehicle their state mandated gifted education.

Findings

14 (of 29 states that mandate), or 48% (of 29) states indicated through state law specific to gifted education.

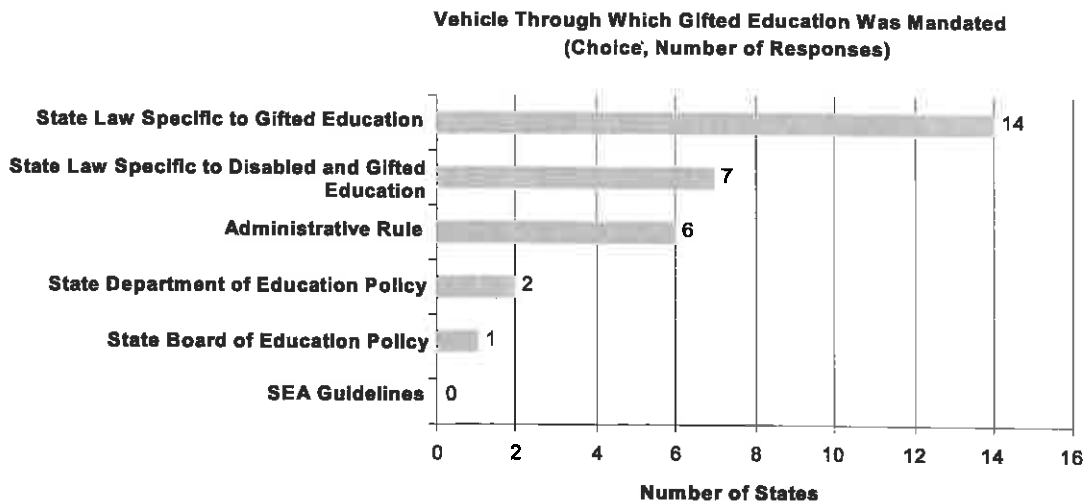
7 (of 29), or 24% (of 29) states indicated through state law specific to disabled and gifted education.

6 (of 29), or 21% (of 29) states indicated through administrative rule.

2 (of 29) states indicated through state department of education policy.

1 state (of 29) indicated through state board of education.

0 (of 29) states indicated through SEA guidelines.



Mandate Source / Funding Policy

State	Citation(s) In Law Or Policy That Govern(s) Gifted Education Policies In Your State	Funding				
		Mandated With Funding	Mandated Without Funding	No Mandate But Funded	No Mandate But Had District Grant Application Driven By State Regulations	Other
Alabama	Law 16-39-1 Alabama Exceptional Children Education Act, 1971 No. 106 p.373 13		X			
Alaska	Alaska Statute 14.30.352 Alaska Administrative Code (AAC) 52.800.990 (Regulations)	X				
Arizona	Arizona Revised Statutes: ARS 15-203, 15-761, 15-763, 15-1201, 15-764, 15-770, 15-772. Arizona Administrative Code: R7-2-406, R7-6-613 Please see the Office of Gifted Education Homepage, http://ade.az.gov/ess/gifted , for a link to a file containing the relevant statutes and administrative code pertaining to gifted education. The file is listed as "Mandatory K-12 Services for Gifted Education in Arizona - Arizona Revised Statutes and Arizona Administrative Code"	X				
Arkansas	Arkansas code annotated 6-42-101 through 6-42-109 and 6-20-312 and 6-20-317	X				
California	California Ed Code 52200				X	
Colorado	Colorado Education Law - Title 22, Article 20 Education of Exceptional Children				X	
Connecticut	The identification of gifted and talented children is required under Connecticut special education law. Connecticut General Statutes (CGS) Section 10-76d(a)(1) states "...each local or regional board of education shall provide the professional services requisite to the identification of school-age children requiring special education, identify each such child within its jurisdiction, determine the eligibility of such children for special education pursuant to sections 10-76a to 10-76h, inclusive, prescribe suitable educational programs for eligible children, maintain a record thereof and make such reports as the commissioner may require...". Section 10-76a(5) of the state statutes defines "children requiring special education" as follows: (5) "Children requiring special education" includes any exceptional child who...(B)has extraordinary learning ability or outstanding talent in the creative arts, the development of which requires programs or services beyond those ordinarily provided in the regular school programs but which may be provided through special education as part of the public school program. The state regulations define "gifted and talented", "extraordinary learning ability", and "outstanding creative talent" as follows. Regulations Concerning State Agencies (RCSA) at Sec. 10-76a-2 state: (b) "Gifted and talented" means a child identified by the planning and placement team as (1) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (2) needing differentiated instruction or services beyond those being provided in the regular school program in order to realize their intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts as defined by these regulations. (a) "Extraordinary learning ability" means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity or both. The term shall refer to the top five per cent of children so identified. (Note: The term means 5% of the children so identified as gifted and talented within the district.) (j) "Outstanding talent in the creative arts" means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts. The term shall refer to the top five per cent of children so identified. (Note: The term means 5% of the children so identified as gifted and talented within the district.)					

State	Mandate Source / Funding Policy					
Citation(s) In Law Or Policy That Govern(s) Gifted Education Policies In Your State						
	Mandated With Funding	Mandated Without Funding	No Mandate But Funded	No Mandate But Had District Grant Application Driven By State Regulations	Other	
Delaware						
Florida	X					
Georgia	X					
Hawaii						
Idaho						
Illinois	X					
Indiana					X	
Iowa	X					
Kansas	X					
Kentucky	X					
Louisiana	X					
Maine	X					
Maryland			X			
Massachusetts						
Michigan						
Minnesota						
Mississippi	X					
Missouri			X			
Montana	X					
Nebraska					X	
Nevada						
New Hampshire						
New Jersey		X				
New Mexico	X					
New York						
North Carolina	X					
North Dakota						

State	Mandate Source / Funding Policy					
	Citation(s) In Law Or Policy That Govern(s) Gifted Education Policies In Your State	Mandated With Funding	Mandated Without Funding	No Mandate But Funded	No Mandate But Had District Grant Application Driven By State Regulations	Other
Ohio	Ohio Administrative Code (Rule) 3301-51-15 Ohio Revised Code (law) ORC 3324.01-07	X*				
Oklahoma	70 O.S. 1210.301-307 (State Statutes) Section 904-910.1 Education of Gifted and Talented Children Act (State School Law book)	X				
Oregon	Oregon Administrative rules: 581-015-0805 581-022-1310 581-022-1320 581-022-1330		X**			
Pennsylvania	Chapter 16: Special Education for Gifted Students rules and regulations, State Board of Education, 22 PA. Code Chapter 16.		X			
Rhode Island	RI General Laws (RIGL) 16-42-1				X	
South Carolina	59-29-170 Programs for talented students. Code of Laws of South Carolina, 1976, Amended 1986. State Board of Education Regulation 43-220.	X				
South Dakota	SDCL 13-33-16					
Tennessee	0520 -1 - 2- .03-Tennessee Code Annotated and State Board of Education Rule 0520-1-9-.01			X		
Texas	Chapter 42 subchapter C Chapter 29 Subchapter D (Texas Education Code) Chapter 89 Title 19, Part II (Texas Administrative Code [TAC])	X				
Utah						
Vermont	Vermont Statutes Annotated, Section 1.16, Paragraph 13 - The definition Vermont Statutes Annotated, Section 1.16, Paragraph 2902 - The inclusion law (gifted students needs should be met in the regular classroom)					
Virginia	8 VAC 20-40-10 through 70 and Code of Virginia 22.1-16 and 22.1-253.13.1	X				
Washington						
West Virginia						
Wisconsin	121.02		X			
Wyoming	21-9-101(c): ".each school district within this state shall provide programs designed for the special needs of those student populations specified within this subsection. 21-9-101(c)(II): Gifted and talented students identified by professionals and other qualified individuals as having outstanding abilities, who are capable of high performance and whose abilities, talents and potential require qualitatively differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society."					
Washington DC		X	X			
Total		21	6	3	5	

*OH: Mandated with funding for identification; some funding of law, not total.

**OR: Mandate without funding: legislature has only allocated funds for professional development through university based TAG Regional planning groups -- \$100,000/year. No funds specifically for TAG to LEAs.

MANDATE - Funding Policy

Summary

Respondents were asked to identify the funding policy regarding their mandate. 35 states responded.

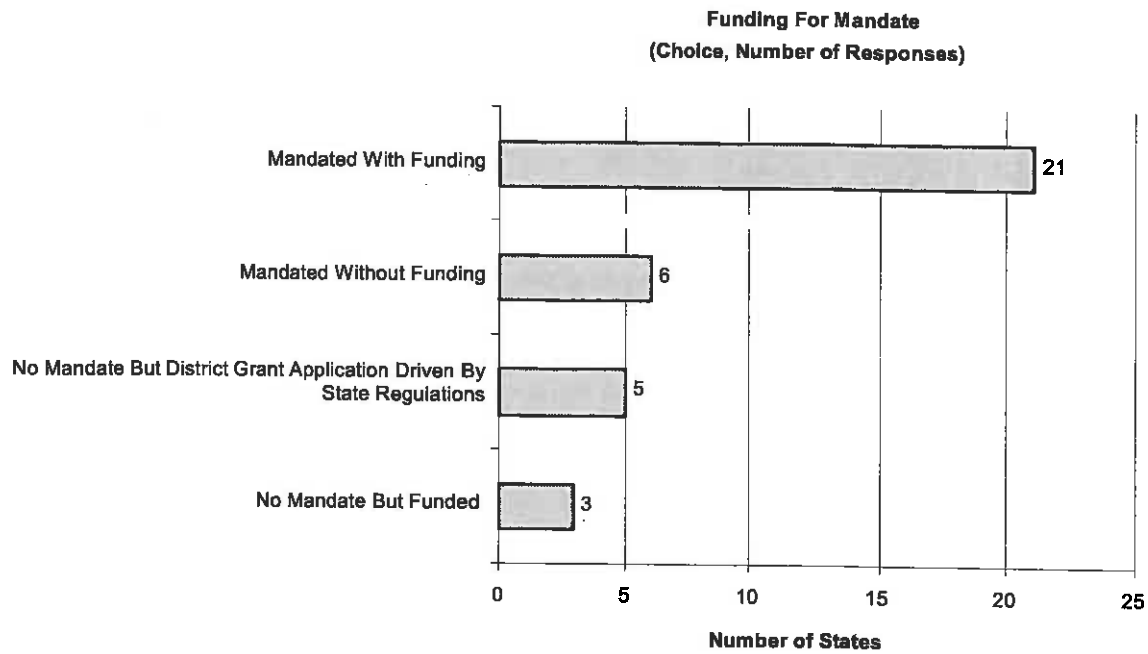
Findings

21 states indicated mandated with funding.

6 states indicated mandated without funding.

5 states indicated no mandate but had district grant application driven by state regulations.

3 states indicated no mandate but funded.



State	Mandate (Procedures Required)								
	Free Appropriate Public Education	Child Find	IEPs	Least Restrictive Environment	Non- Discriminatory Testing	Mediation	Due Process	Related Services	Explanation Of Related Services
Alabama	No	No	No	Yes	Yes	Yes	Yes	No	
Alaska	No	No	No	No	No	No	No	No	
Arizona	No	No	No	No	Yes	No	No	No	However, according to Arizona Administrative Code: Supplemental services, which may be offered to meet the individual needs of each gifted student, may include, for example, guidance and counseling, mentorships, independent study, correspondence courses, and concurrent enrollment.
Arkansas	Yes	Yes	No	No	Yes	Yes	No	No	
California	Yes	No	No	No	Yes	No	No	No	
Colorado	No	No	No	No	No	No	No	No	If a child is declared a gifted student with a disability, then that child has all services required as a special education student.
Connecticut	Yes	Yes	No	Yes	Yes	No	Yes	No	Gifted education services are permitted in Connecticut, but not mandated.
Delaware	Yes	Yes	No	Yes	Yes	No	No	No	
Florida	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Gifted students are eligible for OT and PT services
Georgia*	No	No	No	No	Yes	No	No	No	
Hawaii									
Idaho									
Illinois	Yes	No	No	No	No	No	No	No	
Indiana	No	No	No	No	No	No	No	No	
Iowa									
Kansas	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Students receive IDEA related services as appropriate and determined by an IEP team.
Kentucky		Yes	Yes						
Louisiana	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Transportation and counseling
Maine	No	No	No	No	Yes	No	No	No	
Maryland	No	No	No	No	No	No	No	No	
Massachusetts	No	No	No	No	No	No	No	No	
Michigan									
Minnesota									
Mississippi	No	Yes**	No	No	Yes	No	No	No	
Missouri	No	No	No	No	No	No	No	No	
Montana	Yes	No	No	No	No	No	No	No	
Nebraska	No	No	No	No	Yes	Yes	Yes	No	
Nevada									
New Hampshire	No	No	No	No	No	No	No	No	
New Jersey	No	No	No	No	No	No	No	No	
New Mexico	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	As determined by the IEP team for each student.
New York	Yes	No	No	No	No	No	Yes	No	
North Carolina	Yes	Yes	No	No	Yes	Yes	Yes	No	
North Dakota	No	No	No	No	No	No	No	No	
Ohio	Yes	Yes	Yes	No	Yes	Yes	Yes	No	
Oklahoma	No	No	No	No	No	No	No	No	

State	Mandate (Procedures Required)									
	Free Appropriate Public Education	Child Find	IEPs	Least Restrictive Environment	Non- Discriminatory Testing	Mediation	Due Process	Related Services	Explanation Of Related Services	
Oregon***	Yes		No	No	Yes		No		OAR 581-022-1510 requires provision of counseling & guidance for each student --- (guidance/counseling needs of TAG are different so I use this to call attention to need to address social-emotional needs) OAR 581-022-1670 (2) requires that each district assist teachers in adapting instruction and curriculum to meet the needs and learning rate of all students (I emphasize the "all" to include TAG and encourage district professional development in differentiation.)	
Pennsylvania	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Related Services has been replaced by "Support Services" which is less inclusive than IDEA/Disabilities Related Services	
Rhode Island	No	No	No	No	Yes	No	No	No		
South Carolina			No	No	No	No	No	No		
South Dakota	No	No	No	No	No	No	No	No		
Tennessee	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Only if intellectually gifted student has another disability requiring related services (i.e., Gifted/Speech Impairment).	
Texas	No	No	No	No	Yes	No	No	No		
Utah										
Vermont	Yes	No	No	Yes	No	No	Yes	Yes	Those that can be delivered within the regular classroom only.	
Virginia	Yes	No	No	No	Yes	No	No	No	These questions do not relate since Virginia does not consider gifted students to be covered under special education regulations	
Washington										
West Virginia	Yes	Yes	Yes****	Yes	Yes	Yes	Yes	Yes	Provided for all gifted students grades 1-8 and Exceptional Gifted Students (Low SES, underachieving, disabled/gifted, or psychological adjustment disorder) grades 9-12.	
Wisconsin	No	No	No	No	No	No	No	No		
Wyoming	Yes	No	No	No	No	No	No	No		
Washington DC	No	No	No	No	No	No	No	No		
Total	Yes 20	Yes 14	Yes 9	Yes 10	Yes 24	Yes 11	Yes 14	Yes 7		
	No 21	No 27	No 34	No 31	No 18	No 29	No 26	No 33		
	NR 1	NR 10	NR 8	NR 10	NR 9	NR 11	NR 11	NR 11		

* GA:FAPE and Child find are not used in our state law or rule, but LEAs are required to screen, identify, and serve. Least Restrictive Environment is not used in our state law or rule. However, I am reluctant to check "no" because it implies that we do not provide an appropriate learning environment for gifted learners. Mediation is not used in our law or rule. However, there are appeals processes in place at both the local and state levels. Due process is not used in our state law or rule, but LEAs are required to develop administrative procedures to guide the student search, nomination, referral, assessment, evaluation, and placement process. I do not know what a related service means in respect to gifted education. We do not follow a special education protocol, and, consequently, we have not adopted some of this language.

** MS: The Mississippi Gifted Education Act of 1989 mandates the identification of gifted students. The Mississippi Department of Education has determined that this constitutes a "child find clause."

*** OR: FAPE --yes, but not through IDEA. We do not operate under special Ed although state TAG specialist "lives" in that office. Child find: Only to the degree that students are identified -- do not use this special ed term. Mediation: only in that TAG specialist works with districts when a parent from that district calls with a concern -- attempt to resolve before formal complaint filed

**** WV: If the student is not eligible as exceptional gifted, the IEP team shall write a four-year plan that appropriately addresses the student's educational needs, including honors/advanced placement education, when appropriate. The implementation and annual review of this plan are required by the public agency. The review team shall include the student, parent, school counselor, and building administrator.

†NR: No response.

MANDATE – Required Procedures

Summary

Respondents were asked to indicate whether the following services were required in regard to gifted education.

Findings

Related services: 7 yes (17%) of 40 respondents

Due process: 14 yes (35%) of 40 respondents

Mediation: 11 yes (28%) of 40 respondents

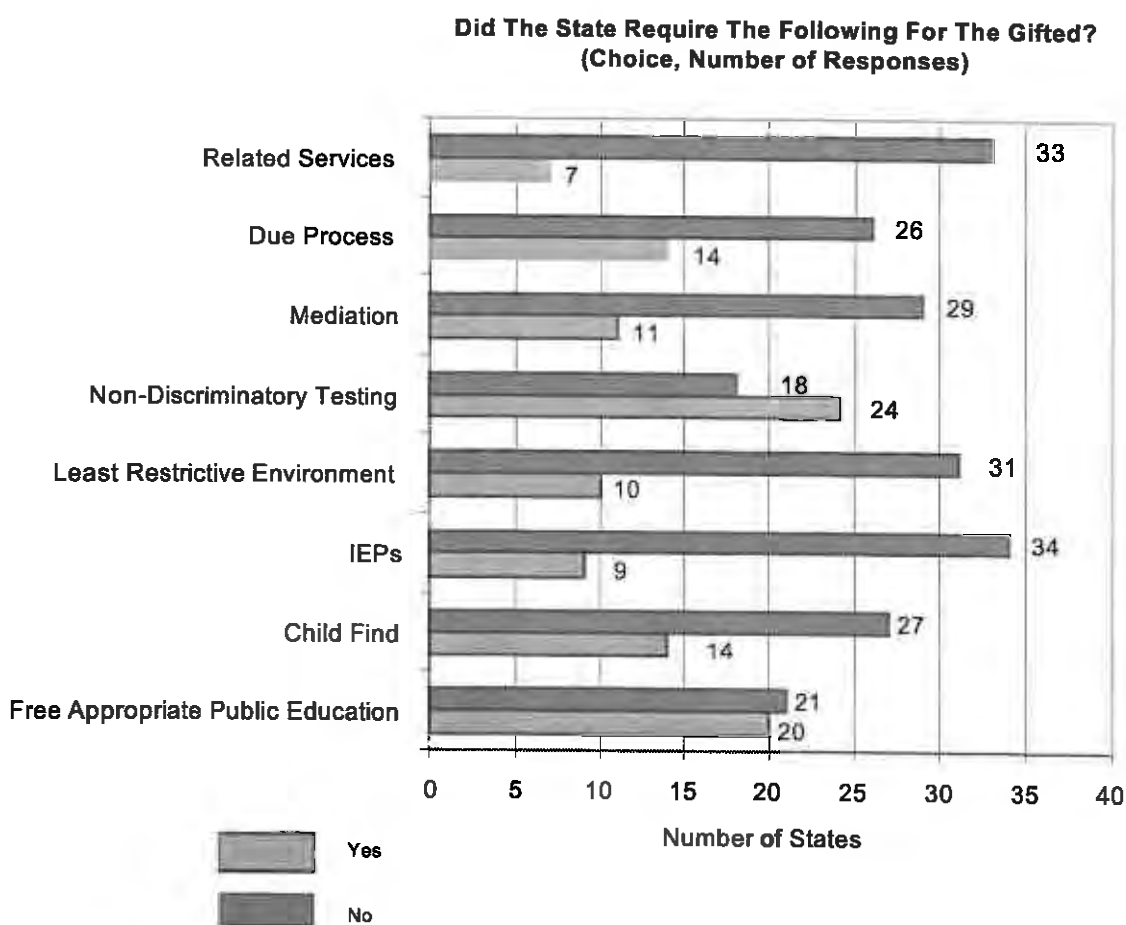
Non-discriminatory testing: 24 yes (57%) of 42 respondents

Least restrictive environment: 10 yes (24%) of 41 respondents

IEPs: 8 yes (19%) of 43 respondents

Child Find: 14 yes (34%) of 41 respondents

Free appropriate public education: 20 yes (49%) of 41 respondents



IDENTIFICATION

Identification of Gifted and Talented Students			
State	Use Of State Definition Or State Rules And Regulations Required In Identifying Students	Comments:	Identification of G/T mandated
Alabama	Yes		Yes
Alaska	No		Yes
Arizona	Yes	Districts determine their own criteria for identifying gifted students. However, districts, according to Arizona Statute: School districts may identify any number of pupils as gifted but shall identify as gifted at least those pupils who score at or above the ninety-seventh percentile, based upon national norms, on a test adopted by the state board.	Yes
Arkansas	Yes		Yes
California	No	Each district determines its own identification criteria based on new GATE law and recommended standards document!	No
Colorado	Yes		No
Connecticut	No	Districts are required to identify gifted and talented children, and the state provides definitions for districts to use. Districts may adopt their own definition of gifted and talented, however. The state has no rules, but does provide best practices related to identification procedures.	Yes
Delaware	No	Delaware has no regulation for gifted education that outlines an identification process. Districts determine their own parameters for identification.	No
Florida	Yes	Districts may develop a plan for identifying students from underrepresented populations as guided by state rule	Yes
Georgia	Yes		Yes
Hawaii			
Idaho			
Illinois	Yes		Yes
Indiana	No	School districts develop their own requirements for identifying high-ability students based on local policy. Identification plans must include at least one potential-based measure, one performance-based measure, and other forms of assessment.	No
Iowa	Yes		Yes
Kansas	Yes		Yes
Kentucky	Yes		Yes
Louisiana	Yes		Yes
Maine	Yes		Yes
Maryland	No	No state requirements for G/T education.	No
Massachusetts	No	Massachusetts does not have rules and regulations regarding the identification of gifted students.	No
Michigan			
Minnesota			
Mississippi	Yes		Yes
Missouri	Yes		No
Montana	Yes		Yes
Nebraska	No	Most districts use the state definition, but they are free to compose their own.	Yes
Nevada	Yes	Nevada statutes specify in the education code how the designation of giftedness is to be determined, the testing, and the alternative assessment procedures.	
New Hampshire	No	The definition in the addendum is advisory and supplemental, not a mandate.	No

Identification of Gifted and Talented Students			
State	Use Of State Definition Or State Rules And Regulations Required In Identifying Students	Comments:	Identification of G/T mandated
New Jersey	No	The state definition does not establish specific criteria, tests, scores, etc. The identification process is locally developed.	Yes
New Mexico	Yes		Yes
New York	Yes		
North Carolina	No	It is recommended; however, LEAs may add, revise, or delete to the recommendation.	Yes
North Dakota	No	State Guidelines are used along with credentialed teachers.	No
Ohio	Yes		Yes
Oklahoma	Yes		Yes
Oregon	Yes		Yes
Pennsylvania	Yes		Yes
Rhode Island	No	If an LEA has a limited, pull-out program for certain students, their identification process must follow existing regulations.	No
South Carolina	Yes	For state funded programs but not for locally funded programs.	Yes
South Dakota	No	School districts determine their own definitions in identifying gifted students.	No
Tennessee	Yes		Yes
Texas	Yes		Yes
Utah			
Vermont	No	The definition is only a guideline since provision of services is not required beyond the regular classroom. Many schools use the Renzulli "Three Ring Conception of Giftedness" as their definition, as well as the state definition.	No
Virginia	Yes		Yes
Washington			
West Virginia			
Wisconsin	Yes		Yes
Wyoming	No	The state does not regulate the manner in which students are identified. The law simply states that identification should take place.	Yes
Washington DC	No	No statewide definition at this time.	No
Total			Yes 29 No 13 NR† 9

†NR: No response.

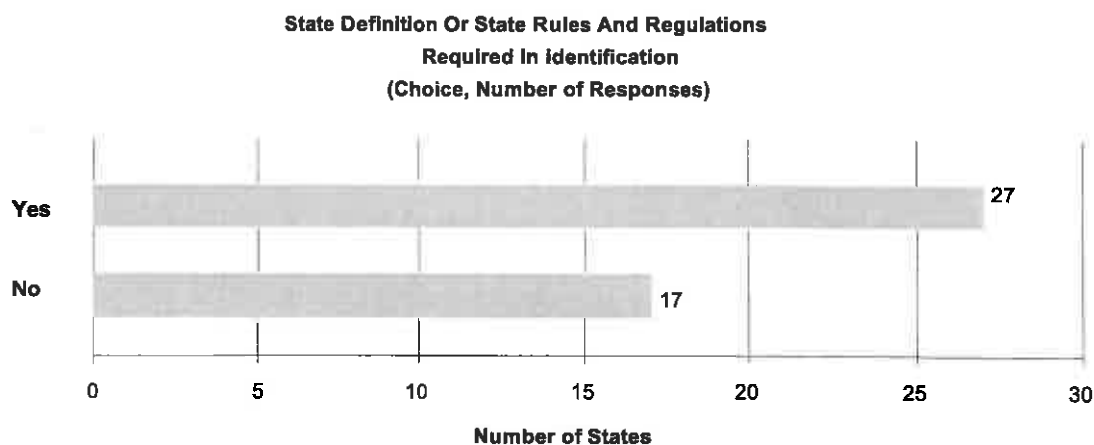
IDENTIFICATION – Use of State Definition, Mandate

Summary

Respondents were asked to indicate whether the use of the state definition or state rules and regulations was required in identifying students. 44 states responded.

Findings

Use of state definition or rules and regulations required for identification: 27 states (44%) indicated yes, 17 (39%) indicated no.

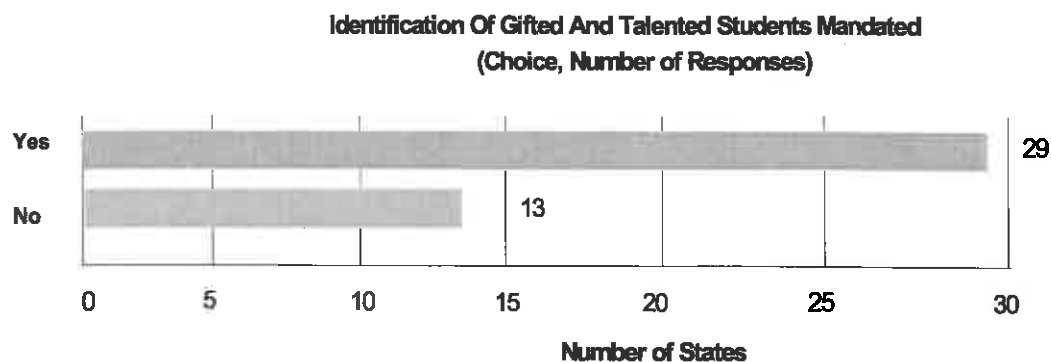


Summary

Respondents were asked to indicate if identification of gifted and talented students was mandated in their state. 42 states responded.

Findings

Identification of gifted and talented students mandated: 29 states (56%) indicated yes; 13 states (31%) indicated no.



State	Identification of Gifted and Talented Students (State Procedures and Numbers of Students)				
	If Not Mandated, Percent Of LEAs That Identified G/T Students	LEAs Were Required To Follow The Same Identification Guidelines Or Uniform Identification Process	Comments:	Number Of Students Identified For G/T Services In Your State In 2001-2002	This Number Is Based On State- Collected Information Estimate
Alabama		Yes		5,532	X
Alaska		No	Each district may determine its own process	Do not collect	
Arizona		Yes	School districts shall identify as gifted at least those pupils who score at or above the ninety-seventh percentile, based upon national norms, on a test adopted by the state board. However, school districts may identify any number of pupils as gifted.	24,500	X
Arkansas		Yes		40,104	X
California	77%	No	Each district designs its own identification based upon new GATE law and recommended standards document!	433,018	X
Colorado	85%	Yes		69,760	X
Connecticut		No	Districts may develop their own identification procedures.	15,345	X
Delaware	80%	No	Districts determine their own parameters for the identification of gifted students.	6,154	X
Florida		No	Districts follow the same initial identification procedures, but may develop a local plan for considering additional information about students from underrepresented populations	108,177	X
Georgia		Yes*		95,524	X
Hawaii					
Idaho					
Illinois		Yes		165,488	X
Indiana		No	School districts develop their own requirements for identifying high ability students based on local policy. Identification plans must include at least one potential-based measure, one performance-based measure, and other forms of assessment.	91,380	X
Iowa	100%	No	Local school district decision following Administrative Rule -- Accreditation-- Chapter 12 Guidelines	Not collected	
Kansas		Yes	Guidelines are very general. For example, they do not require an administration of an IQ test or specific scores on achievement tests.	15,500	X
Kentucky		Yes		101,913	X
Louisiana		Yes		25,000	X
Maine		No	Each district designs their own process within the guidelines of the rule	Approx 3,000	X
Maryland	100%	No	No requirements for G/T	17,000	X
Massachusetts	Approximately 50% identify some students at some levels by some means, but there is no consistency in approach	No	There are no state guidelines.	From a survey to which half of the districts responded: approximately 23,000 K-12	X

State	Identification of Gifted and Talented Students (State Procedures and Numbers of Students)				
	If Not Mandated, Percent Of LEAs That Identified G/T Students	LEAs Were Required To Follow The Same Identification Guidelines Or Uniform Identification Process	Comments:	Number Of Students Identified For G/T Services In Your State In 2001- 2002	This Number Is Based On State- Collected Information Estimate
Michigan					
Minnesota		Yes		30,125	
Mississippi		No	The state establishes state minimum criteria for districts choosing to accept state funding. District may establish criteria higher than the minimum and may establish alternative criteria with department approval. Districts choosing not to receive funding may establish their own criteria regardless of state minimums.	30,487	X
Missouri	63%	No	Must use appropriate multiple measures according to a written program philosophy. They must use multiple criteria, standardized and non-standardized, but they are free to choose their own standardized and non-standardized measures.	8,747	X
Montana		No		39,546	X
Nebraska		No			
Nevada					
New Hampshire					
New Jersey		No	Local control	Not Available	
New Mexico		Yes		12,381	X
New York		No	Identification process is local discretion.	148,894	X
North Carolina		No	Article 9B gives LEAs the flexibility to design their own screening/identification and placement procedures.	139,041	X
North Dakota		No	State Guidelines offer options and a process for developing models.		
Ohio		Yes		0	X
Oklahoma		No	Districts must develop and submit a local Gifted Education Plan, which details the referral, identification and programming options for gifted and talented education.	101,492	X
Oregon		Yes	Must follow OAR requirements but may use selected tests and viable procedures, require 97% IQ score and evidence (which can vary) from intellectually gifted; require 97% total R or Total Math for academically talented and evidence (which can vary)		
Pennsylvania		Yes		78,533	X
Rhode Island		No	Local policy	unknown	
South Carolina	Unknown	Yes	Not for locally funded programs or for programs below grade 3.	64,323	X
South Dakota	5%	No	School districts determine their own identification process for gifted students.	academically G/T; numbers for artistic not available unknown	

State	Identification of Gifted and Talented Students (State Procedures and Numbers of Students)						This Number is Based On	
	If Not Mandated, Percent Of LEAs That Identified G/T Students	LEAs Were Required To Follow The Same Identification Guidelines Or Uniform Identification Process	Comments:	Number Of Students Identified For G/T Services In Your State In 2001-2002	State-Collected Information	Estimate		
Tennessee		Yes		26,844	X			
Texas		Yes		8.40%	X			
Utah								
Vermont	24%	No	Since only 9% of schools have a policy related to gifted students, and there is no state mandate, the way they identify varies from school to school.	1,037	X			
Virginia			Valid and reliable instruments administered, scored, and interpreted according to the guidelines established by the developer(s); multiple criteria in the assessment; measures that are valid in identifying typically underrepresented students; determined by a committee composed of at least one person who knows the child.	139,725	X			
Washington				5,593				
West Virginia				Wisconsin does not collect this information at this time.				
Wisconsin								
Wyoming		No	Districts define their own process for identification and for the grade levels they identify. The state does not regulate the manner in which students are identified. The law simply states that identification should take place.	23,883	X			
Washington DC	15	No		0	X			
Total		Yes 17		Range: 0-433,018	31	3		
		No 25						
		NRT 9						

*GA: Specific guidelines are given by the state. There is a balance of authority. Some actions are required of all school systems. There is some local decision making within parameters established by SBOE rule.

†NR: No response.

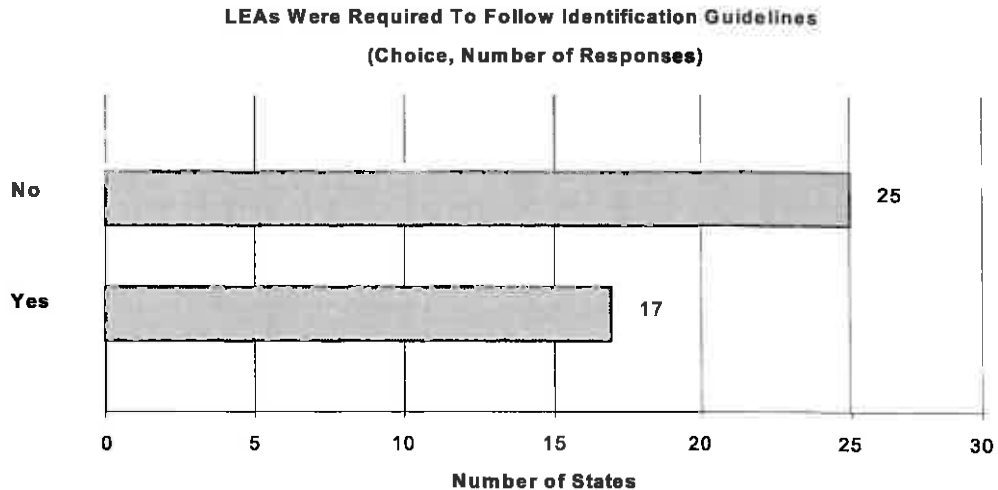
IDENTIFICATION – State Procedures

Summary

Respondents were asked whether LEAs were required to follow the same identification guidelines or uniform identification process. 42 states responded.

Findings

17 states (40%) do require LEAs to follow the same identification guidelines or uniform process; 25 states (60%) do not.

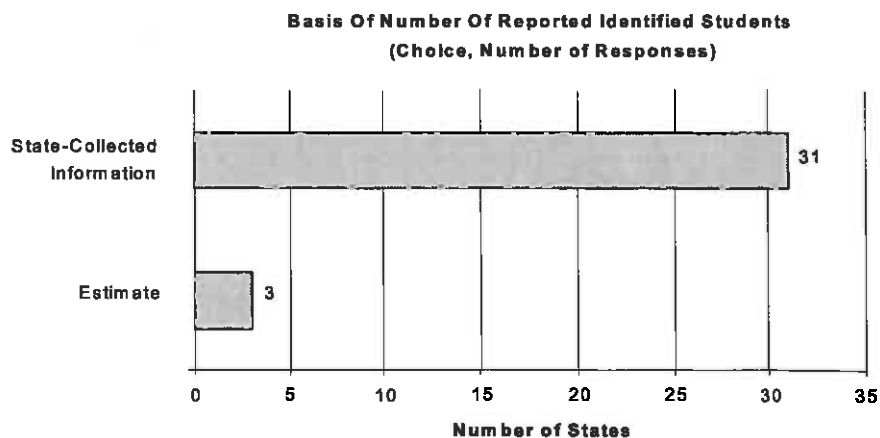


Summary

Respondents were asked whether the number of reported students identified for gifted and talented services was based on state collected information or an estimate. 34 states responded.

Findings

31 states (92%) indicated the number of reported students identified for gifted and talented services is based on state-collected information; 3 (9%) indicated this number is based on an estimate.



State	Identification of Gifted and Talented Students					
	When Were Students Identified For Programming?					
	Early Elementary School (One Time Only)	Elementary School (Multiple Times)	When Students Transfer	Following Parental Referral	Not Applicable	Other
Alabama						A child can be referred at any time. There is a mandatory second grade screening where every child is observed as a potential gifted referral.
Alaska						At any time when referred by parent or educator
Arizona						Each LEA shall make testing available for students K-12 on a periodic basis but not less than 3 times per year. Also, LEAs shall ensure that parents or legal guardians are given the opportunity to have their child tested.
Arkansas		X	X	X		Throughout their public school experience
California		X	X	X		Middle or senior high school, and during special education assessment
Colorado	X	X	X	X		Services are not required in Connecticut.
Connecticut						Following teacher referral
Delaware	X	X	X	X		At any time there is evidence of need for special services
Florida		X	X	X		Students may be considered at any time. Timetables for initial screening and reconsideration are established by local boards of education.
Georgia						
Hawaii						
Idaho						At the discretion of the local school district
Illinois						Determined locally
Indiana						Local school district decision
Iowa						Middle School/High School
Kansas	X		X	X		Ongoing process
Kentucky		X				
Louisiana		X	X	X		All students at minimum of transition from level to level
Maine						Following referral by any person know a student's ability
Maryland		X	X	X		All of the above; varies by district
Massachusetts	X	X	X	X		
Michigan						
Minnesota						
Mississippi		X	X	X		Any time anyone initiates a referral.
Missouri		X	X	X		K-12 multiple times
Montana					X	
Nebraska	X	X	X	X		
Nevada						
New Hampshire						
New Jersey	X	X	X	X		Any time K-12
New Mexico		X		X		Following parent referral, teacher referral or self-referral
New York	X					Kindergarten or entry level at any age.
North Carolina		X	X	X		Middle School/High School

State	Identification of Gifted and Talented Students					
	When Were Students Identified For Programming?					
	Early Elementary School (One Time Only)	Elementary School (Multiple Times)	When Students Transfer	Following Parental Referral	Not Applicable	Other
North Dakota					X	
Ohio		X		X		Opportunity of testing twice a year at each school district
Oklahoma		X	X	X		Following teacher referral
Oregon*		X	X			Middle school, high school
Pennsylvania		X	X	X		A student may be identified any time K through 12
Rhode Island					X	
South Carolina						
South Dakota					X	State requires census testing of all grade 2 students. Districts do census screening annually.
Tennessee						
Texas		X	X	X		Through gifted screening in elementary school or any other grade level from teacher, parent or other request
Utah		X	X	X		Following any referral at any grade level "ongoing k-12"
Vermont					X	
Virginia		X	X	X		Following parent referral
Washington	X					
West Virginia						
Wisconsin						Districts define their own process for identification and for the grade levels they identify.
Wyoming					X	
Washington DC					X	
Total	8	22	20	21	7	

*OR: When students transfer, schools are encouraged but not required to identify. From out of state or new to district identification or if identified and criteria not the same or tests used are not acceptable.

IDENTIFICATION – When Students are Identified

Summary

Respondents were asked to indicate when students were identified for funding. 41 states responded.

Findings

22 states, or 54% of respondents, indicated identifying students for programming multiple times in elementary school.

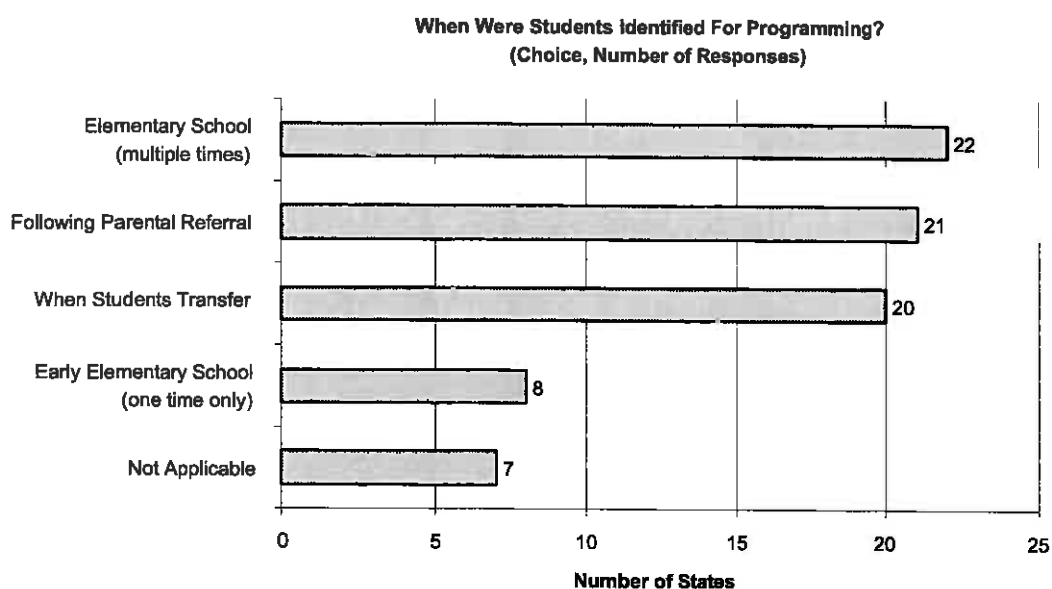
21 states, or 51% of respondents, indicated identifying students for programming following parental referral.

20 states, or 49% of respondents, indicated identifying students for programming when students transfer.

8 states, or 20% of respondents, indicated identifying students for programming one time only in early elementary school.

7 states, or 17% of respondents, indicated that identification for programming was not applicable.

Several states marked multiple responses to this question.



State	Identification of Gifted and Talented Students													
	Grades When Identification Occurred													
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Alabama		X	X	X	X	X	X	X	X	X	X	X	X	X
Alaska		X	X	X	X	X	X	X	X	X	X	X	X	X
Arizona		X	X	X	X	X	X	X	X	X	X	X	X	X
Arkansas		X	X	X	X	X	X	X	X	X	X	X	X	X
California														
Colorado														
Connecticut		X	X	X	X	X	X	X	X	X	X	X	X	X
Delaware														
Florida		X	X	X	X	X	X	X	X	X	X	X	X	X
Georgia		X	X	X	X	X	X	X	X	X	X	X	X	X
Hawaii														
Idaho														
Illinois		X	X	X	X	X	X	X	X	X	X	X	X	X
Indiana														
Iowa		X	X	X	X	X	X	X	X	X	X	X	X	X
Kansas		X	X	X	X	X	X	X	X	X	X	X	X	X
Kentucky		X	X	X	X	X	X	X	X	X	X	X	X	X
Louisiana	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Maine		X	X	X	X	X	X	X	X	X	X	X	X	X
Maryland														
Massachusetts														
Michigan														
Minnesota														
Mississippi				X	X	X	X	X	X	X	X	X	X	X
Missouri		X	X	X	X	X	X	X	X	X	X	X	X	X
Montana		X	X	X	X	X	X	X	X	X	X	X	X	X
Nebraska	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Nevada														
New Hampshire														
New Jersey		X	X	X	X	X	X	X	X	X	X	X	X	X
New Mexico		X	X	X	X	X	X	X	X	X	X	X	X	X
New York		X												
North Carolina		X	X	X	X	X	X	X	X	X	X	X	X	X
North Dakota														
Ohio		X	X	X	X	X	X	X	X	X	X	X	X	X

State	Identification of Gifted and Talented Students																
	Grades when Identification Occurred																
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12			
Oklahoma	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Oregon		X	X	X	X	X	X	X	X	X	X	X	X	X			
Pennsylvania		X	X	X	X	X	X	X	X	X	X	X	X	X			
Rhode Island																	
South Carolina						X	X	X	X	X	X	X	X	X			
South Dakota																	
Tennessee	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
Texas		X	X	X	X	X	X	X	X	X	X	X	X	X			
Utah																	
Vermont																	
Virginia		X	X	X	X	X	X	X	X	X	X	X	X	X			
Washington																	
West Virginia																	
Wisconsin																	
Wyoming																	
Washington DC																	
Total	4	27	26	27	28	28	28	28	27	27	27	27	27	27	27	27	27

IDENTIFICATION – Grades When Identification Occurs

Summary

Respondents were asked to indicate when identification occurred by grade.

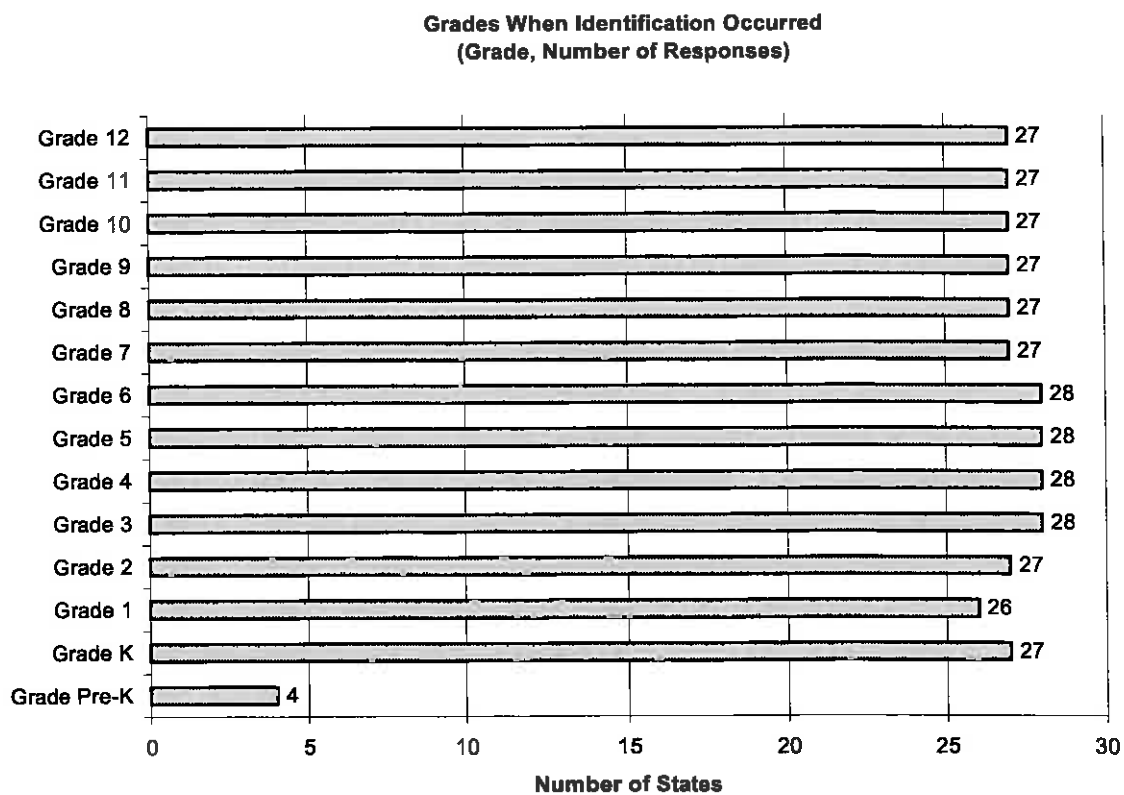
Findings

28 states indicated that identification occurred during grades 3, 4, 5, and 6.

27 states indicated that identification occurred during grades K, 2, 7, 8, 9, 10, 11, and 12.

26 states indicated that identification occurred during grade 1.

4 states indicated that identification occurred during Pre-Kindergarten.



State	Programming And Accountability									
	Programming Services Mandated	Number Of Public School Students	Number Of Public School Students Identified For G/T Programs	State Monitors LEA Programs For G/T Students	LEAs Required To Report On G/T Education Through State Accountability Procedures/ Guidelines	G/T Accountability Procedures/Guidelines Primarily Based Upon				
						Student Performance	Program Performance	Combination Of Student And Program Performance	Other	
Alabama	Yes	729,061	25,842	Yes	No					
Alaska	Yes	134,358	Do not collect	No	No					
Arizona	Yes			Yes	Yes			X		
Arkansas	Yes	432,433	40,104	Yes	Yes		X			
California	No	6,147,375	433,018	Yes	Yes	X				
Colorado	No	742,145	69,760	Yes	Yes	X				
Connecticut	No	Approx. 575,000	15,354	No	Yes					
Delaware	No	115,171	6,154	No	No					
Florida	Yes	2,500,161	109,638	Yes	Yes	X				
Georgia	Yes	1,470,634	95,524	Yes*	Yes					
Hawaii										
Idaho										
Illinois	Yes	2, 071, 391	165,488	Yes	Yes			X		
Indiana	No	995,407		No	No					
Iowa	Yes	Not Available	Not available	Yes	Yes				State Accreditation site visits and comprehensive school improvement plans	
Kansas	Yes	468,171	15,500	Yes	Yes				Individual student file review	
Kentucky	Yes	846,830	101,913	Yes	Yes	X				
Louisiana	Yes	875,865	25,000	Yes	No					
Maine	Yes		Approx 3000	No	Yes				Program evaluation and updates on program implementation	
Maryland	No		17,000	No**	No					
Massachusetts	No	979,593	Not available	No	No					
Michigan										
Minnesota	No	850,000	85,000							
Mississippi	Yes	492198	3,012	Yes	No					
Missouri	No	893712	30,487	Yes	Yes		X			
Montana	Yes	151,947	8,747	No	Yes		X			
Nebraska	No			Yes	No					
Nevada										
New Hampshire	No									
New Jersey	Yes	1,300,000	Not available	Yes	No					
New Mexico	Yes	320,211	12,381	No	No					
New York	No	3,332,970	148,894	No	Yes: But only through a state aid report				Number identified and served using state aid funds.	
North Carolina	Yes	1,286,931	139,484	Yes	Yes	X				
North Dakota	No	114,261	No data	Yes	No					
Ohio	No	1,800,000	218,000	No	No					
Oklahoma	Yes	618,731	101,492	Yes	Yes		X			

Programming And Accountability										
State	Programming Services Mandated	Number Of Public School Students	Number Of Public School Students Identified For G/T Programs	State Monitors LEA Programs For G/T Students	LEAs Required To Report On G/T Education Through State Accountability Procedures/ Guidelines	G/T Accountability Procedures/Guidelines Primarily Based Upon				
						Student Performance	Program Performance	Combination Of Student And Program Performance	Other	
Oregon	Yes	555,891	44,942	No	Yes†				Required to sign assurances that they are in compliance with all Oregon Administrative Rules pertaining to education	
Pennsylvania	Yes	1,821,627	78,533	No	No					
Rhode Island	No	160,000	Unknown	No	No					
South Carolina	Yes	505,428 (3-12)	64, 323	Yes	Yes					
South Dakota	No	125,612	Unknown	No	No					
Tennessee	No	912,497	26,826.3	Yes	Yes		X			
Texas	Yes	4,165,101	339,342	Yes	Yes			X		
Utah		731,110	Not collected							
Vermont	No	366	1,037	No	No					
Virginia	Yes	1,452,136	139,725	Yes	Yes				Fund disbursement; numbers of students identified by program areas, per grade	
Washington										
West Virginia	Yes	282,232	282,232							
Wisconsin	Yes	271,813	Don't collect	No	No					
Wyoming	Yes	86,108	23,883	No	No					
Washington DC	No	68,000		Yes	No					
Total	Yes	26	Range: 68,000-6,147,375	Yes	24	Yes	22	5	3	7
	No	19	1,037-433,018	No	18	No	20			
	NRT	6		NRT	9	NRT	9			

*GA: Limited monitoring (financial audits, program reviews upon request).

**MD: We monitor the use of grants to fund programs rather than monitor programs for gifted and talented students.

†OR: Not officially. Districts notified when data showing potential complaint vulnerability (example: no K-3 identified), but this is not formal or required.

‡NR: No response.

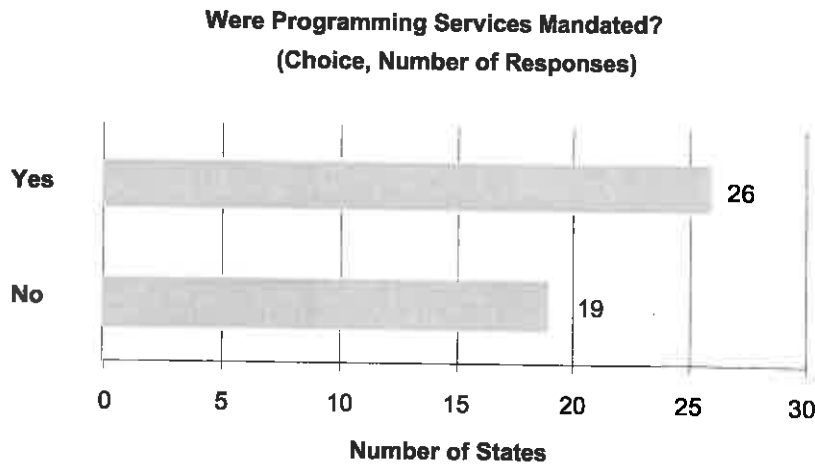
PROGRAMMING and ACCOUNTABILITY – Mandated Services / State Monitoring

Summary

Respondents were asked to indicate if programming services were mandated in their state. 45 states responded.

Findings

26 states, or 58% of respondents, indicated that programming services were mandated; 19 states or 42% of respondents indicated that programming services were not mandated.

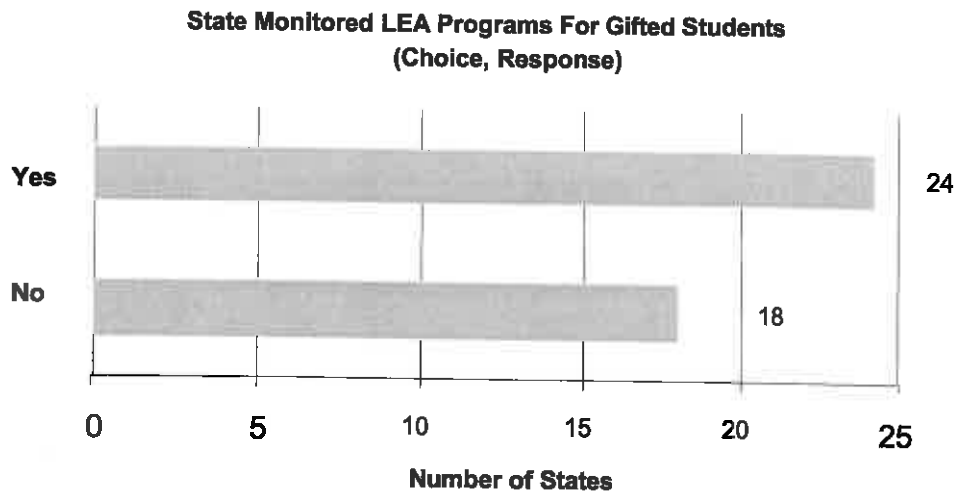


Summary

Respondents were asked to indicate if the state monitored LEA programs for gifted and talented students. 42 states responded.

Findings

24 states, or 57% of respondents, indicated that the state monitored LEA programs for gifted and talented students. 18 states, or 43% of respondents, indicated that the state did not.



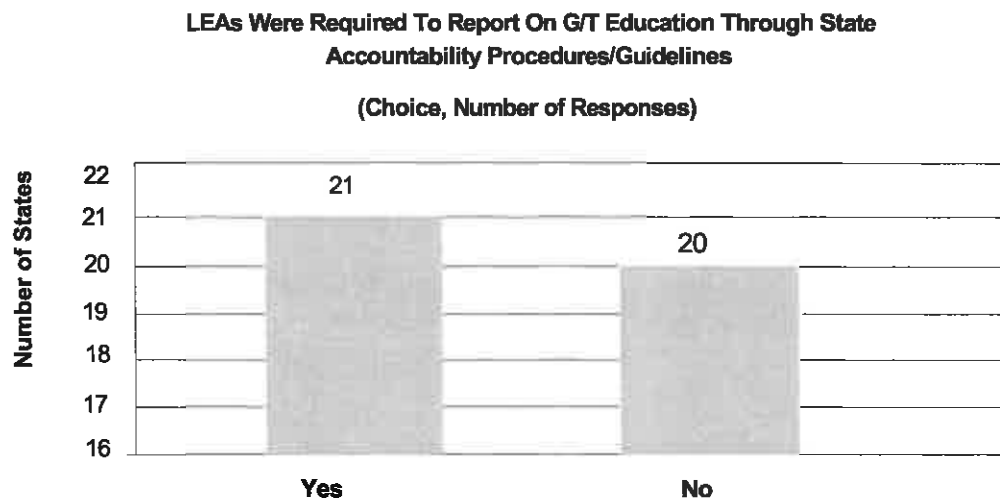
PROGRAMMING and ACCOUNTABILITY – LEA Accountability

Summary

Respondents were asked to indicate if LEAs were required to report on gifted education through state accountability procedures/guidelines. 42 states responded.

Findings

21 states, or 50% of respondents, indicated that LEAs were required to report on gifted and talented education through state accountability procedures or guidelines; 20 states 48% of respondents, indicated LEAs were not required to do so.



Summary

Respondents were asked to indicate the basis of gifted and talented accountability procedures or guidelines.

Findings

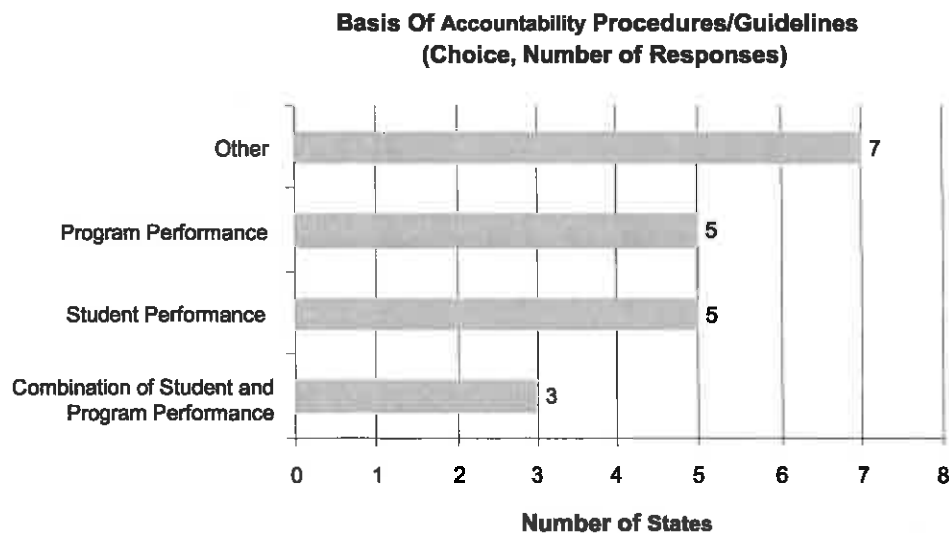
20 of the states that required LEAs to report indicated the basis of the guidelines:

7 states listed other means on which accountability was based.

5 states based accountability on program performance.

5 states based accountability on student performance.

3 states based accountability on a combination of student and program performance.



Programming And Accountability - Enrollment

State	Programming And Accountability - Enrollment								
	Males			Females			African Americans		Asian Americans
	% Enrolled In Public Schools	% Enrolled In G/T Programs	% Enrolled In Public Schools	% Enrolled In G/T Programs	% Enrolled In Public Schools	% Enrolled In G/T Programs	% Enrolled In Public Schools	% Enrolled In G/T Programs	% Enrolled In Public Schools
Alabama	51%	51%	49%	49%	37%	13.74%			1.66%
Alaska		Not Available							
Arizona									
Arkansas	51.36%	45%	48.64%	54%	24.09%	17%			
California	51.4%	49%	48.6%	51%	8.3%	4.3%	See other	8.1%	16%
Colorado		Not Available		Not Available		Not Available			Not Available
Connecticut*	52%	48%	48%	52%	9%	9%	4%		3.5%
Delaware		48%		52%					
Florida	52%	Not Available	48%	Not Available	30.7%	11.50%			3%
Georgia	51%	51%	49%	49%	38%	10%	2.3%	4%	4%
Hawaii						14.30%	3%		4.60%
Idaho									
Illinois	52%	47.5%	48%	52.5%	21%	11.8%	3.5%		5.9%
Indiana									
Iowa	50%	Not Available	50%	Not Available	4.1%	NA	1.7%		NA
Kansas	52%	55%	48%	45%	9%	3%	2%		3%
Kentucky		46%		54%		5%			1%
Louisiana	51.2%	49.9%	48.8%	50.1%	47.7%	33.5%	1.3%		2.5%
Maine	52%	Not Available	48%	Not Available	1.4%	Not Available	1.2%		Not Available
Maryland	51%	51%	49%	49%	Not Available		Not Available		
Massachusetts		Not Available		Not Available					Not Available
Michigan	52%		48%		19%		2%		
Minnesota									
Mississippi	51%	Not Available	49%	Not Available					
Missouri	51.3%	Not Available	48.7%	Not Available	51%	Not Available	.7%		Not Available
Montana	51.7%	50%	48.3%	50%	17.4%	Not Available	.12%		Not Available
Nebraska					.6%	0.01%	.9%		0.01%
Nevada									
New Hampshire**	52%		48%		1.3%		1.7%		
New Jersey		N/A							
New Mexico	48.7%	55.3%	51.3%	Not Available	2.3%	Not Available			Not Available
New York	51.2%	Not Available	48.8%	Not Available	19.9%	1.61%	1%		2.74%
North Carolina***		47%		53%		Not Available	6.2%		Not Available
North Dakota	51%		49%			10%			3%
Ohio	52%	11.10%	48%	11.70%	1%		.9%		
Oklahoma	51.47%	47.9%	48.53%	52.1%	16.32%	5.10%	1.13%		19.10%
Oregon		Not Available		Not Available	10.82%	7.1%	1.45%		4.3%
						4%			11.7%

State	Programming And Accountability – Enrollment							
	Males		Females		African Americans		Asian Americans	
	% Enrolled In Public Schools	% Enrolled In G/T Programs	% Enrolled In Public Schools	% Enrolled In G/T Programs	% Enrolled In Public Schools	% Enrolled In G/T Programs	% Enrolled In Public Schools	% Enrolled In G/T Programs
Pennsylvania		Do not Know		Do not Know		Do not Know		Do not Know
Rhode Island	52%	Not Available	48%	Not Available	7.7%	Not Available	3.2%	Not Available
South Carolina	51.33%	Not Available	48.66%	Not Available	41.9%	16%	See other	
South Dakota		Unknown		Unknown		Unknown		Unknown
Tennessee		Do not Know		Do Not Know		1%		<1/2%
Texas		Not Available		Not Available	14.4%	10.10%	2.79%	5.07%
Utah								
Vermont		?		?		?		?
Virginia		Not Available		Not Available		2%		10.7%
Washington								
West Virginia								
Wisconsin	51%	Not Available	49%	Not Available	10.4%	Not Available	3.3%	Not Available
Wyoming	51.7%		48.3%		1.34%		1%	
Washington DC								
Range	48.7%-52%	11.10%-55.3%	51.3%-48%	11.70%-54%	.6%-51%	.01%-33.5%	.7%-8.1%	.01%-19.10%

*CT: Includes public and private schools.

** NH: Includes public and private schools.

*** NC: Information for 2002-2003 school year.

Programming And Accountability - Enrollment

State	Programming And Accountability - Enrollment						
	Native Americans		Hispanic Americans		Caucasian		"Other" May Include Other Ethnic Groups In Addition To The Groups Listed Or May Include Some Of The Groups Listed
	% Enrolled In Public Schools	% Enrolled In G/T Programs	% Enrolled In Public Schools	% Enrolled In G/T Programs	% Enrolled In Public Schools	% Enrolled In G/T Programs	
Alabama		0.87%		0.73%	61%	82.87%	3% represent "other"
Alaska							
Arizona							
Arkansas	See "other"		See "other"		70.95%	79%	4.96% represent "other"
California	.9%	0.7%	44.2%	22%	34.8%	52%	
Colorado		Not Available		Not Available		Not Available	
Connecticut	1%	.9%	5%	5.2%	82%	81.5%	Due to rounding, totals add up to more than 100%.
Delaware	.3%	1%	6%	1%	60.7%	83%	
Florida		<1%		18%		65%	
Georgia	.2%	0.15%	6%	1.30%	52%	78.20%	
Hawaii							
Idaho							
Illinois	.2%	0.1%	16.2%	7.7%	59%	74.4%	
Indiana							
Iowa	.6%	Not Available	4%	Not Available	89.6%	Not Available	
Kansas	1%	1%	10%	2%	78%	91%	
Kentucky		0%		0.70%		92%	
Louisiana	.7%	0.02%	1.5%	2.7%	48.8%	61%	
Maine	.7%	Not Available	.7%	Not Available	96%	Not Available	
Maryland	Not Available		NA		Not Available		
Massachusetts		Not Available		Not Available		Not Available	
Michigan	1%		4%		74%		
Minnesota							
Mississippi	.16%	Not Available	.9%	Not Available	47%	Not Available	
Missouri	.4%	Not Available	2%	Not Available	79%	Not Available	
Montana	10.2%	7%	1.6%	0.01%	86.8%	90%	
Nebraska							
Nevada							
New Hampshire*	.3%		2%		95%		
New Jersey		Not Available		Not Available		Not Available	
New Mexico	11.3%	2.74%	50.7%	26.03%	33.7%	65.91%	
New York	.4%	NA	18.6%	Not Available	54.9%	Not Available	
North Carolina		1%		1%		84%	
North Dakota	9.4%		1.3%		87%		
Ohio	.12%	6.70%	1.69%	3.90%	79.51%	12.80%	Ohio has a multi-racial category of 8.0%
Oklahoma	17.49%	13.3%	6.49%	3.3%	63.75%	72%	Caucasian percentage also includes "other"
Oregon		3%		2%		9.2%	

Programming And Accountability – Enrollment

State	Programming And Accountability – Enrollment						
	Native Americans		Hispanic Americans		Caucasian		Other May Include Other Ethnic Groups In Addition To The Groups Listed Or May Include Some Of The Groups Listed
	% Enrolled In Public Schools	% Enrolled In G/T Programs	% Enrolled In Public Schools	% Enrolled In G/T Programs	% Enrolled In Public Schools	% Enrolled In G/T Programs	
Pennsylvania		Do not Know		Do not Know		Do not Know	
Rhode Island	5.3%	Not Available	1.3%	Not Available	75%	Not Available	
South Carolina	See other		See other		55.3%	81%	Representation of culturally diverse students is grouped and is a total of 3%.
South Dakota		UNKNOWN		UNKNOWN		UNKNOWN	
Tennessee		<1/2%		<1/2%		4%	
Texas	.30%	0.26%	41.7%	26.8%	40.86%	57.8%	
Utah							
Vermont		?		?		?	
Virginia		7.7%		2.6%		78.6%	
Washington							
West Virginia							
Wisconsin	1.5%	Not Available	5.4%	Not Available	79.5%	Not Available	
Wyoming	3.31%		7.69%		86.65%		
Washington DC							
Range	.16%-17.49%	.02%-13.3%	.7%-50.7%	.5%-26.8%	33.7%-96%	4%-92%	

*NH: Includes public and private schools.

PROGRAMMING and ACCOUNTABILITY - Enrollment

Summary

Respondents were asked to indicate the percent of students in 8 groups enrolled in public schools and the percent enrolled in gifted and talented programs in their state:

Findings

Percent Enrolled in Public Schools (Range reported)

Males: 48.7%-52%

Females: 48%-51.3%

African Americans: .6%-51%

Asian Americans: .7%-8.1%

Native Americans: .16%-17.49%

Hispanic Americans: .7%-50.7%

Caucasians: 33.7%-96%

"Other" groups: 3%-8%

Percent Enrolled in Gifted Programs (Range reported)

Males: 11.10%-55.3%

Females: 11.70%- 54%

African Americans: .01%-33.5%

Asian Americans: .01%-19.10%

Native Americans: .02%-13.3%

Hispanic Americans: .5%-26.8%

Caucasians: 4%-92%

State	Programming And Accountability (Services Mandated, by Grade)														
	Grades In Which Programming Services Were Mandated														
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
Alabama		X	X	X	X	X	X	X	X	X	X	X	X	X	
Alaska		X	X	X	X	X	X	X	X	X	X	X	X	X	
Arizona		X	X	X	X	X	X	X	X	X	X	X	X	X	
Arkansas		X	X	X	X	X	X	X	X	X	X	X	X	X	
California															
Colorado															
Connecticut															
Delaware															
Florida	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Georgia	X	X		X	X	X	X	X	X	X	X	X	X	X	
Hawaii															
Idaho															
Illinois															
Indiana															
Iowa		X	X	X	X	X	X	X	X	X	X	X	X	X	
Kansas		X	X	X	X	X	X	X	X	X	X	X	X	X	
Kentucky		X	X	X	X	X	X	X	X	X	X	X	X	X	
Louisiana	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Maine		X	X	X	X	X	X	X	X	X	X	X	X	X	
Maryland															
Massachusetts															
Michigan															
Minnesota															
Mississippi				X	X	X	X								
Missouri															
Montana		X	X	X	X	X	X	X	X	X	X	X	X	X	
Nebraska	X	X	X	X	X	X	X								
Nevada															
New Hampshire															
New Jersey		X	X	X	X	X	X	X	X	X	X	X	X	X	
New Mexico		X	X	X	X	X	X								
New York															
North Carolina		X	X	X	X	X	X	X	X	X	X	X	X	X	
North Dakota															
Ohio															
Oklahoma	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Oregon		X	X	X	X	X	X	X	X	X	X	X	X	X	

State	Programming And Accountability (Services Mandated, By Grade)															
	Grades In Which Programming Services Were Mandated															
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12		
Pennsylvania		X	X	X	X	X	X	X	X	X	X	X	X	X		
Rhode Island																
South Carolina*					X	X	X	X	X	X	X	X	X	X		
South Dakota																
Tennessee																
Texas		X	X	X	X	X	X	X	X	X	X	X	X	X		
Utah																
Vermont																
Virginia		X	X	X	X	X	X	X	X	X	X	X	X	X		
Washington																
West Virginia**			X	X	X	X	X	X	X	X						
Wisconsin																
Wyoming																
Washington DC																
Total	3	21	22	23	24	24	24	24	23	23	22	22	22	22	22	22

*SC: Grades 3-12 are mandated; however, funding is not available for full programs services grades 3-12. So districts must use local resources to make up the shortage or stop the program at a certain grade when funds run out.

** WV: Exceptional gifted students still receive an IEP in grades 9-12. Gifted students receive a written plan for grades 9-12 that assures them placement in the appropriate ability-level courses in honors and advanced classes.

PROGRAMMING and ACCOUNTABILITY – Services Mandated, By Grade

Summary

Respondents were asked to indicate grades in which programming services were mandated.

Findings

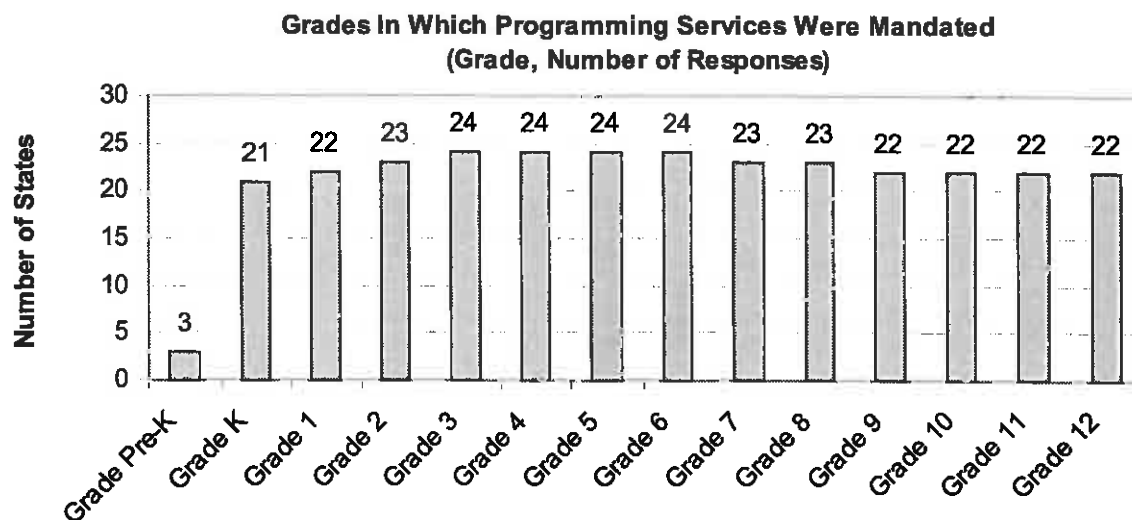
24 states indicated programming services were mandated for grades 3, 4, 5, and 6.

23 states indicated programming services were mandated for grades 2, 7, and 8.

22 states indicated programming services were mandated for grades 1, 9, 10, 11, and 12.

21 states indicated programming services were mandated for kindergarten.

3 states indicated programming services were mandated for Pre-kindergarten.



Programming And Accountability (Program Components)

State	Districts Were Required To Have Gifted Education Program Plans Approved By State	Components Of Program Approved By State				Districts Were Required To Have Gifted Education Administrator	Percent of Gifted Education Administrator's Time Given To G/T Education At The District Level
		Identification	Programming	Funding	Other		
Alabama	Yes	X	X		Identification, programming, program goals, public notice, referral procedures, screening criteria, evaluation procedures, grievance procedures, forms, additional programs (enrichment).	Yes	5%
Alaska	No					No	
Arizona	Yes	X	X			No	
Arkansas	Yes	X	X			Yes	Varies due to size of the district
California	Yes	X	X			No	
Colorado	Yes	X	X	X		No	
Connecticut	No					No	
Delaware	No					No	
Florida	No					Yes	Depends on the district
Georgia	No					Yes	
Hawaii							
Idaho							
Illinois	Yes	X	X	X		Yes	Did not collect this data
Indiana	No					No	
Iowa	Yes*	X	X	X	Staff qualifications, program evaluation, professional development		Not available
Kansas	No					No	
Kentucky	Yes					Yes	Varies, This is a district-level decision.
Louisiana	No					No	
Maine	Yes	X	X	X		Yes	10%
Maryland	No					No	
Massachusetts	No					No	
Michigan							
Minnesota							
Mississippi	Yes	X			Identification	Yes	100% to 2%, depending on the district and number of gifted students being served.

State	Programming And Accountability (Program Components)							Districts Were Required To Have Gifted Education Administrator	Percent of Gifted Education Administrator's Time Given To G/T Education At The District Level
	Districts Were Required To Have Gifted Education Program Plans Approved By State	Components Of Program Approved By State				Other			
		Identification	Programming	Funding					
Missouri	Yes	X	X	X	Identification, programming, funding, only if they choose to accept state funding.	No			
Montana	No					No			
Nebraska	Yes	X	X			No			
Nevada						No			
New Hampshire						No			
New Jersey	No					No			
New Mexico	No					No			
New York	No								
North Carolina	Yes	X	X		Identification, programming, screening, placement, service delivery options, evaluation plan, personnel, professional development, parent/community involvement, links to other system-wide efforts, procedure to disagree, system commitment.	No			
North Dakota	Yes					No			
Ohio	No	X			Identification, service plans are not required.	Yes	Depends on the percent of funding is given to funding of gifted coordinator.		
Oklahoma	Yes	X	X			No			
Oregon	No					No**			
Pennsylvania	No					No			
Rhode Island	Yes	X	X		Recent hearing found that limited, pull-out programs must be approved - identification and programming.	No			
South Carolina	No					No			
South Dakota	No					No			

State	Programming And Accountability (Program Components)						
	Districts Were Required To Have Gifted Education Program Plans Approved By State	Components Of Program Approved By State			Districts Were Required To Have Gifted Education Administrator	Percent of Gifted Education Administrator's Time Given To G/T Education At The District Level	
		Identification	Programming	Funding			Other
Tennessee	Yes	X		Child find procedures.	Yes	Depends upon the size of the school system. Some larger systems have a Coordinator of Gifted Services (100%) while smaller systems may have the Special Education Supervisor in this role (5%).	
Texas	No				No		
Utah							
Vermont	No				No	0%	
Virginia	Yes	X	X	Staff development, parent and community involvement, professional development, curriculum is a category in the plan, evaluation.	Yes	Anything from 1% to 100% depending on the localities.	
Washington							
West Virginia							
Wisconsin	No				No		
Wyoming	No				No		
Washington DC	No				No		
Total	Yes	18			Yes	11	
	No	24			No	30	
	NR+	9	16	13	6	NR+	10

*IA: Program plans are to be included in the LEA comprehensive school improvement plan.

**OR: Required to have a district TAG contact.

***But all have a G/T contact or coordinator. Some districts have a full time coordinator; small districts add this responsibility to the G/T teacher.

†NR: No response.

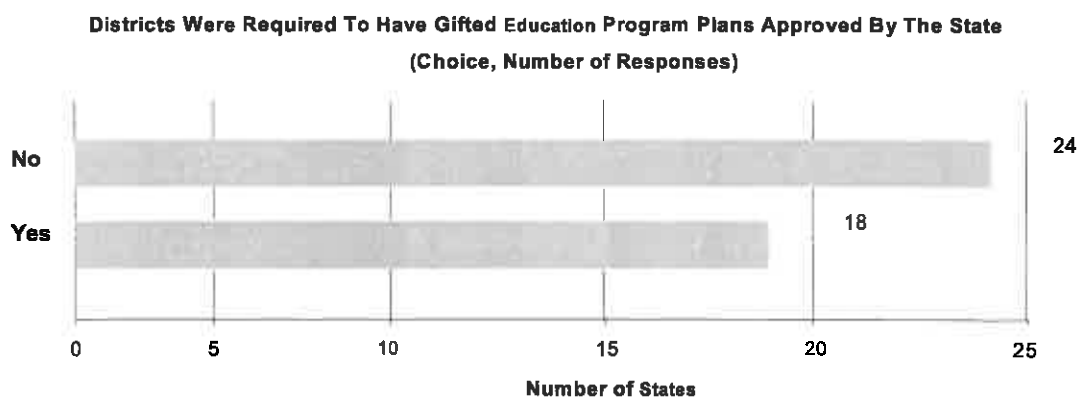
PROGRAMMING and ACCOUNTABILITY – Program Plan Components

Summary

Respondents were asked to indicate whether districts were required to have gifted education program plans approved by the state. 41 states responded.

Findings

7 states, or 41% of respondents, indicated that districts were required to have gifted education program plans approved by the state. 24 states, or 59% indicated that districts were not required to have gifted education program plans approved by the state. 9 states did not respond.



Summary

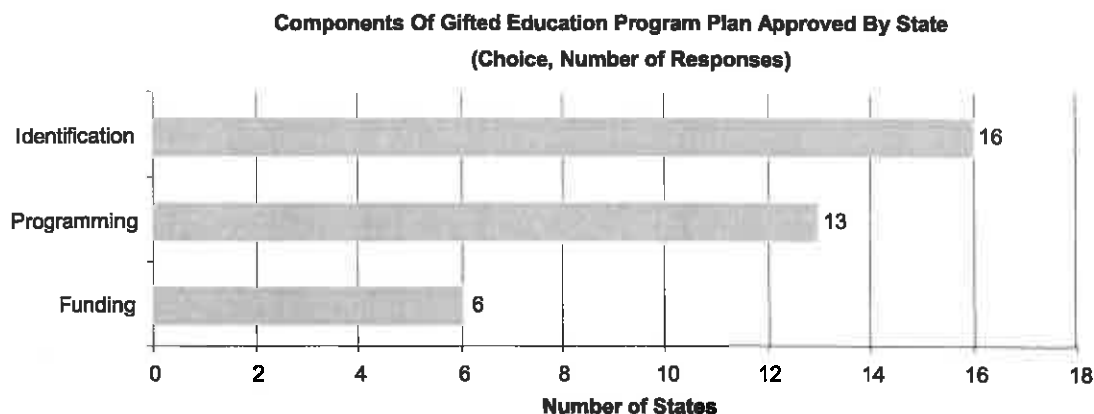
Respondents were asked to indicate the components of programs approved by the state.

Findings

16 states indicated **identification** was a component of the gifted education program plan approved by the state.

13 states indicated **programming** was a component of the gifted education program plan approved by the state.

6 states indicated **funding** was a component of the gifted education program plan approved by the state.



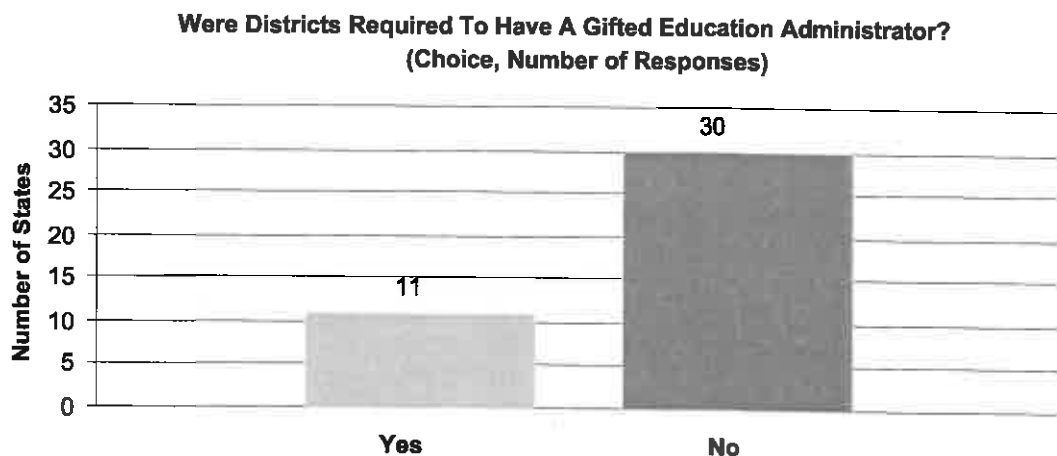
PROGRAMMING and ACCOUNTABILITY – Program Components, Administrators

Summary

Respondents were asked to indicate whether districts were required to have a gifted education administrator. 41 states responded.

Findings

11 states, or 27% of respondents, indicated that districts were required to have a gifted education administrator; 30 states did not have this requirement, or 71% of respondents. 10 states did not respond.



Programming And Accountability (LEAs That Provide Services)

State	Programming And Accountability (LEAs That Provide Services)														
	Percent Of LEAs That Provided Services To The Gifted By Grade Level														
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
Alabama	0%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	
Alaska															
Arizona	0%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	
Arkansas	0%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	
California	1-19%	1-19%	1-19%	20-39%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	
Colorado	1-19%	1-19%	1-19%	40-59%	60-79%	60-79%	60-79%	60-79%	40-59%	40-59%	80-100%	40-59%	60-79%	60-79%	
Connecticut	1-19%	20-39%	20-39%	20-39%	40-59%	40-59%	60-79%	60-79%	40-59%	40-59%	20-39%	20-39%	20-39%	20-39%	
Delaware	0%	1-19%	1-19%	40-59%	40-59%	40-59%	40-59%	40-59%	40-59%	40-59%	40-59%	60-79%	40-59%	40-59%	
Florida	0%	20-39%	80-79%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	60-79%	60-79%	60-79%	
Georgia	0%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	
Hawaii															
Idaho															
Illinois	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Indiana	0%	20-39%	40-59%	40-59%	60-79%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	
Iowa	0%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	
Kansas	0%	40-59%	40-59%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	
Kentucky		80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	
Louisiana	1-19%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	60-79%	60-79%	60-79%	60-79%	
Maine	0%	1-19%	1-19%	1-19%	1-19%	40-59%	40-59%	40-59%	40-59%	20-39%	20-39%	20-39%	1-19%	1-19%	
Maryland	1-19%	40-59%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	
Massachusetts	1-19%	1-19%	1-19%	1-19%	1-19%	20-39%	20-39%	40-59%	40-59%	40-59%	80-100%	80-100%	80-100%	80-100%	
Michigan															
Minnesota															
Mississippi	0%	0%	0%	80-100%	80-100%	80-100%	80-100%	80-100%	40-59%	60-79%	20-39%	20-39%	20-39%	20-39%	
Missouri	0%	60-79%	60-79%	60-79%	60-79%	60-79%	60-79%	60-79%	60-79%	60-79%	60-79%	60-79%	60-79%	60-79%	
Montana	0%	0%	0%	0%	20-39%	40-59%	40-59%	40-59%	40-59%	40-59%	20-39%	20-39%	20-39%	20-39%	
Nebraska	1-19%	1-19%	20-39%	20-39%	40-59%	80-100%	80-100%	80-100%	60-79%	80-100%	80-100%	80-100%	80-100%	80-100%	
Nevada															
New Hampshire															
New Jersey	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
New Mexico	0%	1-19%	40-59%	60-79%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	
New York	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
North Carolina	0%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	
North Dakota	0%	0%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	0%	0%	0%	0%	1-19%	1-19%	
Ohio*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Oklahoma	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	
Oregon**	100%														
Pennsylvania	0%	20-39%	20-39%	20-39%	40-59%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	
Rhode Island	0%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	
Texas	0%	0%	1-19%	1-19%	1-19%	40-59%	40-59%	40-59%	20-39%	20-39%	1-19%	1-19%	1-19%	1-19%	

State	Programming and Accountability (LEAs That Provide Services)													
	Percent Of LEAs That Provided Services To The Gifted By Grade Level													
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
South Carolina	0%	0%	1-19%	1-19%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	20-39%	20-39%
South Dakota	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%
Tennessee	0%	1-19%	1-19%	1-19%	20-39%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%
Texas	1-19%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%	80-100%
Utah														
Vermont	0%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%
Virginia														
Washington														
West Virginia														
Wisconsin	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Wyoming	0%	0%	0%	0%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%	1-19%
Washington DC	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Range														
0	27	10	7	6	4	4	4	4	5	5	5	5	4	4
1-19	9	10	11	8	7	4	4	4	3	3	4	4	6	6
20-39	0	4	3	4	2	1	1	0	1	2	4	1	3	4
40-59	0	2	3	3	4	5	4	5	7	5	1	1	2	1
60-79	0	1	2	2	3	2	3	3	2	2	3	3	4	4
80-100	1	11	12	15	18	22	22	22	20	21	21	20	19	19
NA†	2	2	2	2	2	2	2	2	2	2	2	2	2	2
NRT	12	11	11	11	11	11	11	11	11	11	11	11	11	11

*OH: No accurate count available on gifted services since they are not mandated by the state.

**OR: Required by law so theoretically 100%, but the reality is far less (K-3 all have required identification/service but report far fewer than theoretically expected numbers. 100% are required, but actual is probably closer to 20% for K-1, 30% 2nd, and 50% at 3rd. 4-12 required so should be 100%, reality is probably 90%.

†NA: Not applicable.

†NR: No response.

PROGRAMMING and ACCOUNTABILITY – LEAs that Provide Services, By Grade

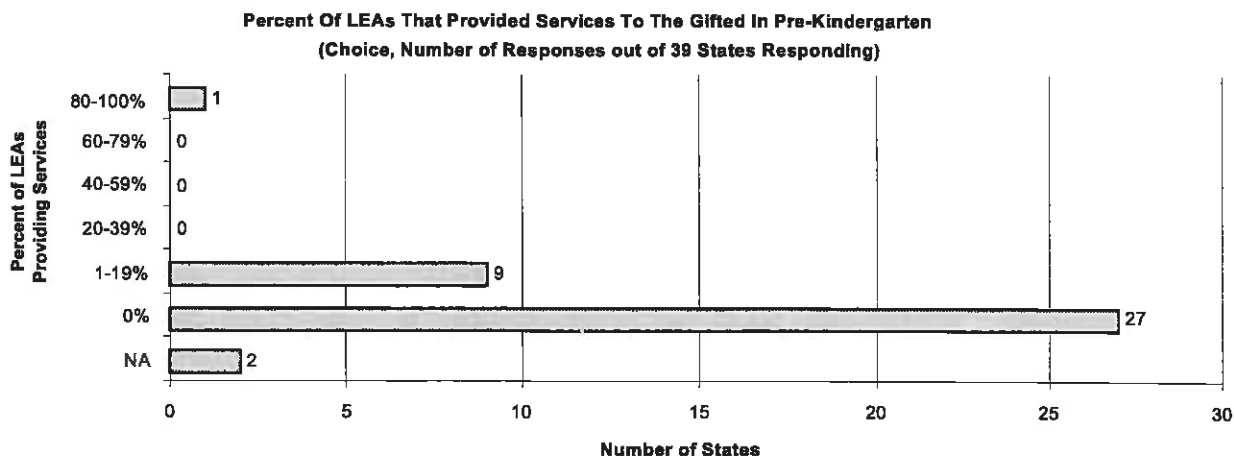
Summary

Respondents were asked to identify the percent of LEAs that provided services to the gifted by grade level.

Findings

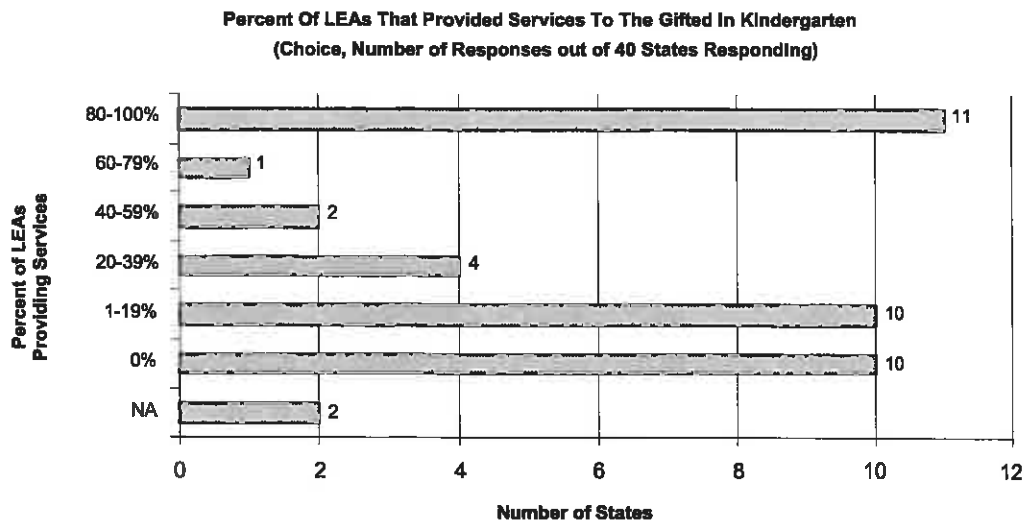
Pre-Kindergarten:

1 state indicated 80-100% of LEAs provided services.
0 states indicated 60-79% of LEAs provided services.
0 states indicated 40-59% of LEAs provided services.
0 states indicated 20-39% of LEAs provided services.
9 states indicated 1-19% of LEAs provided services.
27 states did not provide services.
2 states indicated NA.



Kindergarten:

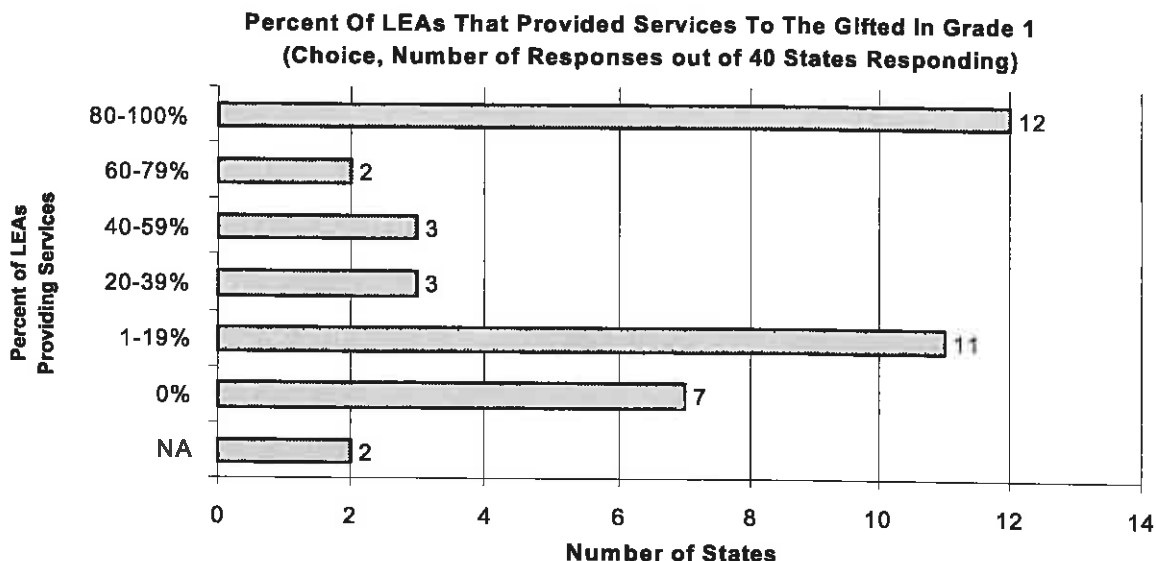
11 states indicated that 80-100% of LEAs provided services.
1 state indicated 60-79% of LEAs provided services.
2 states indicated 40-59% of LEAs provided services.
4 states indicated that 20-39% of LEAs provided services.
10 states indicated 1-19% of LEAs provided services.
10 states indicated no LEAs provided services.
2 states indicated NA.



PROGRAMMING and ACCOUNTABILITY – LEAs that Provide Services, By Grade

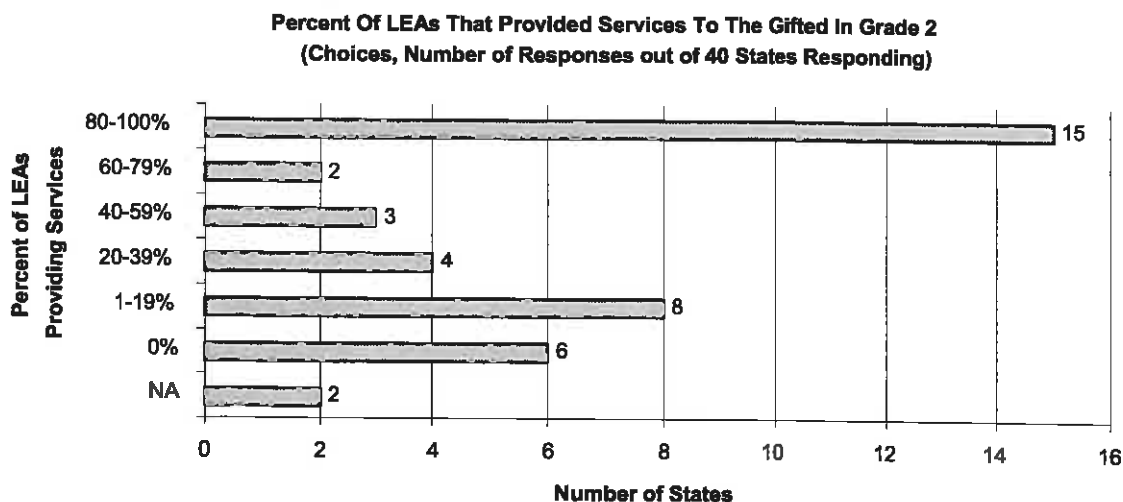
Grade 1:

12 states indicated 80-100% of LEAs provided services.
2 states indicated 60-79% of LEAs provided services.
3 states indicated 40-59% of LEAs provided services.
3 states indicated 20-39% of LEAs provided services.
11 states indicated 1-19% of LEAs provided services.
7 states indicated that no LEAs provided services.
2 states indicated NA.



Grade 2:

15 states indicated 80-100% of LEAs provided services.
2 states indicated 60-79% of LEAs provided services.
3 states indicated 40-59% of LEAs provided services.
4 states indicated 20-39% of LEAs provided services.
8 states indicated 1-19% of LEAs provided services.
6 states indicated that no LEAs provided services.
2 states indicated NA.



PROGRAMMING and ACCOUNTABILITY – LEAs that Provide Services, By Grade

Grade 3:

18 states indicated 80-100% of LEAs provided services.

3 states indicated 60-79% of LEAs provided services.

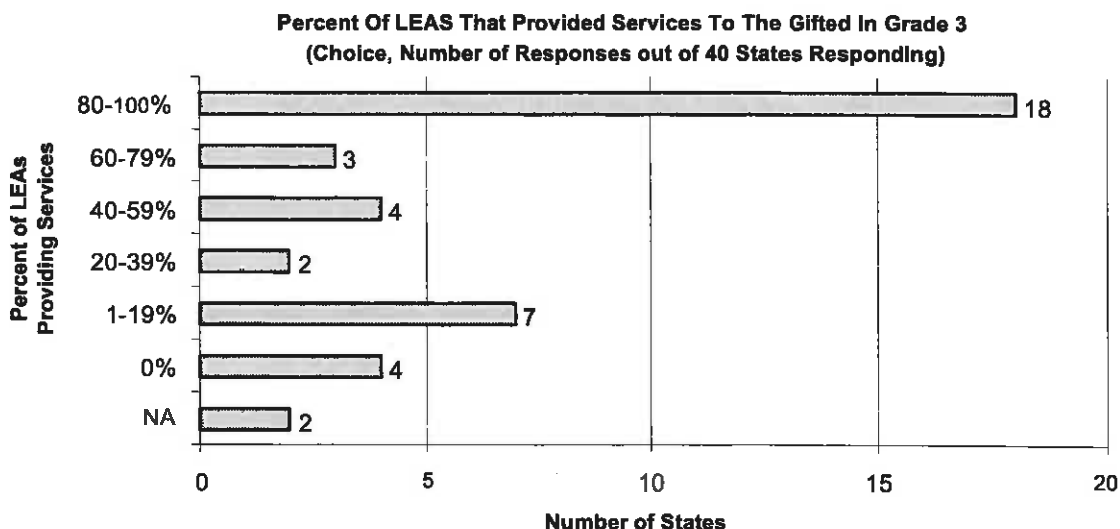
4 states indicated 40-59% of LEAs provided services.

2 states indicated 20-39% of LEAs provided services.

7 states indicated 1-19% of LEAs provided services.

4 states indicated 0% of LEAs provided services.

2 states indicated NA.



Grade 4:

22 states indicated 80-100% of LEAs provided services.

2 states indicated 60-79% of LEAs provided services.

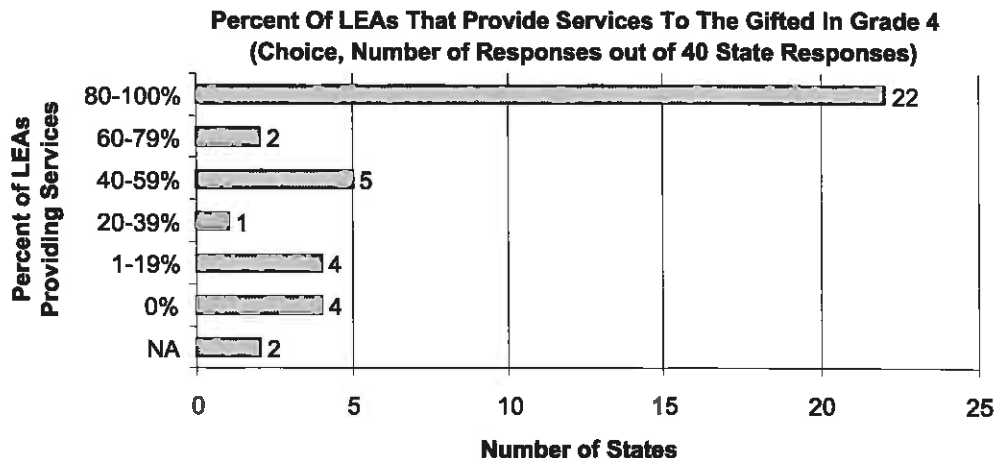
5 states indicated 40-59% of LEAs provided services.

1 state indicated 20-39% of LEAs provided services.

4 states indicated 1-19% of LEAs provided services.

4 states indicated 0% of LEAs provided services.

2 states indicated NA.



PROGRAMMING and ACCOUNTABILITY – LEAs that Provide Services, By Grade

Grade 5:

22 states indicated 80-100% of LEAs provided services.

3 states indicated 60-79% of LEAs provided services.

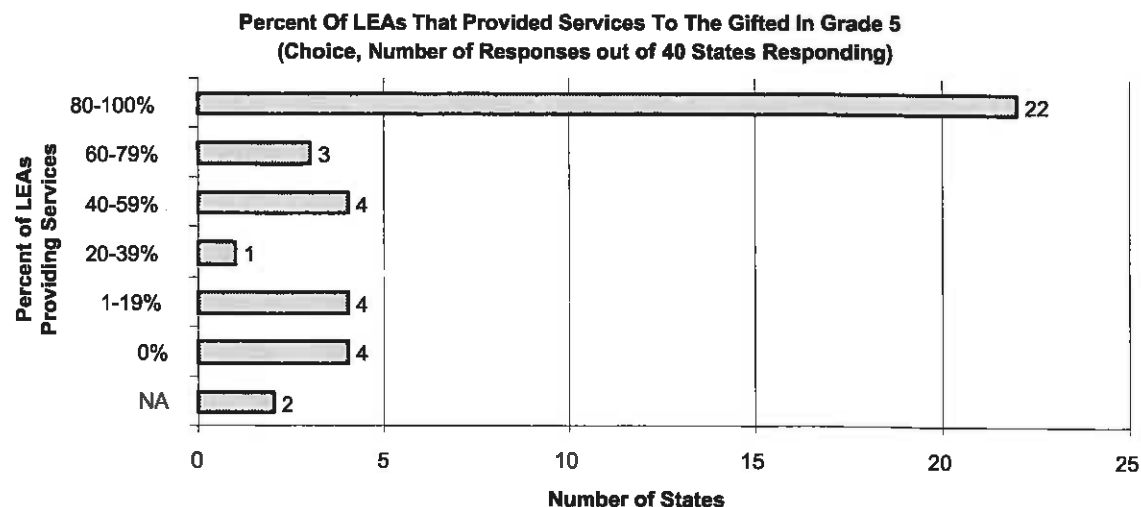
4 states indicated 40-59% of LEAs provided services.

1 state indicated 20-39% of LEAs provided services.

4 states indicated 1-19% of LEAs provided services.

4 states indicated 0% of LEAs provided services.

2 states indicated NA.



Grade 6:

22 states indicated 80-100% of LEAs provided services.

3 states indicated 60-79% of LEAs provided services.

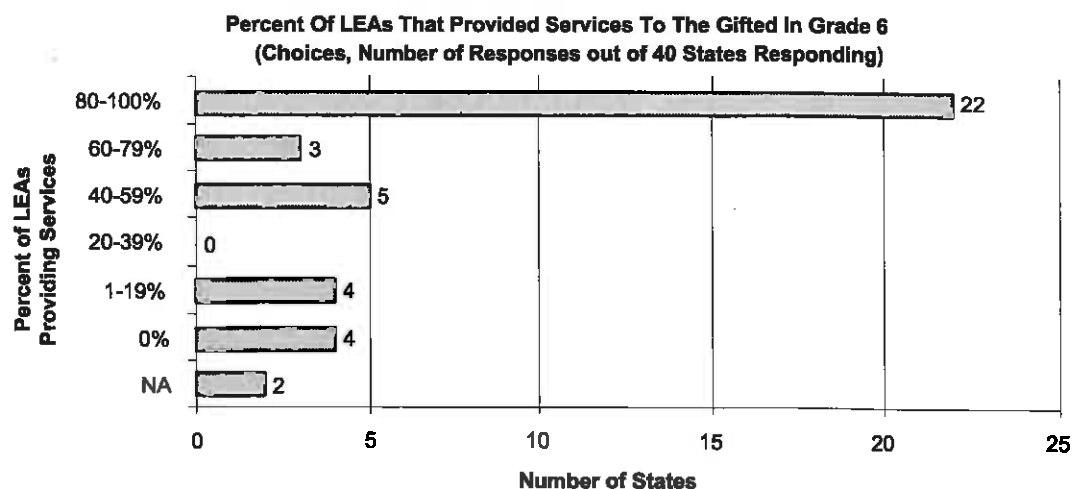
5 states indicated 40-59% of LEAs provided services.

0 states indicated 20-39% of LEAs provided services.

4 states indicated 1-19% of LEAs provided services.

4 states indicated 0% of LEAs provided services.

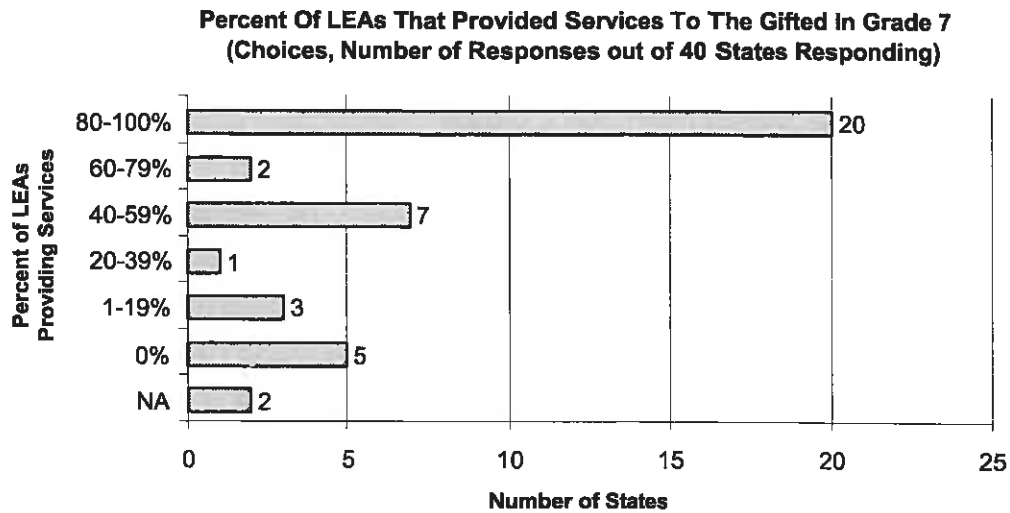
2 states indicated NA.



PROGRAMMING and ACCOUNTABILITY – LEAs that Provide Services, By Grade

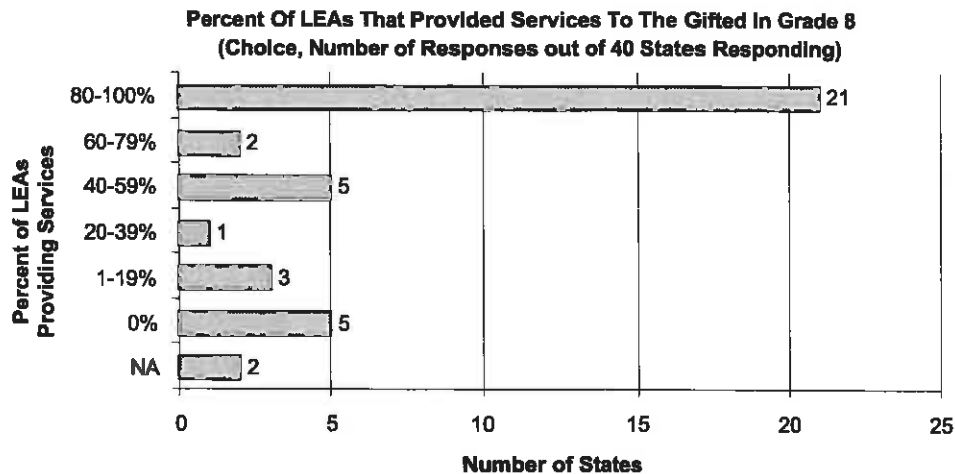
Grade 7:

20 states indicated 80-100% of LEAs provided services.
2 states indicated 60-79% of LEAs provided services.
7 states indicated 40-59% of LEAs provided services.
3 states indicated 1-19% of LEAs provided services.
1 state indicated 20-39% of LEAs provided services.
5 states indicated 0% of LEAs provided services.
2 states indicated NA.



Grade 8:

21 states indicated 80-100% of LEAs provided services.
2 states indicated 60-79% of LEAs provided services.
5 states indicated 40-59% of LEAs provided services.
2 states indicated 20-39% of LEAs provided services.
3 states indicated 1-19% of LEAs provided services.
5 states indicated 0% of LEAs provided services.
2 states indicated NA.



PROGRAMMING and ACCOUNTABILITY – LEAs that Provide Services, By Grade

Grade 9:

21 states indicated 80-100% of LEAs provided services.

3 states indicated 60-79% of LEAs provided services.

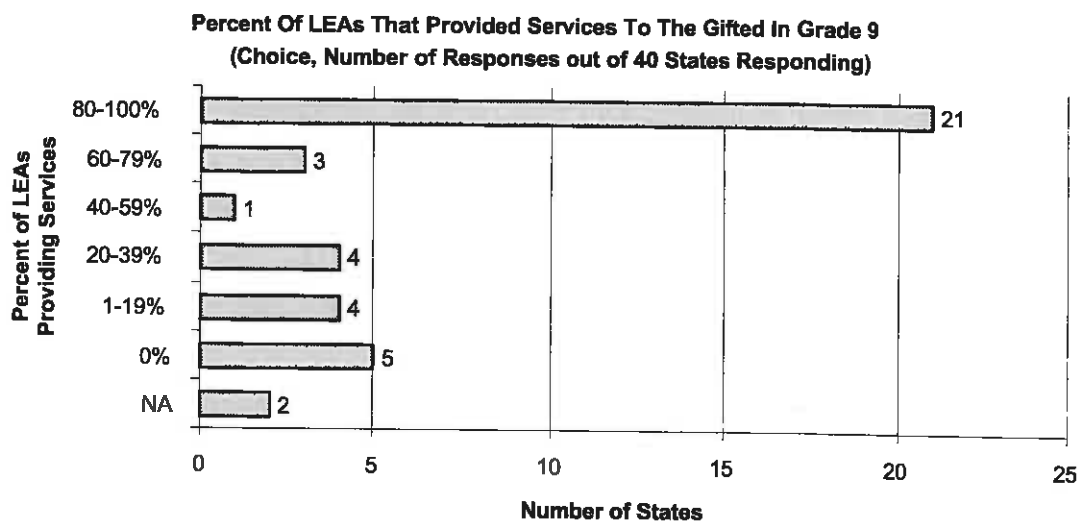
1 state indicated 40-59% of LEAs provided services.

4 states indicated 20-39% of LEAs provided services.

4 states indicated 1-19% of LEAs provided services.

5 states indicated 0% of LEAs provided services.

2 states indicated NA.



Grade 10:

20 states indicated 80-100% of LEAs provided services.

3 states indicated 60-79% of LEAs provided services.

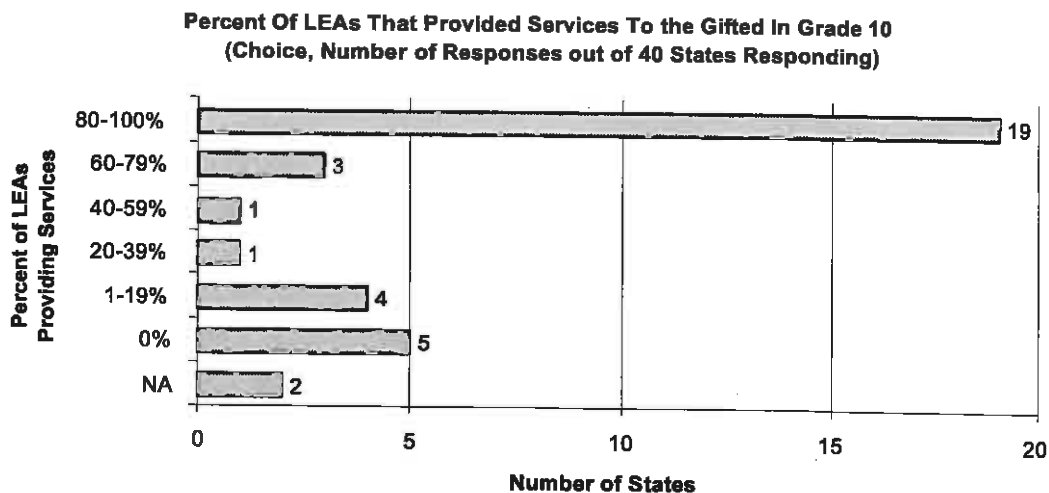
1 state indicated 40-59% of LEAs provided services.

1 state indicated 20-39% of LEAs provided services.

4 states indicated 1-19% of LEAs provided services.

5 states indicated 0% of LEAs provided services.

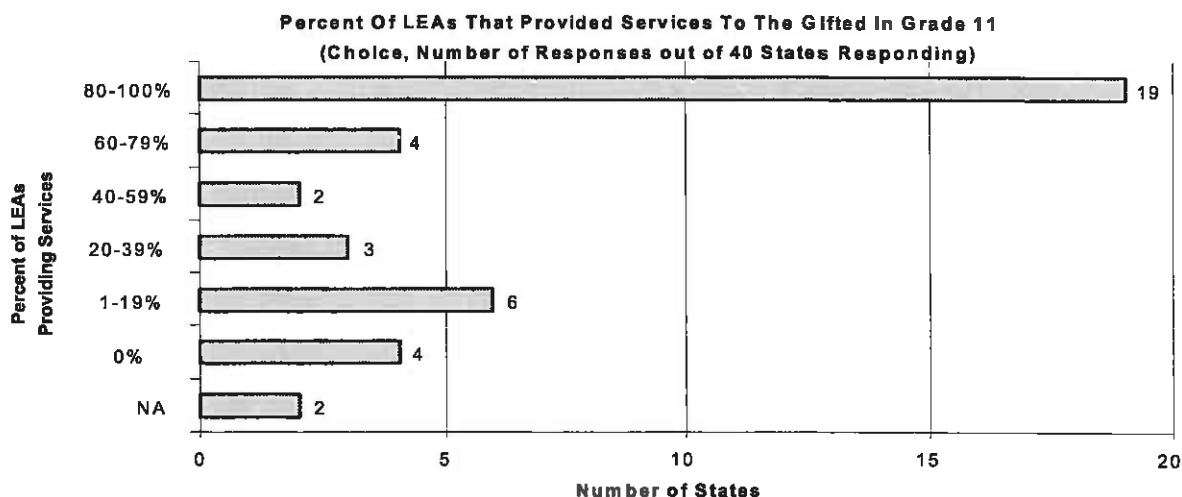
2 states indicated NA.



PROGRAMMING and ACCOUNTABILITY – LEAs that Provide Services, By Grade

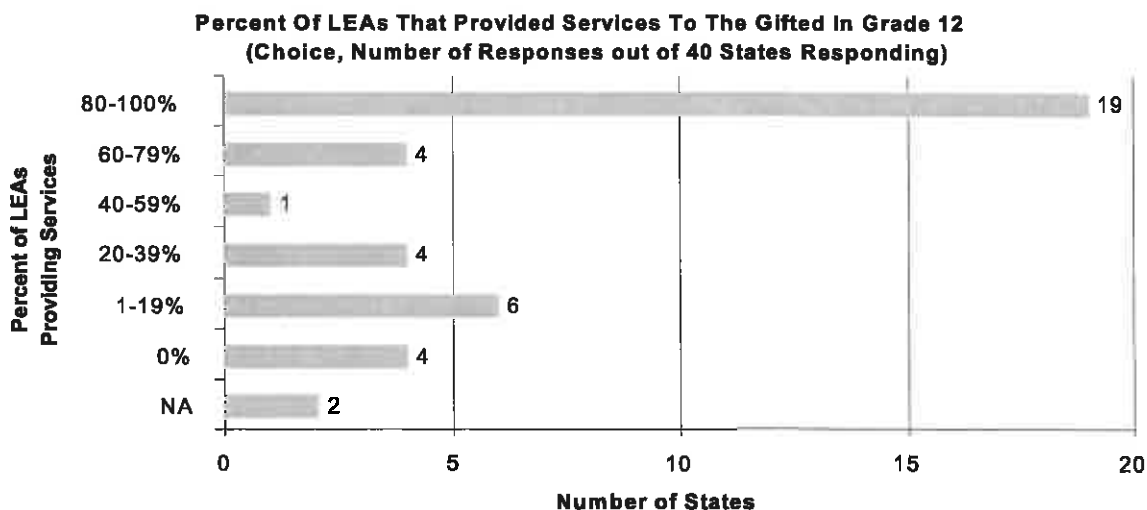
Grade 11:

19 states indicated 80-100% of LEAs provided services.
4 states indicated 60-79% of LEAs provided services.
2 states indicated 40-59% of LEAs provided services.
3 states indicated 20-39% of LEAs provided services.
6 states indicated 1-19% of LEAs provided services.
4 states indicated 0% of LEAs provided services.
2 states indicated NA.



Grade 12:

19 states indicated 80-100% of LEAs provided services.
4 states indicated 60-79% of LEAs provided services.
1 state indicated 40-59% of LEAs provided services.
4 states indicated 20-39% of LEAs provided services.
6 states indicated 1-19% of LEAs provided services.
4 states indicated 0% of LEAs provided services.
2 states indicated NA.



State	Programming And Accountability (Delivery Methods)										
	Top 3 Delivery Methods Through Which Services Were Primarily Provided At The Pre-K-K Level. (Respondents Were Asked To Choose 1 st , 2 nd , And 3 rd Choices)										
	Continuous Progress Curriculum	Independent Study	IB	Magnet Schools	Mentorships	Regular Classroom	Self- Contained Classroom	Self- Paced Learning	Telescoped Learning	Resource Room	Other
Alabama					1		2		3		
Alaska											
Arizona											Preschool gifted education is not mandated by state law. The Office of Gifted Education is currently in the process of collecting data for this purpose. I do not have, at this specific time, data strong enough to answer this question accurately.
Arkansas					1						
California	2	3					1			2	
Colorado					1		2				
Connecticut					1						The vast majority of gifted and talented kindergartners are in regular classrooms with few modifications.
Delaware											
Florida				2	3				1		
Georgia									1		The most frequently used delivery models (per our State regulations) are: 1) Resource Class, 2) Cluster Group Model, and 3) Collaborative Teaching Model. These are listed in descending order of frequency of use.
Hawaii											
Idaho											
Illinois											Please note: Currently, Illinois does not collect gifted program information by grade level
Indiana											
Iowa					1		2		3		
Kansas		3			1		2				
Kentucky	3				1				2	3	
Louisiana						1			2		
Maine					1		2				
Maryland					1						
Massachusetts					1		2		3		
Michigan											
Minnesota											
Mississippi											
Missouri							3	2	1		
Montana											
Nebraska					1		1		1		Not mandated, so no data
Nevada											

State	Programming And Accountability (Delivery Methods)										
	Top 3 Delivery Methods Through Which Services Were Primarily Provided At The Pre-K-K Level. (Respondents Were Asked To Choose 1 st , 2 nd , And 3 rd Choices And NA For Unselected Choices)										
	Continuous Progress Curriculum	Independent Study	IB	Magnet Schools	Mentorships	Regular Classroom	Self-Contained Classroom	Self-Paced Learning	Telescoped Learning	Resource Room	Other
New Hampshire											
New Jersey											
New Mexico					1		3		2		
New York											
North Carolina					1				2		
North Dakota											
Ohio					1	3					
Oklahoma					1		2		3		
Oregon	1	2			1		3			1	Continuous progress instruction in the regular classroom.
Pennsylvania					2	1			3		Unknown
Rhode Island											
South Carolina											
South Dakota											
Tennessee	1				3	2				1	
Texas											Not reported
Utah											
Vermont		3			1				2		Not mandated, state does not require
Virginia											
Washington											
West Virginia											
Wisconsin											NA
Wyoming					1	2					
Washington DC				3	1						
Total	2	0	0	0	19	7	2	0	4	2	
1	1	1	0	1	1	1	7	1	5	1	
2	1	3	0	1	1	1	3	0	5	1	
3	1	38	42	40	20	35	28	39	28	38	
NA†	9	9	9	9	9	11	11	11	9	9	
NR‡											

†NA: unselected.

‡NR: No response.

PROGRAMMING and ACCOUNTABILITY – Delivery Methods (Pre-K to K)

Summary

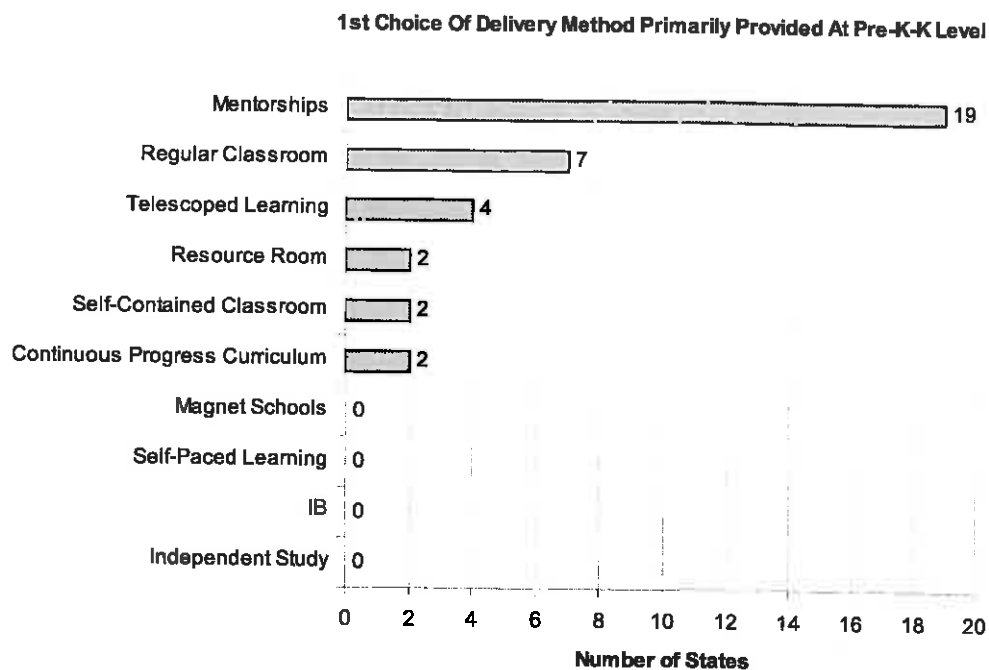
Respondents were asked to indicate the top 3 methods through which services were primarily provided at the Pre-K to K level.

Between 40 and 42 states responded to these categories:

Mentorships
Regular Classroom
Telescoped Learning
Resource Room
Self-Contained Classroom
Continuous Progress Curriculum
Magnet Schools
Self-Paced Learning
International Baccalaureate
Independent Study

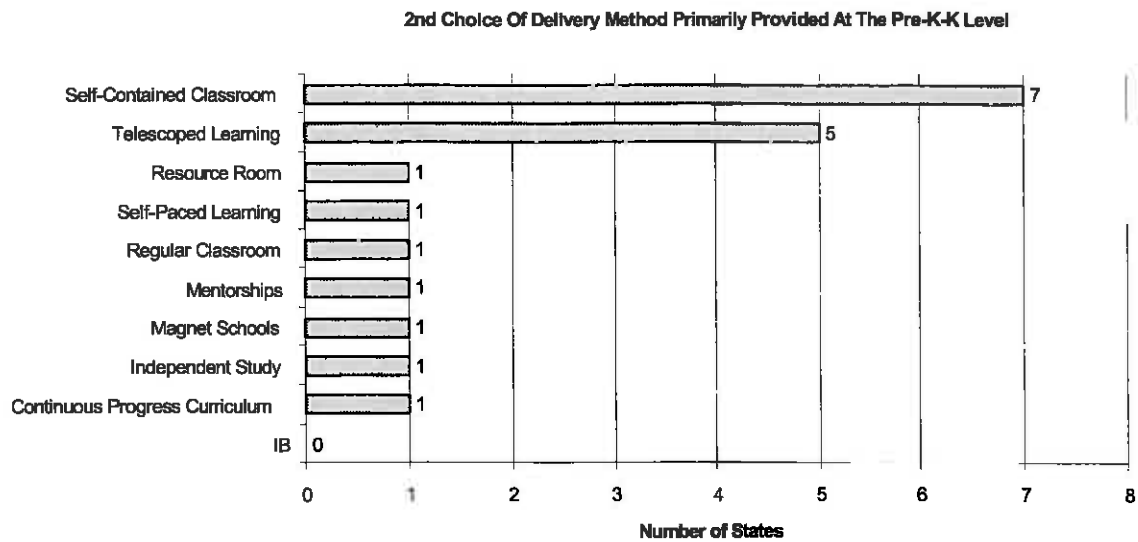
Findings

1st choice

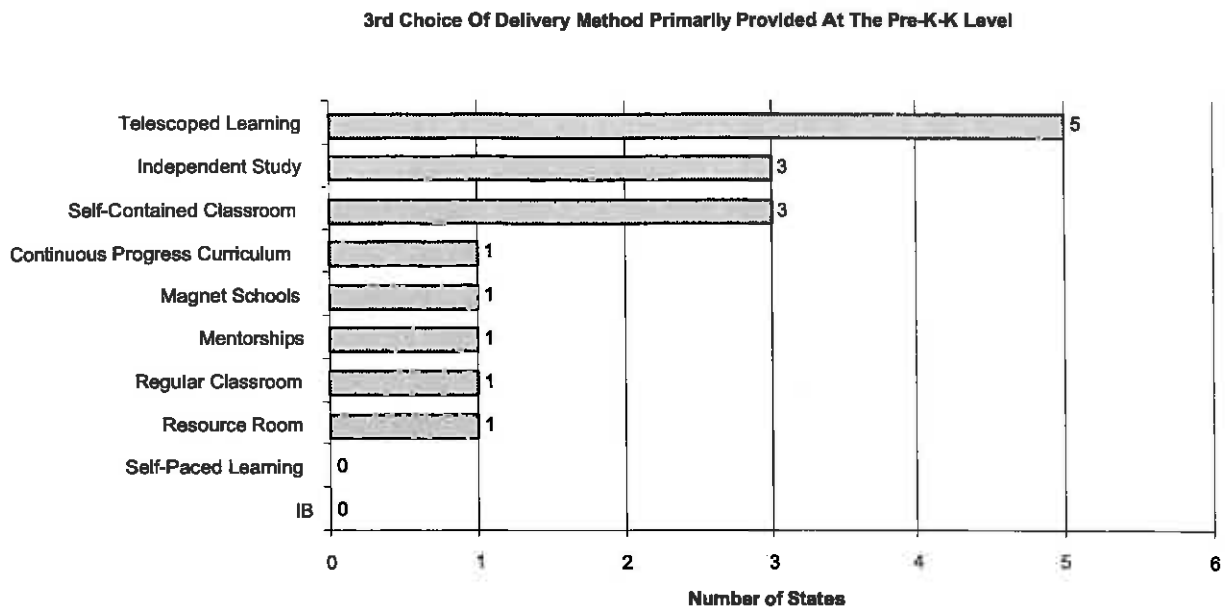


PROGRAMMING and ACCOUNTABILITY – Delivery Methods (Pre-K to K)

2nd choice



3rd choice



State	Programming And Accountability (Delivery Methods)												
	Top 3 Delivery Methods Through Which Services Were Primarily Provided At The Early Elementary (Grades 1-3) Level. (Respondents Were Asked To Choose 1 st , 2 nd , And 3 rd Choices)												
	Continuous Progress Curriculum	Independent Study	IB	Magnet Schools	Mentorships	Regional Math School	Regional Performing Arts School	Regular Classroom	Self-Contained Classroom	Self-Paced Learning	Telescoped Learning	Resource Room	Other
Alabama								2		3		1	
Alaska													
Arizona													The Office of Gifted Education is currently in the process of collecting data for this purpose. I do not have, at this specific time, data strong enough to answer this question accurately.
Arkansas								1				2	
California	1	2								3			
Colorado	3							1		2			
Connecticut								1				2	Advanced enrichment In these grade levels, very few modifications are made for gifted and talented students. Some modifications may be made in the regular classroom, and some may have infrequent access to resource room settings.
Delaware								1	2	3		1	Pull-out enrichment
Florida				2				3					The most frequently used delivery Models (per our State regulations) are: 1) Resource Class, 2) Cluster Group Model, and 3) Collaborative Teaching Model. These are listed in descending order of frequency of use.
Georgia													
Hawaii													
Idaho													
Illinois								1	3			2	Currently, Illinois does not collect gifted program information by grade level
Indiana								1	3			2	

State	Programming And Accountability (Delivery Methods)												
Top 3 Delivery Methods Through Which Services Were Primarily Provided At The Early Elementary (Grades 1-3) Level. (Respondents Were Asked To Choose 1 st , 2 nd , And 3 rd Choices And NA For Unselected Choices)													
Continuous Progress Curriculum	Independent Study	IB	Magnet Schools	Mentorships	Regional Math School	Regional Performing Arts School	Regular Classroom	Self-Contained Classroom	Self-Paced Learning	Telescoped Learning	Resource Room	Other	
Iowa												Depends on the students identified, area of giftedness, and degree of giftedness. Local school district decision to work with students as individuals.	
Kansas	2						1				3		
Kentucky	3						1				2		
Louisiana			3					2			1		
Maine							1						
Maryland							1						
Massachusetts	3						1		2				
Michigan													
Minnesota													
Mississippi											1		
Missouri									2	3	1		
Montana							1						
Nebraska	1						1	2	1		1		
Nevada													
New Hampshire												If any of these methods are done in any specific manner, I have no data here at the SEA.	
New Jersey													
New Mexico							2		3		1		
New York													
North Carolina							1				2		
North Dakota							1						
Ohio	3						2				1		
Oklahoma							1		3		2		
Oregon	1	2					1		1		3	Continuous progress in the regular classroom. Must also have continuous progress -- appropriate rate and level of instruction in the content areas (which is really always in the regular classroom).	

State	Programming And Accountability (Delivery Methods)												
Top 3 Delivery Methods Through Which Services Were Primarily Provided At The Early Elementary (Grades 1-3) Level. (Respondents Were Asked To Choose 1 st , 2 nd , And 3 rd Choices And NA For Unselected Choices)													
	Continuous Progress Curriculum	Independent Study	IB	Magnet Schools	Mentorships	Regional Math School	Regional Performing Arts School	Regular Classroom	Self-Contained Classroom	Self-Paced Learning	Telescoped Learning	Resource Room	Other
Pennsylvania								1	3			2	
Rhode Island													
South Carolina									2			1	Self-contained special classes meet daily; Resource room is a pullout once a week.
South Dakota													Unknown
Tennessee		3						1				2	
Texas								2	3			1	This is an estimate.
Utah													
Vermont		3						1				2	
Virginia		3						1				2	
Washington													
West Virginia													
Wisconsin													
Wyoming								1	2				
Washington DC				2				1					
Total													
1	3	0	0	0	0	0	0	23	0	2	0	11	
2	0	3	0	2	0	0	0	4	5	3	0	11	
3	3	4	0	1	0	0	0	1	4	5	1	2	
NA†	35	33	40	37	40	40	40	12	31	30	39	16	
NR‡	10	11	11	11	11	11	11	11	11	11	11	11	

†NA: unselected.

‡NR: No response.

PROGRAMMING and ACCOUNTABILITY – Delivery Methods (Grades 1-3)

Summary

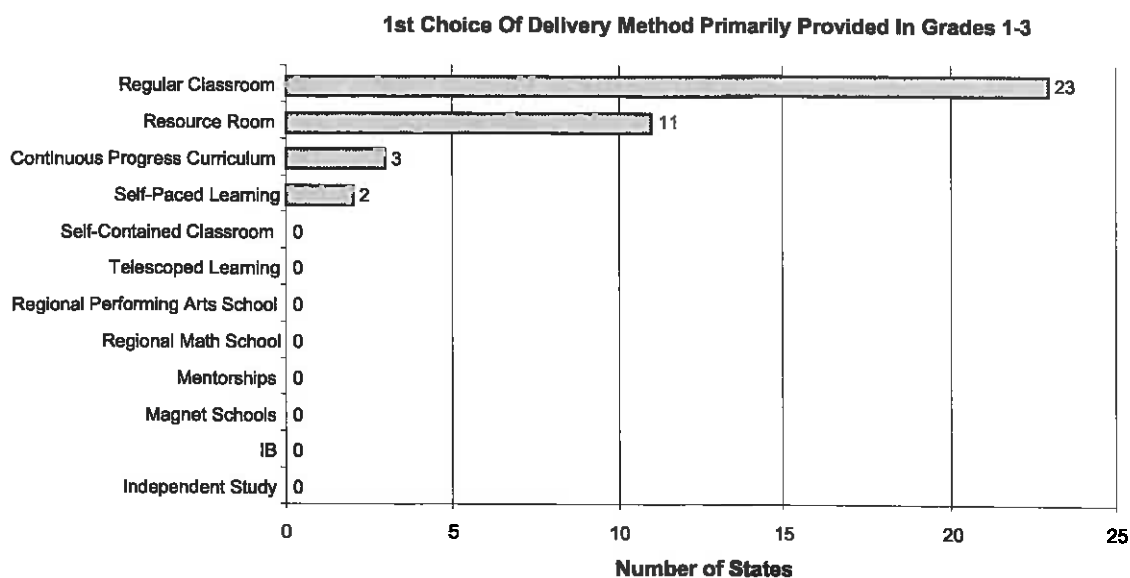
Respondents were asked to indicate the top 3 delivery methods through which services were primarily provided at the early elementary (grades 1-3) level.

Between 40 and 41 states responded to these categories:

Regular Classroom
Resource Room
Continuous Progress Curriculum
Self-Paced Learning
Self-Contained Classroom
Telescoped Learning
Regional Performing Arts School
Regional Math School
Mentorships
Magnet Schools
IB
Independent Study

Findings

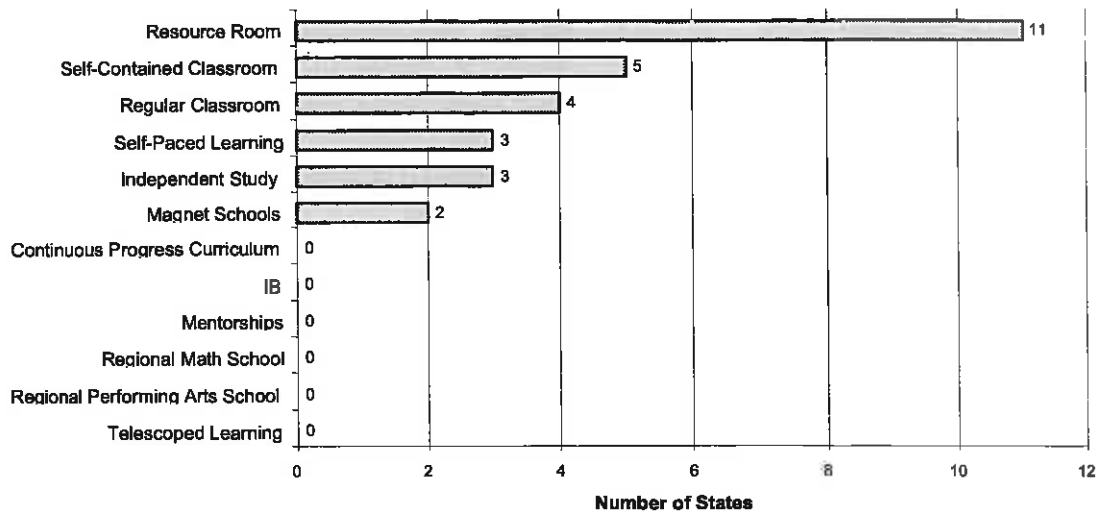
1st choice



PROGRAMMING and ACCOUNTABILITY – Delivery Methods (Grades 1-3)

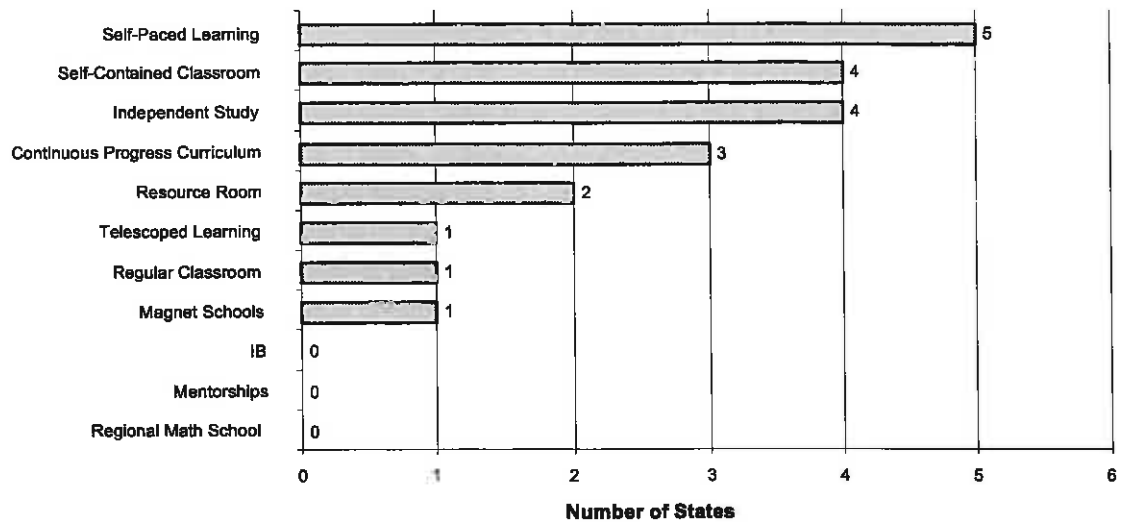
2nd choice

2nd Choice Of Delivery Method Primarily Provided In Grades 1-3



3rd choice

3rd Choice Of Delivery Method Primarily Provided In Grades 1-3



State	Programming And Accountability (Delivery Methods)												
	Top 3 Delivery Methods Through Which Services Were Primarily Provided At The Elementary (Grades 4-6) Level. (Respondents Were Asked To Choose 1 st , 2 nd , And 3 rd Choices)												
	AP	Continuous Progress Curriculum	Dual Enrollment (in college)	Independent Study	IB	Magnet schools	Mentorships	Regional Math School	Regional Performing Arts School	Regular Classroom	Self-Contained Classroom	Self-Paced learning	Telescope d Learning Room
Louisiana											2		1
Maine		3								1			2
Maryland										1			3
Massachusetts				1			1			1			
Michigan													
Minnesota													
Mississippi													
Missouri													1
Montana		3								1		2	1
Nebraska										1		2	
Nevada													
New Hampshire													
New Jersey													
New Mexico										2	3		1
New York													
North Carolina						3				1			2
North Dakota										1			
Ohio	3									2			1
Oklahoma										2		3	1
Oregon		1								1			2
Resource rooms are part time as a pull-out program. The Education Program for Gifted Youth (EPGY), computer-based distance learning courses in mathematics, physics, and expository writing to elementary, middle, and high school students of high ability) is available in some schools.													

If any of these methods are done in any specific manner, I have no data here at the SEA.

State	Programming And Accountability (Delivery Methods)														
Top 3 Delivery Methods Through Which Services Were Primarily Provided At The Elementary (Grades 4-6) Level. (Respondents Were Asked To Choose 1 st , 2 nd , And 3 rd Choices And NA For Unselected Choices)															
	AP	Continuous Progress Curriculum	Dual Enrollment (in college)	Independe nt Study	IB	Magnet schools	Mentorships	Regional Math School	Regional Performing Arts School	Regular Classroom	Self- Contained Classroom	Self-Paced learning	Telescope d Learning	Resource Room	Other
Pennsylvania										1	3			2	
Rhode Island															
South Carolina											1			1	Self-contained special classes meet daily; Resource room is a pullout once a week.
South Dakota															
Tennessee						3				2				1	
Texas										2	3			1	Estimate.
Utah															
Vermont										1			3	2	
Virginia				3						1				2	
Washington															
West Virginia															
Wisconsin															
Wyoming										1	2				
Washington DC										1					
Total				3		2				1					
1	0	2	0	1	0	0	1	0	0	21	1	1	0	14	†NA: Not applicable. ‡NR: No response.
2	0	2	0	1	0	2	0	0	0	6	4	4	0	10	
3	1	3	0	2	0	2	1	0	0	2	4	6	2	3	
NA†	40	34	41	37	41	37	39	41	41	12	32	30	39	14	
NR‡	10	10	10	10	10	10	10	10	10	10	10	10	10	10	

†NA: unselected.
‡NR: No response.

PROGRAMMING and ACCOUNTABILITY – Delivery Methods (Grades 4-6)

Summary

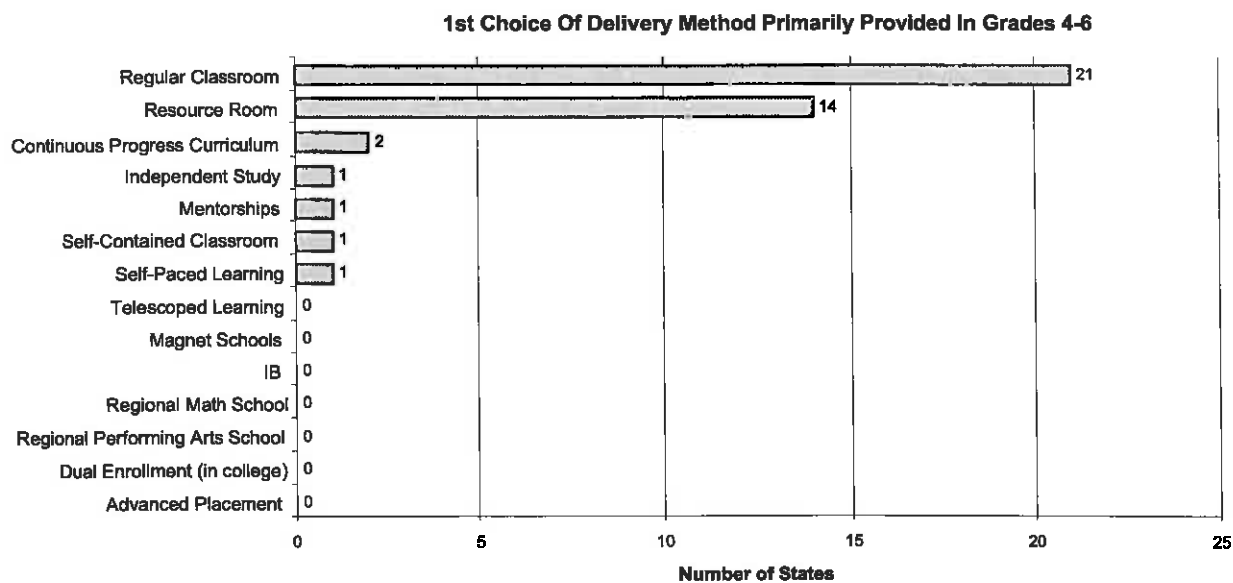
Respondents were asked to indicate the top 3 delivery methods through which services were primarily provided at the elementary (grades 4-6) level.

41 states responded to these categories:

Regular Classroom
Resource Room
Continuous Progress Curriculum
Independent Study
Mentorships
Self-Contained Classroom
Self-Paced Learning
Telescoped Learning
Magnet Schools
IB
Regional Math School
Regional Performing Arts School
Dual Enrollment (in college)
Advanced Placement

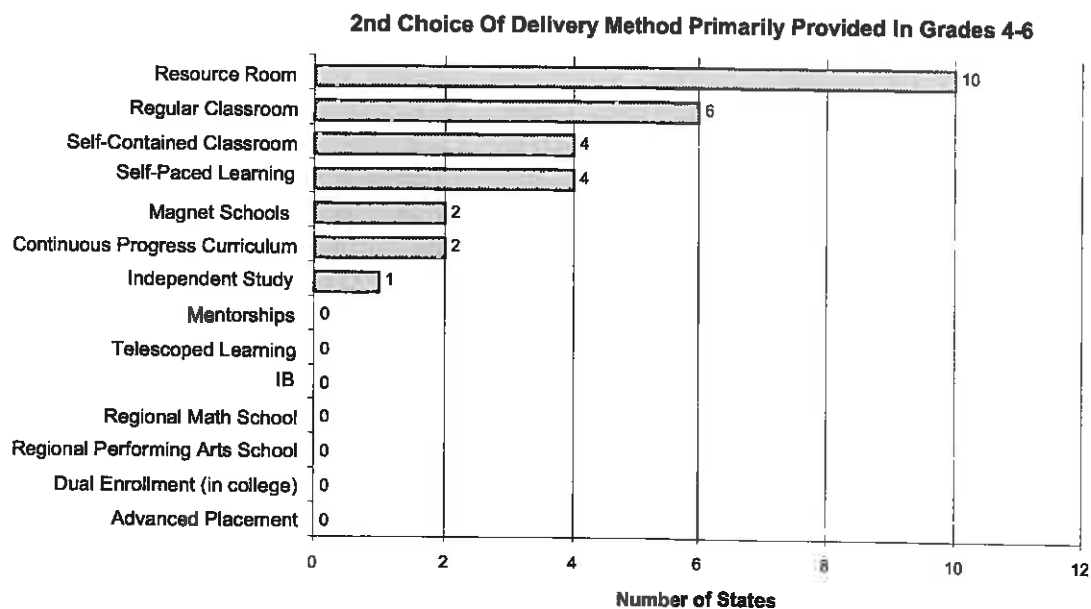
Findings

1st choice

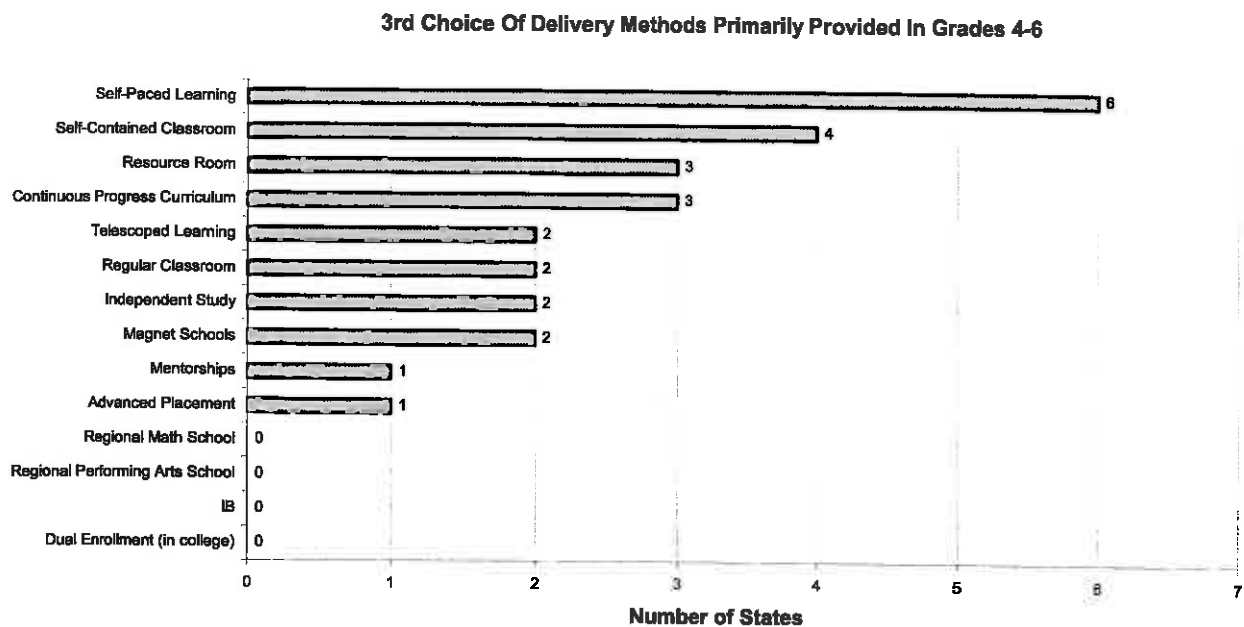


PROGRAMMING and ACCOUNTABILITY – Delivery Methods (Grades 4-6)

2nd choice



3rd choice



Programming And Accountability (Delivery Methods)

Top 3 Delivery Methods Through Which Services Were Primarily Provided At The Middle School Level. (Respondents Were Asked To Choose 1 st , 2 nd , And 3 rd Choices)															
	AP	Continuous Progress Curriculum	Dual Enrollment (in college)	Independent Study	IB	Magnet schools	Mentorships	Regional Math School	Regional Performing Arts School	Regular Classroom	Self-Contained Classroom	Self-Paced learning	Telescoped Learning	Resource Room	Other
Alabama										3	1			2	
Alaska															
Arizona															The Office of Gifted Education is currently in the process of collecting data for this purpose. I do not have, at this specific time, data strong enough to answer this question accurately.
Arkansas		3								2				1	
California	1					2				1		3			
Colorado				3						1		2			
Connecticut										1			3	2	
Delaware										1	2	3			
Florida	1	2				3									
Georgia															The most frequently used delivery models (per State Regulations) at the middle school level are: 1) Advanced Content Classes, 2) Collaborative Teaching Model, and 3) Cluster group classes. These are listed in descending order of frequency of use.
Hawaii															
Idaho										1	3			2	
Illinois															Currently, Illinois does not collect gifted program information by grade level
Indiana										1	2			3	
Iowa										1		2		3	
Kansas				2								1		3	
Kentucky										1			3	2	
Louisiana				3							2			1	
Maine				3						1	2				
Maryland							3			1			3	2	
Massachusetts		1		2											
Michigan															
Minnesota															
Mississippi				2							2	3		1	
Missouri										1		1			
Montana															
Nebraska		3								1		1		1	
Nevada										1		2			

State	Programming And Accountability (Delivery Methods)												
	Top 3 Delivery Methods Through Which Services Were Primarily Provided At The Middle School Level. (Respondents Were Asked To Choose 1 st , 2 nd , And 3 rd Choices)												
	AP	Continuous Progress Curriculum	Dual Enrollment (in college)	Independent Study	IB	Magnet schools	Mentorships	Regional Math School	Regional Performing Arts School	Regular Classroom	Self-Contained Classroom	Self-Paced learning	Telescoped Learning
	Resource Room	Other	If any of these methods are done in any specific manner, I have no data here at the SEA.										
New Hampshire													
New Jersey													
New Mexico													
New York													
North Carolina													
North Dakota													
Ohio													
Oklahoma													
Oregon													
Pennsylvania													
Rhode Island													
South Carolina													
South Dakota													
Tennessee													
Texas													
Utah													
Vermont													
Virginia													
Washington													
West Virginia													
Wisconsin													
Wyoming													
Washington DC													
Total													
1													
2													
3													
NA†													
NR‡													

†NA: Not selected.
‡NR: No response.

PROGRAMMING and ACCOUNTABILITY – Delivery Methods (Middle School)

Summary

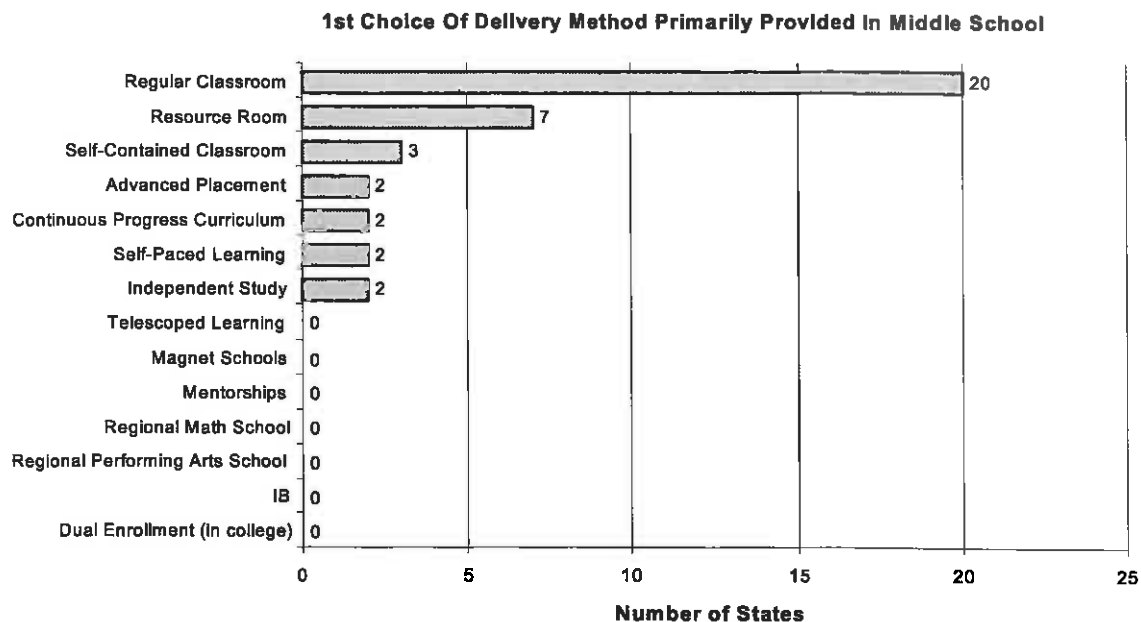
Respondents were asked to indicate the top 3 delivery methods through which services were primarily provided at the middle school level.

41 states responded to these choices:

Regular Classroom
Resource Room
Self-Contained Classroom
Advanced Placement
Continuous Progress Curriculum
Self-Paced Learning
Independent Study
Telescoped Learning
Magnet Schools
Mentorships
Regional Math School
Regional Performing Arts School
IB
Dual Enrollment (in college)

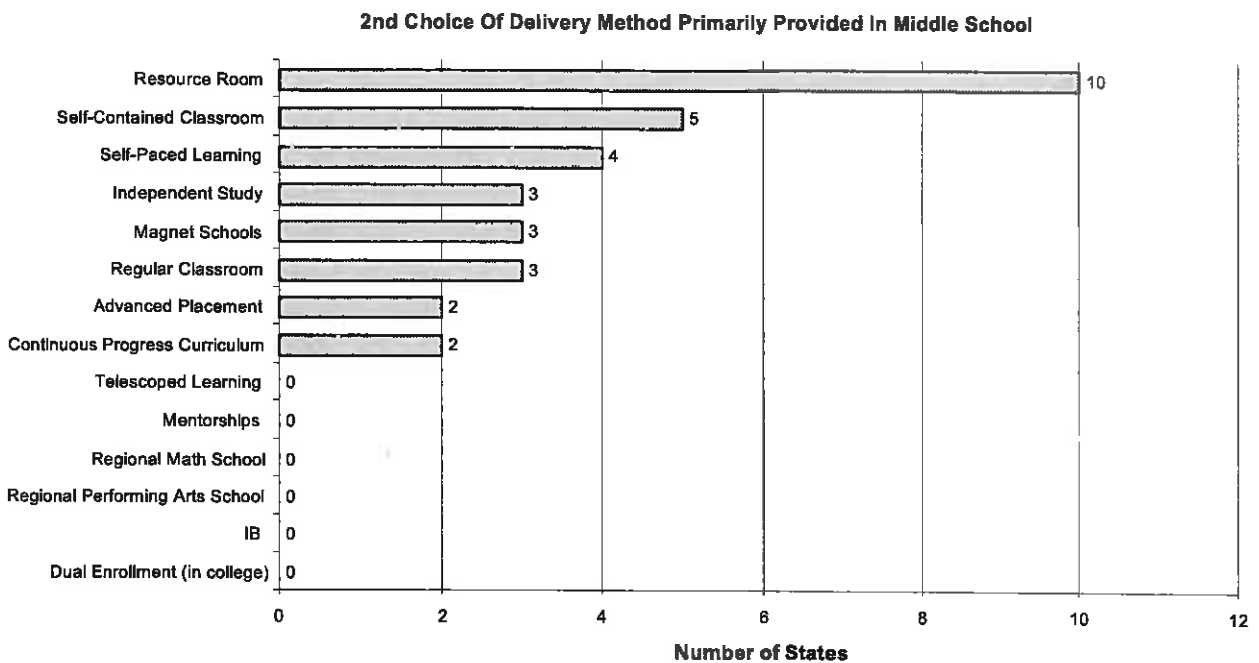
Findings

1st choice

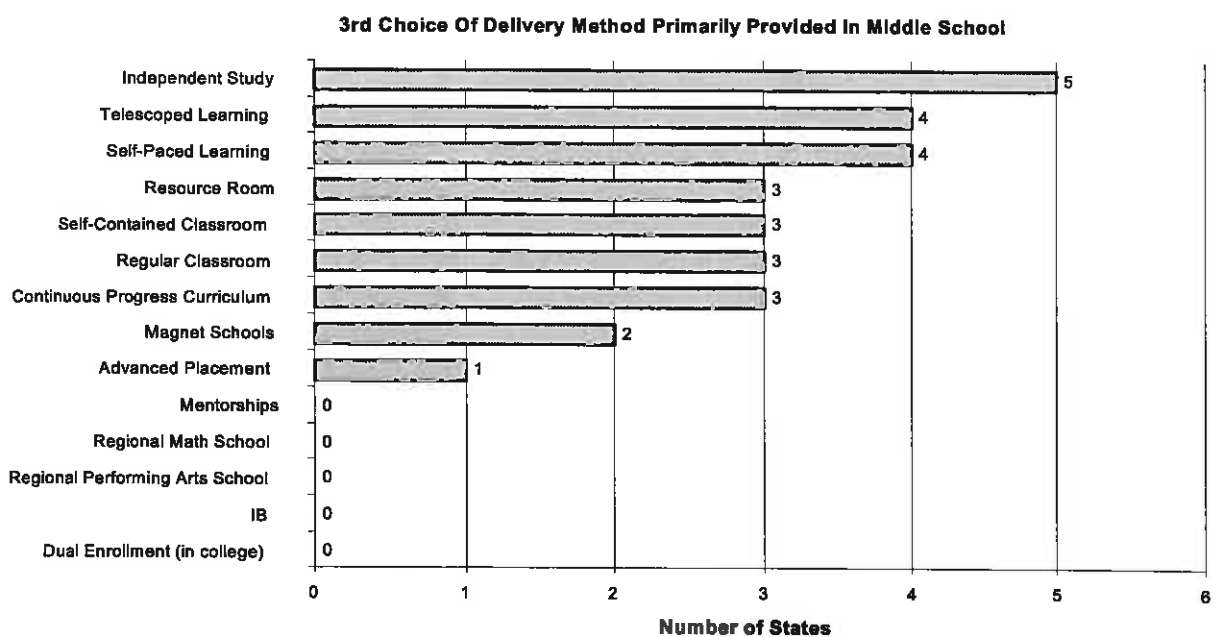


PROGRAMMING and ACCOUNTABILITY – Delivery Methods (Middle School)

2nd choice



3rd choice



State	Programming And Accountability (Delivery Method)
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Top 3 Delivery Methods Through Which Services Were Primarily Provided At The High School Level.
(Respondents Were Asked To Choose 1st, 2nd, And 3rd Choices)

	AP	Continuous Progress Curriculum	Dual Enrollment (in college)	Independent Study	IB	Magnet schools	Mentorships	Regional Math School	Regional Performing Arts School	Regular Classroom	Self-Contained Classroom	Self-Paced Learning	Telescoped Learning	Resource Room	Other
Alabama	1		2		3										
Alaska															
Arizona															The Office of Gifted Education is currently in the process of collecting data for this purpose. I do not have, at this specific time, data strong enough to answer this question accurately.
Arkansas	3									1				2	
California	1		2	2	3					1					
Colorado	1		2	3						1					Advanced enrichment
Connecticut	2					3									
Delaware	2		3				2			1					3. consultative
Florida		1													
Georgia															The most frequently used delivery models (per GA regulations) at the high school level are: 1) Advanced Content Classes (which includes AP and IB classes, 2) Mentorships/Internships, and 3) Joint Enrollment.
Hawaii															
Idaho															
Illinois	2		3								1				Currently, Illinois does not collect gifted program information by grade level.
Indiana	1		3							2					
Iowa	1		3	3								2			
Kansas	3											1		2	
Kentucky	1		3							2					

State	Programming And Accountability (Delivery Method)														
Top 3 Delivery Methods Through Which Services Were Primarily Provided At The High School Level. (Respondents Were Asked To Choose 1 st , 2 nd , And 3 rd Choices)															
	AP	Continuous Progress Curriculum	Dual Enrollment (in college)	Independent Study	IB	Magnet schools	Mentorships	Regional Math School	Regional Performing Arts School	Regular Classroom	Self-Contained Classroom	Self-Paced Learning	Telescoped Learning	Resource Room	Other
Louisiana						3					1	2			Some form of each of the above categories can be found in the state.
Maryland						2				3					
Massachusetts	1			2			3								
Michigan															
Minnesota															
Mississippi	1			2										3	
Missouri			3								2	1			
Montana	1		3												
Nebraska	1		1	1	1					1		1		1	2 - honors classes
Nevada															
New Hampshire															If any of these methods are done in any specific manner, I have no data here at the SEA.
New Jersey															
New Mexico	1			2			3								
New York															
North Carolina	1		3			2									Honors for 9-12
North Dakota															Governor's School in Math/Science - summer program at North Dakota State University
Ohio	1		2								3				
Oklahoma	1									2		3			
Oregon	2	1	3	3			3			1		1			Few schools offer IB, magnet schools, regional performing arts schools. Some schools provide self-contained classrooms. A few provide resource rooms.
Pennsylvania	1													2	Unknown
Rhode Island															

State	Programming And Accountability (Delivery Method)														
Top 3 Delivery Methods Through Which Services Were Primarily Provided At The High School Level. (Respondents Were Asked To Choose 1 st , 2 nd , And 3 rd Choices)															
	AP	Continuous Progress Curriculum	Dual Enrollment (in college)	Independent Study	IB	Magnet schools	Mentorships	Regional Math School	Regional Performing Arts School	Regular Classroom	Self-Contained Classroom	Self-Paced Learning	Telescoped Learning	Resource Room	Other
South Carolina											1				High School G/T is special class model. AP and IB are not considered "gifted programs."
South Dakota															
Tennessee	1		3				2								
Texas	1		2	3	3										Estimate
Utah															
Vermont	2		3							1					
Virginia	1									3					2) Academic-Year Governor's schools
Washington															
West Virginia															
Wisconsin															
Wyoming	1		3							2					
Washington DC	1			2	1	1		1	1	2					
Total															
	21	2	1	1	2	1	0	1	1	7	3	4	0	1	
	1	0	5	5	0	2	2	0	0	6	1	2	0	3	
	2	0	12	5	3	2	3	0	0	2	2	1	0	1	
	3	0	2	3	3	2	3	0	0	2	2	1	0	1	
NAT	12	39	23	30	36	36	36	40	40	26	35	34	41	36	
NRI	11	10	10	10	10	10	10	10	10	10	10	10	10	10	

†NA: Not selected.

‡NR: No response.

PROGRAMMING and ACCOUNTABILITY – Delivery Methods (High School)

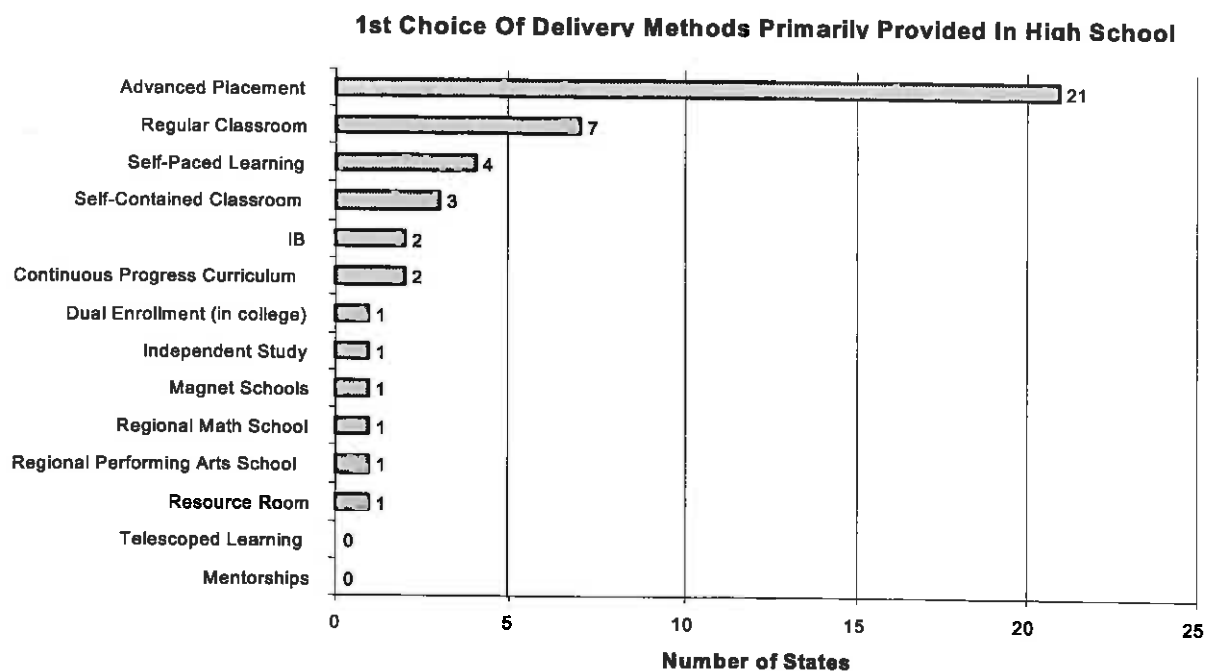
Summary

Respondents were asked to indicate the top 3 delivery methods through which services were primarily provided at the high school level based on the following delivery options:

Advanced Placement (40 responses)
Continuous Progress Curriculum (41 responses)
Dual Enrollment (in college) (41 responses)
Independent Study (41 responses)
International Baccalaureate (IB) (41 responses)
Magnet Schools (41 responses)
Mentorships (41 responses)
Regional Math School (41 responses)
Regional Performing Arts School (41 responses)
Regular Classroom (41 responses)
Self-Contained Classroom (41 responses)
Self-Paced Learning (41 responses)
Telescoped Learning (41 responses)
Resource Room (41 responses)

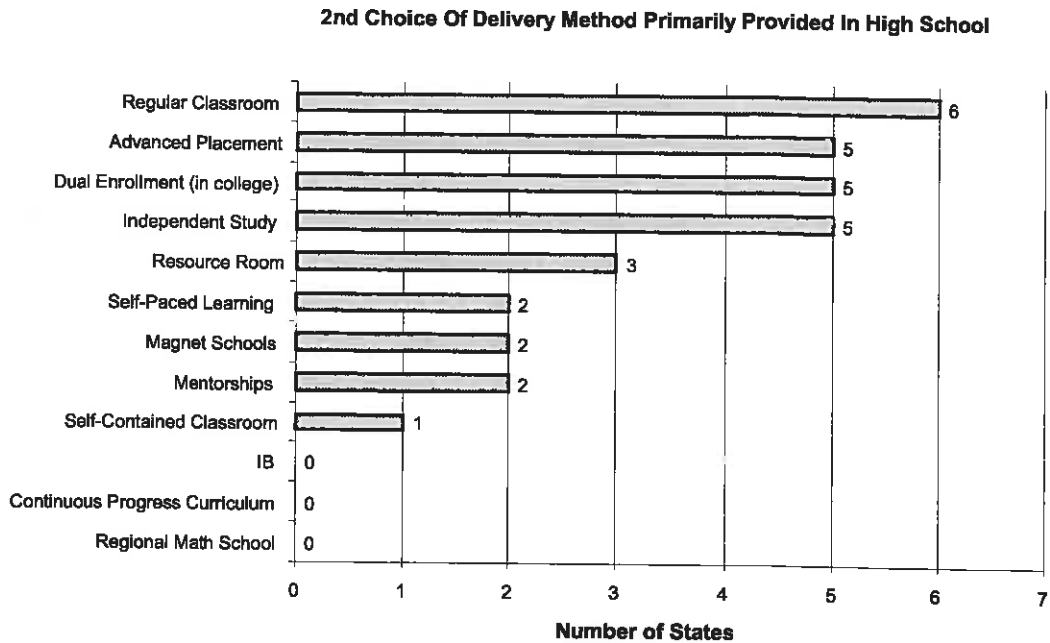
Findings

1st choice

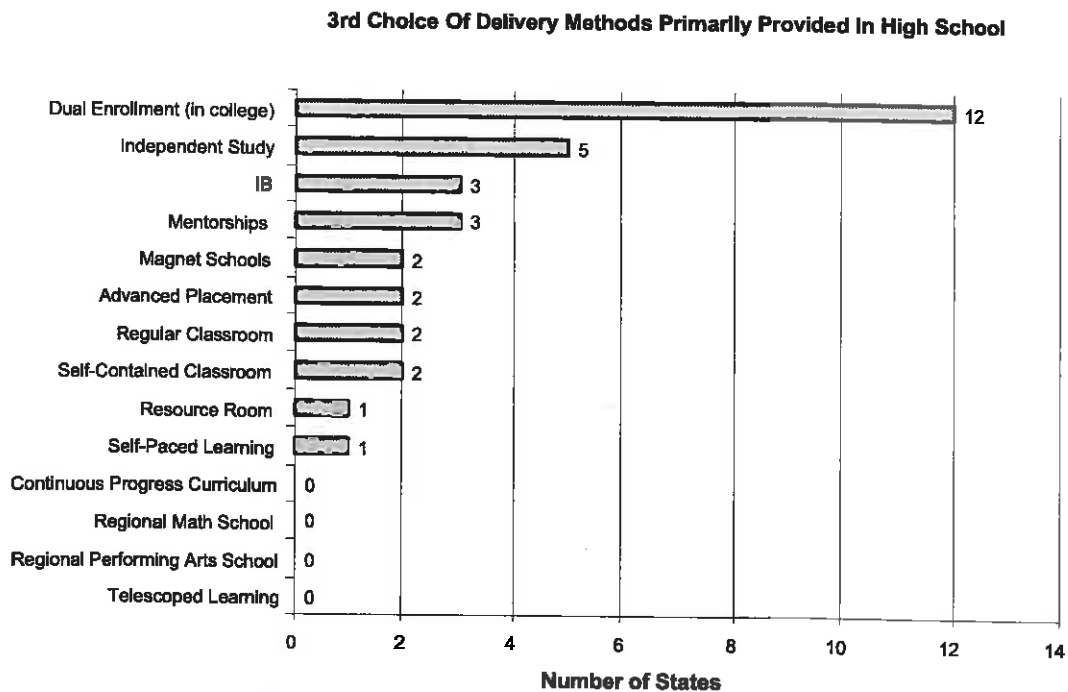


PROGRAMMING and ACCOUNTABILITY – Delivery Methods (High School)

2nd choice



3rd choice



State	Programming And Accountability (Kindergarten Policy)		
	Age For Admission To Kindergarten (Years And Months And Cutoff Date)	Early Entrance To Kindergarten Policy	Explanation Of Early Entrance To Kindergarten Policy
Alabama	5 years, 0 months by September 1	No	
Alaska	Age 5 August 15 before school starts	No	
Arizona	If a kindergarten program is maintained, a child is eligible for admission to kindergarten if the child is five years of age. A child is deemed five years of age if the child reaches the age of five before September 1 of the current school year. A child is eligible for admission to first grade if the child is six years of age. A child is deemed six years of age if the child reaches the age of six before September 1 of the current school year. The governing board may admit children who have not reached the required age as prescribed by this subsection if it is determined to be in the best interest of the children. For children entering the first grade, such determination shall be based upon one or more consultations with the parents, guardian or guardians, the children, the teacher and the school principal. Such children must reach the required age of five for kindergarten and six for first grade by January 1 of the current school year.	Yes	The governing board may admit children who have not reached the required age as prescribed by this subsection if it is determined to be in the best interest of the children. For children entering the first grade, such determination shall be based upon one or more consultations with the parent, parents, guardian or guardians, the children, the teacher and the school principal. Such children must reach the required age of five for kindergarten and six for first grade by January 1 of the current school year.
Arkansas			
California	5 years by December 1	Yes	Mid-year kindergarten prior to regular year.
Colorado	School age is over 6 and under 21. Local school boards determine kindergarten age and entry date.	No	
Connecticut	Students must be 5 years of age by January 1st of the school year.	No	Early entrance is not generally encouraged.
Delaware	Five years old by September 30 of the enrollment year	No	
Florida	5 years by Sept 1	No	
Georgia	Five years old before September 1 of the year of kindergarten enrollment.	No	
Hawaii			
Idaho			
Illinois	Child must be 5 old years by September 1	Yes	Based on an assessment of a child's readiness, a school district may permit a child to enter at a younger age.
Indiana	5 years old on or before July 1	No	
Iowa	5 years old by September 15	No	
Kansas	Child must be 5 on or before August 31	No	
Kentucky	5 by October 1		
Louisiana	Age 5 by September 1	No	
Maine	5 years old by October 15	No	
Maryland	5.0 as of December 31	Yes	LEA decision, so some have a policy while other LEAs do not. No state policy governing early entrance.
Massachusetts	Generally 5 years, but local districts set the number of months and cutoff dates.	No	
Michigan			
Minnesota			
Mississippi	NA	No	
Missouri	Must be 5 years old by the first day in August of the calendar year of the start of school.	No	
Montana	5 years by September 10	No	
Nebraska	6 years-16 years	Yes	Children must be 5 by October 15th of the school year. There is a testing window from October 15th to December 1st.
Nevada			

State	Programming And Accountability (Kindergarten Policy)		
	Age For Admission To Kindergarten (Years And Months And Cutoff Date)	Early Entrance To Kindergarten Policy	Explanation Of Early Entrance To Kindergarten Policy
New Hampshire	Age 5 by September 30/however, at the discretion of the LEA		Local LEA decision
New Jersey	Local issue--generally September 30-Novemebr 1	No	
New Mexico	Age 5 by September 1	No	
New York	December 1 is cutoff date-entitlement – 5 years on or before December 1. Requirement – each minor from 6-16 must attend (6 on or before December 1).	No	
North Carolina	5 years by October 15. Early admission policy: child who has reached his/her 4th birthday by April 16 to enter kindergarten if she/he demonstrates an extraordinary level of academic ability/maturity.	Yes	According to the "State Standards for Early Admission to Kindergarten," legislation allows for a child who has reached his/her 4 th birthday by April 16 to enter kindergarten if he or she demonstrates an extraordinary level of academic ability and maturity. In determining eligibility, the principal shall convene a committee of educational professionals who will assist him/her in making decisions about each individual child. Criteria to be considered shall include aptitude (98 th percentile on a standard individual test of intelligence), achievement (98 th percentile on either Reading or Mathematics on a standard test of achievement), performance (perform tasks well above their age peers), observable student behavior (socially and developmentally mature), motivation to learn (as evidenced by the child, not the parent), and student interest, all of which are explained in "State Standards for Early Admission to Kindergarten." Local flexibility for each LEA is provided, as districts may add additional information needed or make specific requirements in each category for consideration.
North Dakota	5 years old by midnight August 31 of the year of enrollment, unless the child will be 5 years old on or before December 31	Yes	Child must be 5 years old by the following Jan. 1 and possess special talents and abilities (tests) compared to the child's chronological age by the following Jan.1
Ohio	The date is local policy. The age is 5.	Yes	Each district must have its own policy.
Oklahoma	Age 5 on or before September 1	No	

State	Programming And Accountability (Kindergarten Policy)		
	Age For Admission To Kindergarten (Years And Months And Cutoff Date)	Early Entrance To Kindergarten Policy	Explanation Of Early Entrance To Kindergarten Policy
Oregon	5 years by September 1.	Yes	However, nothing prevents a district school board from admitting free of charge a child whose needs for cognitive, social, and physical development would best be met in the school program, as defined by policies of the school board, to enter school even though the child has not attained the minimum age requirement but is a resident of the district.
Pennsylvania	According to regulations the earliest age for admission to kindergarten can be 4 years old; however, school districts have the right to set the age and in practice, most districts set the age at 5 years old by September 1.	No	
Rhode Island	5-0 by December 31	No	Local schools/districts may use their discretion for early or late entry
South Carolina	5 years old on or before September 1	No	
South Dakota	5 years by September 1 st	No	
Tennessee	Age 5-0 by September 30th of that school year.	Yes	A student may enter kindergarten early IF identified as Intellectually Gifted AND the IEP team determines that is the service the student needs.
Texas	5 years old by December 1	No	
Utah			
Vermont	5 years old by September 1	No	
Virginia	5 years of age by September 30th, but this is not my area	No	
Washington			
West Virginia			
Wisconsin	Five years old by September 1.	Yes	State law provides that local districts hold this authority.
Wyoming	21-4-302(b): "A pupil may register in kindergarten in the public schools of this state in the year in which his fifth birthday falls on or before September 15.	No	
Washington DC	4, 12	No	
		Yes	11
		No	29
		NR†	11

†NR: no response.

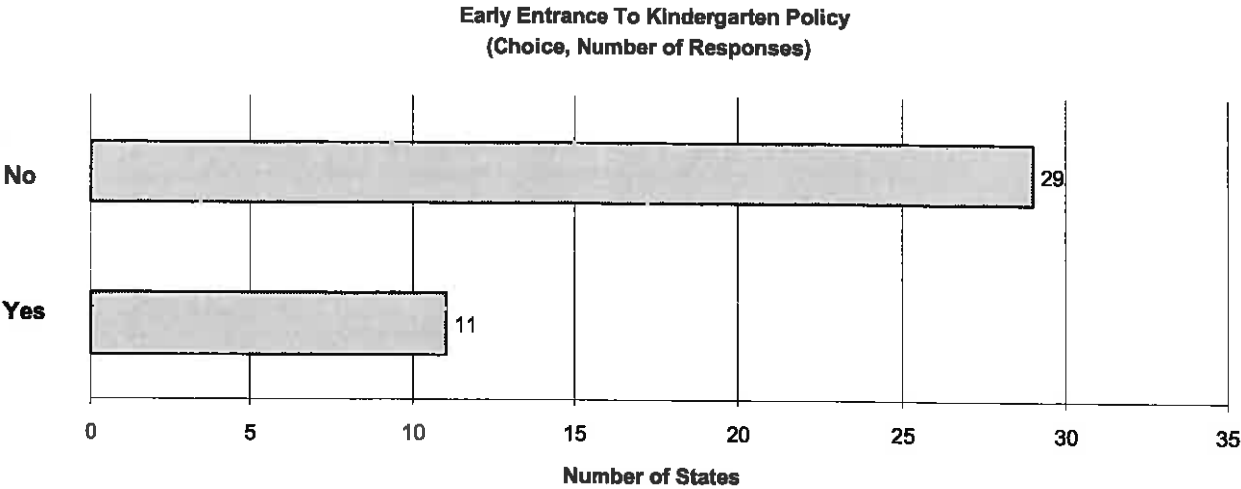
PROGRAMMING and ACCOUNTABILITY – Kindergarten Policy

Summary

Respondents were asked to indicate whether their state had an early entrance to kindergarten policy. 40 states responded.

Findings

11 states, or 28% of respondents, indicated they did have an early entrance to kindergarten policy.
29 states, or 72% of respondents, indicated they did not have an early entrance to kindergarten policy.



State	Programming and Accountability (Alternate Diploma, GED)		
	Alternate Diploma Or Certificate Offered For Gifted Students Who Do Not Qualify For A Regular Diploma	Basis Of Alternate Diploma Or Certificate Offered	Minimum Age To Obtain A GED
Alabama	No		16
Alaska	No		16
Arizona	Yes	ARS 15-702. High school equivalency diploma A. Any person who is sixteen years of age or older and who passes a general educational development test shall be awarded an Arizona high school equivalency diploma by the state board of education and the state superintendent of public instruction. The state board of education may establish eligibility requirements for persons wishing to take a general educational development test, except that the minimum age required to take the test may not be older than sixteen nor shall the board require the completion of any high school credits. B. A person who meets the minimum course of study and competency requirements prescribed by the state board of education for graduation from high school through a combination of high school credits and community college and university credits, which are converted to high school credits in the same manner as provided in section 15-701.01, subsection F by the governing board or the state board of education, shall be awarded an Arizona high school equivalency diploma.	16
Arkansas	No		
California	No		16
Colorado	No		17 (16 with an age waiver)
Connecticut	No		17, although 16 year-olds may make a special application
Delaware	No		17 with a special waiver
Florida	No		16
Georgia	No		16
Hawaii			
Idaho			
Illinois	No		17
Indiana	No		17
Iowa	No		17
Kansas	No		16
Kentucky	Yes		
Louisiana	No		16
Maine	No		16
Maryland	No		16
Massachusetts	No		16
Michigan			
Minnesota			
Mississippi	No		NA
Missouri	No		16
Montana	Yes	SEA allows LEA to decide.	17
Nebraska	No		16
Nevada			
New Hampshire	No		age 17
New Jersey	No		16— commissioner can make exceptions
New Mexico	No		16
New York	No		17

State	Programming and Accountability (Alternate Diploma, GED)		
	Alternate Diploma Or Certificate Offered For Gifted Students Who Do Not Qualify For A Regular Diploma	Basis Of Alternate Diploma Or Certificate Offered	Minimum Age To Obtain A GED
North Carolina	No		16
North Dakota	No		18 (16 with special permission)
Ohio	No		
Oklahoma	No		16
Oregon	No		16 (if approved by special arrangement, otherwise 18)
Pennsylvania	No		16
Rhode Island	No		18
South Carolina	No		17, not enrolled in school, does not already have state diploma
South Dakota	No		unknown
Tennessee	No		17
Texas	No		17
Utah			
Vermont	No		16
Virginia			No age indicated
Washington			
West Virginia			
Wisconsin	No		18 years, 6 months of age or after his/her class has graduated.
Wyoming	No		16
Washington DC	No		17
Total	Yes	3	Range: 16 years-18 years 6 months
	No	39	
	NR	9	
	†		

†NR: No response.

PROGRAMMING and ACCOUNTABILITY – Alternate Diploma

Summary

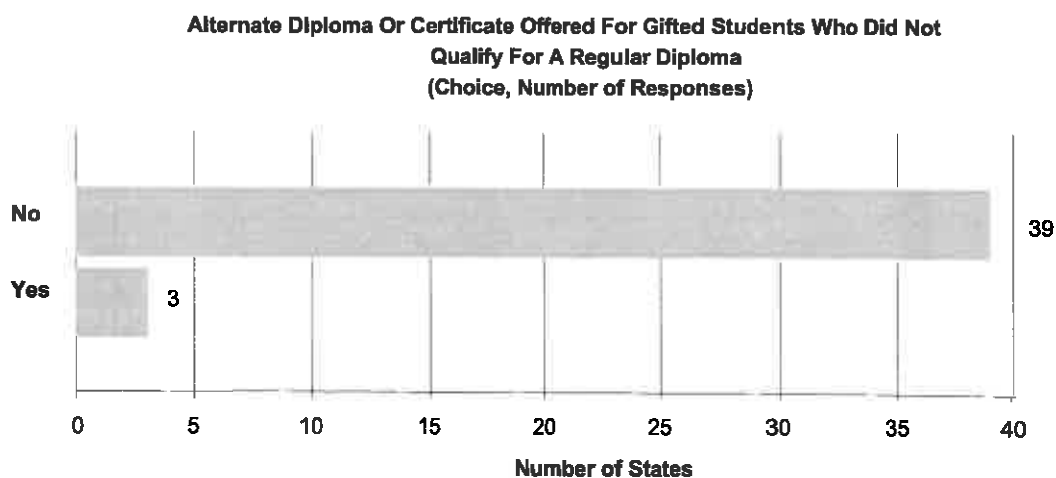
Respondents were asked to indicate whether an alternate diploma or certificate was offered for gifted students who did not qualify for a regular diploma.

42 states responded.

Findings

3 states, or 7% of respondents, indicated that they offered an alternate diploma or certificate to gifted students who did not qualify for a regular diploma.

39 states, or 93%, indicated that they did not offer an alternate diploma or certificate to gifted students who did not qualify for a regular diploma.



State	Programming And Accountability (Special School Options, Dual Enrollment)												
	State Provides Any Of The Following					High School Students Allowed Dual Enrollment Under State's Laws And Regulations	Dual Enrollment						
	School For Math And Science	School For Fine And Performing Arts	School For The Humanities	Governor's School (Summer)	None Of These		Grade In Which Students May Begin Dual Enrollment At A Community College/College/University						
							7	8	9	10	11	12	Other
Alabama	X	X				Yes				X			
Alaska					X	Yes							Varies by district
Arizona					X	Yes							ARS 15-1821
Arkansas	X			X		Yes					X	X	
California*	X	X			X	Yes	X	X	X	X	X	X	Totally depends on district attitude
Colorado						Yes					X		
Connecticut	X	X				Yes							
Delaware	X	X		X		Yes		X	X	X	X	X	
Florida					X	Yes			X				
Georgia				X		Yes					X	X	
Hawaii						Yes							
Idaho													
Illinois	X					Yes							Varies by college
Indiana					X	Yes							
Iowa					X	Yes		X			X		9 for gifted students 11 for regular education students
Kansas				X		Yes					X	X	gifted-anytime
Kentucky						Yes							
Louisiana	X	X		X		Yes					X	X	
Maine	X					Yes					X	X	
Maryland					X	Yes					X		
Massachusetts	X					Yes							There is no state regulation; the LEA and the Institution of Higher Ed work this out. When there was a state funded Dual Enrollment Program (1996-2001), it was restricted to students in grades 11 and 12.
Michigan													
Minnesota													
Mississippi**	X	X		X		Yes					X		
Missouri	X			X		Yes			X				
Montana					X	Yes				X			
Nebraska					X	Yes			X				
Nevada													
New Hampshire						Yes			X				
New Jersey				X		Yes							
New Mexico					X	Yes					X	X	IEP team decision at any age
New York				X		Yes							

State	Programming And Accountability (Special School Options, Dual Enrollment)													
	State Provides Any Of The Following					Dual Enrollment								
	School For Math And Science	School For Fine And Performing Arts	School For The Humanities	Governor's School (Summer)	None Of These	High School Students Allowed Dual Enrollment Under State's Laws And Regulations	7	8	9	10	11	12	Grade In Which Students May Begin Dual Enrollment At A Community College/College/University	Other
North Carolina	X	X		X		Yes	X							
North Dakota				X		No			X					
Ohio				X		Yes								
Oklahoma	X					Yes								
Oregon		X				Yes				X				Proficiency level may allow to take earlier
Pennsylvania				X		Yes								
Rhode Island					X	No								
South Carolina	X	X		X		Yes			X					
South Dakota					X	Yes								Unknown
Tennessee				X		Yes								Generally decided at local level through LEA Board of Education guidelines.
Texas	X		X			Yes				X				
Utah														
Vermont				X		No				X				
Virginia***					X	Yes								As needed by the student and if approved by the locality
Washington														
West Virginia														
Wisconsin					X	Yes				X				
Wyoming					X	Yes			X					
Washington DC	X	X				Yes				X				
Total	16	10	1	17	16	Yes 39 No 3 NR+ 9	2	2	10	4	17	8		

*CA: District not state

**MS: Mississippi funds these programs through separate bills and appropriations from gifted education funding.

***VA: Virginia has 23 Governor's schools, some in math/science/technology, some government/humanities, some visual/performing arts, and blends of all three.

†NR: No response.

PROGRAMMING and ACCOUNTABILITY – Special School Options

Summary

Respondents were asked to indicate if the state provided for a school for math and science, a school for the fine and performing arts, a school for the humanities, a Governor's school, or none of these choices.

Findings

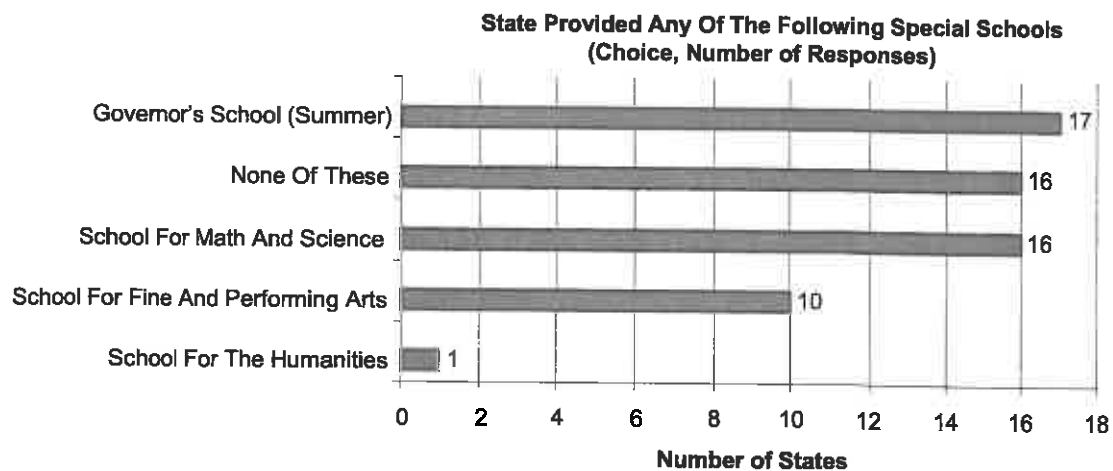
17 states indicated Governor's schools were provided.

16 states indicated none of these were provided.

16 states indicated a school for math and science was provided.

10 states indicated a school for fine and performing arts was provided.

1 state indicated a school for the humanities was provided.



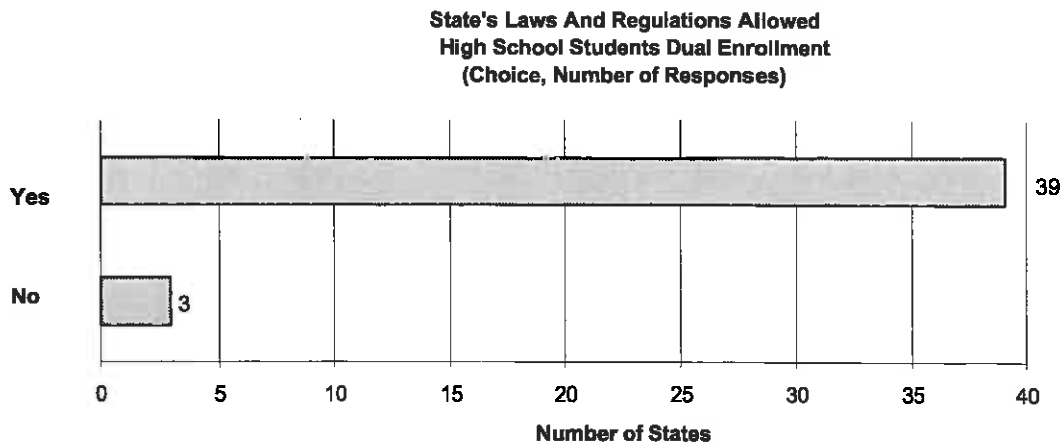
PROGRAMMING and ACCOUNTABILITY – Dual Enrollment

Summary

Respondents were asked whether high school students were offered dual enrollment under their state's laws and regulations. 42 States responded.

Findings

39 states indicated that high school students were offered dual enrollment under their state's laws and regulations; in 3 states students were not offered this option.

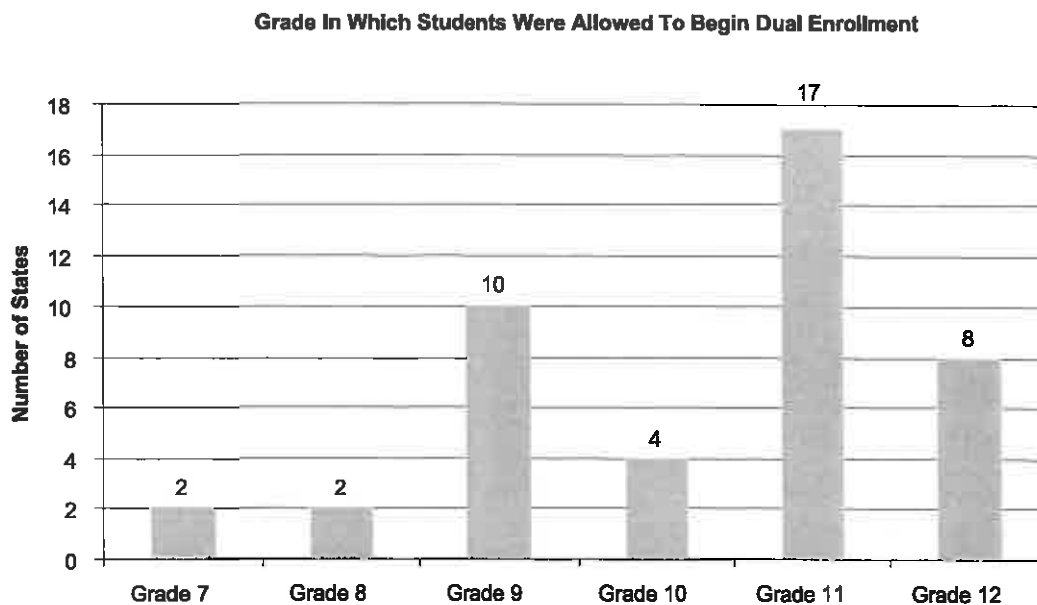


Summary

Respondent were asked to indicate the grade in which students were allowed to begin dual enrollment at a community college/college/university.

Findings

17 states indicated grade 11; 10 states indicated grade 9; 8 states indicated grade 12; 4 states indicated grade 10; 2 states indicated grade 8; and 2 states indicated grade 7.



State	Programming And Accountability (Dual Enrollment Credit, Payment)				
	Dual Enrollment				
	High School Credit Given For Courses Completed At A Community College/College/University (If Dual Enrollment Is Allowed By State).	Provision Allowing For High School Credit For Courses Completed Through Dual Enrollment	Who Pays For Tuition For A High School Student Dually Enrolled At A Community College/College/University?		
			SEA	LEA	Parent NA Other
Alabama	Yes	Alabama Administrative Code			
Alaska	Yes	No specific citation.		X	X
Arizona	Yes	ARS 15-1821 and ARS 15-701.01			
Arkansas	Yes			X	Not known at this specific time.
California	Yes	Law AB 2207			
Colorado	Yes	Colorado School Laws - Title 22, Article 35 Postsecondary Enrollment Options Act		X	
Connecticut	Yes	Connecticut General Statutes			
Delaware	Yes			X	
Florida	Yes	Florida law statute 1007.271		X	
Georgia	Yes	OCGA 20-2-161.1 SBOE Rule 160-4-2-.38	X		
Hawaii					
Idaho					
Illinois	Yes	105 ILCS		X	
Indiana	Yes	Indiana State Laws & Rules			
Iowa	Yes	Iowa Code 261C.5		X	Local School District
Kansas	Yes	School code			
Kentucky			X	X	
Louisiana	Yes	Bulletin 741-- LA. Handbook for School Administrators			
Maine	Yes	School		X	University will pay half; some will allow the student to attend free
Maryland	Yes	Annotated Code of Public General Laws of Maryland. COMAR - LEAs have option of extending dual enrollment option. Source: COMAR: Supplement 16, section 13A.03.02.03, #6, "College courses"			
Massachusetts	Yes	This is a local district decision.		X	Some partnerships exist with businesses; there is currently no state funding.
Michigan					
Minnesota					
Mississippi	No			X	
Missouri	Yes	Section 167.223 RSMo	X	X	
Montana	Yes	Citation pending			
Nebraska	Yes	Rule 10		X	
Nevada					
New Hampshire	Yes	State Education law ED 193:1a Dual Enrollment		X	
New Jersey				X	
New Mexico	Yes	New Mexico Administrative Code: NMAC 6.30.2.10(J)(6) Concurrent Enrollment Credit		X	
New York				X	
North Carolina	Yes	NC High School to Community College Articulation Agreement		X	
North Dakota					X

State	Programming And Accountability (Dual Enrollment Credit, Payment)									
	Dual Enrollment					Who Pays For Tuition For A High School Student Dually Enrolled At A Community College/College/University?				
	High School Credit Given For Courses Completed At A Community College/College/University (if Dual Enrollment is Allowed By State).	Provision Allowing For High School Credit For Courses Completed Through Dual Enrollment	SEA	LEA	Parent	NA	Other			
Ohio	Yes	Post Secondary Options, Ohio Revised Code.	x							
Oklahoma	Yes	70 O.S. 628.13 (State Statutes) Section 820 High School Seniors - Enrollment in College Courses (State School Law book)			x					
Oregon	Yes	Recent State Board policy passed on providing credit for proficiency.		x	x					if a TAG student and course is part of TAG plan, LEA; otherwise could be LEA or Parent
Pennsylvania	No									
Rhode Island	Yes	This is not in code or rules - local districts may allow students to enroll in higher education courses and have them count for high school credit								Varies
South Carolina	Yes	State Board of Education Regulation 43-234.								
South Dakota	Yes	This provision is given or not given depending upon LEA Board of Ed guidelines.			x					Unknown
Tennessee	Yes	TAC 74.13 (a)(3)(c) 30 hours of staff development required for all G/T teachers		x	x					LEA rarely pays
Texas										
Utah										
Vermont	No	On a case-by-case basis, some high schools allow students to enroll in college courses. There is no state law regulating this opportunity. Each high school, then, makes its own decision regarding how they credit the work of the student.			x					
Virginia		Allowed and encouraged through 2000 Standards of Accreditation (http://www.pen.k12.va.us/VDOE/Accountability/soa.html) 8 VAC 20-131-140 is dependent upon local policy		x						
Washington										
West Virginia	Yes	118.55		x						
Wisconsin	Yes	21-20-201(c): "A student participating in a postsecondary education enrollment options program pursuant to this section shall upon successfully completing any course offered under the program, receive academic credit by the resident school district which shall be counted towards the graduation requirements of the district."		x						School District
Wyoming										
Washington DC	No									
Total	Yes	33	4	16	27	1				
	No	4								
	NRT	14								

†NR: No response.

PROGRAMMING and ACCOUNTABILITY – Dual Enrollment (High School Credit, Payment)

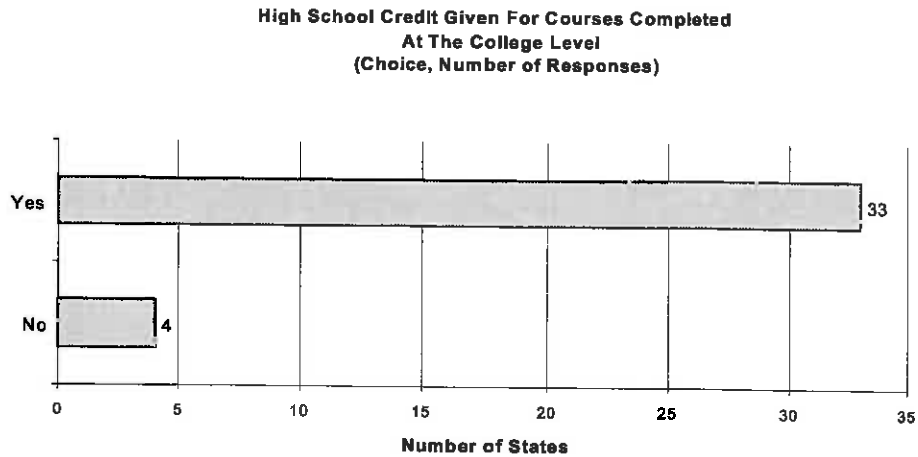
Summary

Respondents were asked to indicate whether high school credit was given for courses completed at a community college/college/university if dual enrollment was allowed by their state. 37 states responded.

Findings

33 states indicated that high school credit is given for courses completed at a community college/college/university.

4 states indicated that high school credit is not given for courses completed at a community college/college/university.

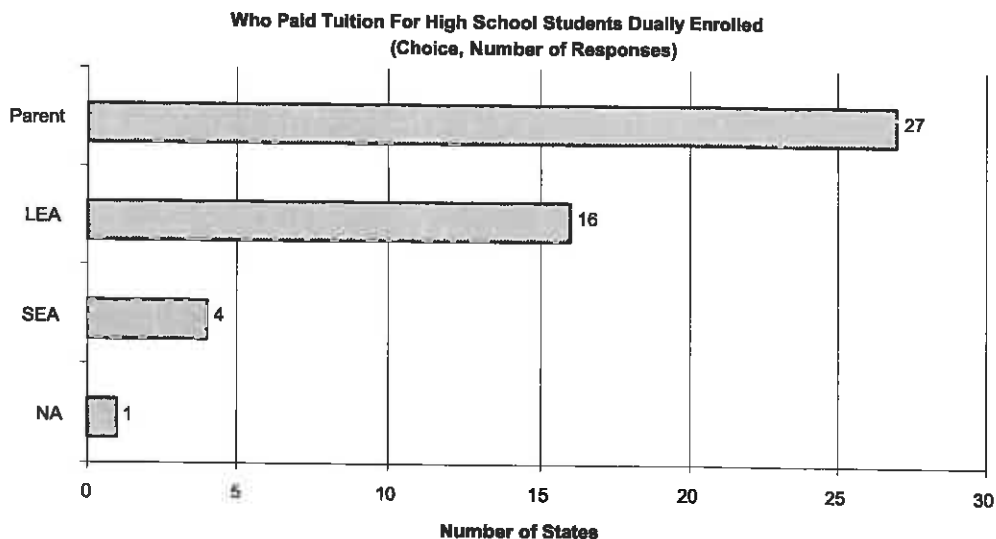


Summary

Respondents were asked to indicate who paid for tuition for a high school student dually enrolled in a community college/college/university.

Findings

27 states indicated that parents paid; 16 states indicated that LEAs paid; 4 states indicated that the SEA paid; and 1 state indicated that this question was not applicable.



PERSONNEL PREPARATION

Personnel Preparation

State	Professional Certification/Endorsement In Gifted Education Offered	Professionals Working In Specialized Programs For Gifted And Talented Students Were Required To Have Special Training Or Certification	Endorsement Hours/Certification Of Professionals Earned Through			Explanation Of Number Of Semester Course Credit Hours, CEUs, Or Staff Development Hours Required
			Course Semester Credit Hours	Continuing Education Units (CEUs)	Staff Development	
Alabama	Yes	Yes	X			Either a Master's Degree in Gifted Education or 18 hours of certification courses added to a Masters Degree in another area.
Alaska	Yes	Yes	X			6 credits of course semester credit hours.
Arizona	Yes	Yes	X	X	X	R7-2-613. Endorsements J. Gifted Endorsements -- grades K-12 1. A gifted endorsement is required of individuals whose primary responsibility is teaching gifted students. 2. The provisional gifted endorsement is valid for 3 years and is not renewable. The requirements are an Arizona elementary, secondary, or special education certificate and one of the following: a. Two years of verified teaching experience in which most students were gifted; b. Ninety clock hours of verified in-service training in gifted education; or c. Six semester hours of courses in gifted education. 3. Requirements for the gifted endorsement are: a. An Arizona elementary, secondary, or special education certificate; b. Completion of 9 semester hours of upper division or graduate level courses in an academic discipline such as science, mathematics, language arts, foreign language, social studies, psychology, fine arts, or computer science; and c. Two of the following: i. Three years of verified teaching experience in gifted education as a teacher, resource teacher, specialist, or similar position, verified by the district; or ii. A minimum of 135-clock hours of verified in-service training in gifted education; or iii. Completion of 12 semester hours of courses in gifted education. District in-service programs in gifted education may be substituted for up to six semester hours of gifted education courses. Fifteen clock hours of in-service is equivalent to one semester hour. In-service hours shall be verified by the district superintendent or personnel director. Practicum courses shall not be accepted toward this requirement; or iv. Completion of six semester hours of practicum or two years of verified teaching experience in which most students were gifted. Historical Note: Adopted effective December 4, 1998 (Supp. 98-4).
Arkansas	Yes	Yes	X			It's a program of study that equates to 18 graduate hours at most institutions.
California	No*	No				
Colorado	No	No				
Connecticut	No	No				
Delaware	Yes	No				
Florida	Yes	Yes	X	X		15 hours : 5 courses

Personnel Preparation

State	Professional Certification/Endorsement In Gifted Education Offered	Professionals Working In Specialized Programs For Gifted And Talented Students Were Required To Have Special Training Or Certification	Endorsement Hours/Certification Of Professionals Earned Through			Explanation Of Number Of Semester Course Credit Hours, CEUs, Or Staff Development Hours Required
			Course Semester Credit Hours	Continuing Education Units (CEUs)	Staff Development	
Georgia	Yes	Yes	X		X	Our gifted education endorsement is not based on seat time, but the successful completion of all the standards in an approved program of study, as prescribed by the Georgia Professional Standards Commission.
Hawaii						
Illinois	No	No				
Idaho	Yes	Yes	X			20 course semester credit hours; 15 course semester hours must be in gifted education, including coursework in: 1. Foundations of Gifted and Talented Education 2. Creative and Critical Thinking Skills for Gifted and Talented Students 3. Social and Emotional Needs of Gifted and Talented Students 4. Curriculum and Instruction for Gifted and Talented Education 5. Practicum and Program Design for Gifted and Talented Education
Indiana	Yes	No				12 graduate semester hours
Iowa	Yes	Yes**	X			Master of Science degree usually; can be through an interrelated endorsement at some universities (gifted and mild disabilities)
Kansas	Yes	Yes	X			Master's degree plus 21 hours of specified gifted curriculum
Kentucky	Yes	Yes	X			12 course semester credit hours.
Louisiana	Yes	Yes	X			
Maine	Yes	Yes	X			
Maryland	No	No				
Massachusetts	Yes	Yes	X	X	X	There is a new license (January 2003) for which teachers of academically advanced students will be able to apply. A teacher test will be available in 2004 that will include math/science/English language arts/history and social science. To maintain the license, a teacher must have 150 hours of professional development in the content and pedagogy of the license every 5 years.
Michigan						
Minnesota	Yes	No				Depends upon the college or university offering classes in gifted.
Mississippi	Yes	Yes	X			Beyond an initial teaching certificate an endorsement in gifted requires: one graduate level course in research procedures, 9 hours from any combination of courses in Nature & Needs of Gifted Students, Testing and Measurement, Curriculum & Instruction, Affective Needs of Gifted Students, plus a practicum in Gifted Education.
Missouri	Yes	Yes	X			
Montana	No	No				Continuing education units (CEU's), Staff development
Nebraska	Yes	Yes	X	X	X	1) 12 graduate semester credit hours in gifted education or
Nevada		Yes	X			2) a program of preparation for teaching pupils who have been determined to be gifted and talented that is approved by the board
						3) have 2 years verified experience as a teacher

Personnel Preparation						
State	Professional Certification/Endorsement In Gifted Education Offered	Professionals Working In Specialized Programs For Gifted And Talented Students Were Required To Have Special Training Or Certification	Endorsement Hours/Certification Of Professionals Earned Through			Explanation Of Number Of Semester Course Credit Hours, CEUs, Or Staff Development Hours Required
			Course Semester Credit Hours	Continuing Education Units (CEUs)	Staff Development	
Nebraska	Yes	Yes	X	X	X	Continuing education units (CEU's), Staff development
Nevada		Yes				1) 12 graduate semester credit hours in gifted education or 2) a program of preparation for teaching pupils who have been determined to be gifted and talented that is approved by the board 3) have 2 years verified experience as a teacher Not applicable.
New Hampshire	No	No				
New Jersey	No	No				
New Mexico	No	No				
New York	No	No	X			Some districts do require training in gifted. It is based upon an approved college program and a certificate exam.
North Carolina	Yes	Yes	X			180 hours of recommended coursework: licensure classes.
North Dakota	Yes	Yes	X			A total of 9 semester hours in 3 areas: characteristics of gifted and talented students, methods for teaching gifted and talented students, and a practicum in teaching gifted and talented students.
Ohio	Yes	Yes	X			Course semester credit hours; requirements determined by individual institutions of higher ed
Oklahoma	No	No				
Oregon	No	No				
Pennsylvania	No	No				
Rhode Island	No	No				
South Carolina	Yes	Yes	X			Six graduate hours for state endorsement, which are required. Optional add-on certification in gifted is available.
South Dakota	Yes	Yes	X			Course semester credit hours: A K-12 gifted education endorsement program requires 12 semester hours, including courses in the nature and needs of the gifted child, curriculum development and teaching strategies for the gifted, the nature of creativity, and a practicum in education for the gifted inclusive of K-12 learners.
Tennessee	Yes	Yes	X	X		(7) Teaching Personnel in Gifted Education (a) A teacher providing specialized instruction as provided in a valid IEP to eligible intellectually gifted students shall meet the following employment standards: 1. A teacher shall have completed six semester hours or the equivalent thereof including the nature and needs of gifted students and methods of teaching gifted students. 2. A teacher must be endorsed in the appropriate content area and at the appropriate grade level or must hold the special education endorsement. (b) A teacher who is endorsed in the appropriate content area and at the appropriate grade level may work in concert with a consulting teacher who has both the special education endorsement and the six semester hours or equivalent in nature and needs and methods of teaching gifted students. (c) Approved training shall consist of college or university course work or other training, which has received prior approval of the Commissioner of Education or designee. (d) In lieu of the employment standards set forth in the preceding items, teachers will be permitted to teach eligible intellectually gifted students if they served such students prior to July 1, 1988, and held the special education endorsement prior to September 1, 1989.

State	Personnel Preparation					
	Professional Certification/Endorsement In Gifted Education Offered	Professionals Working In Specialized Programs For Gifted And Talented Students Were Required To Have Special Training Or Certification	Endorsement Hours/Certification Of Professionals Earned Through			Explanation Of Number Of Semester Course Credit Hours, CEUs, Or Staff Development Hours Required
			Course Semester Credit Hours	Continuing Education Units (CEUs)	Staff Development	
Texas	Yes	No			X	30 Hours of staff development required for all G/T teachers.
Utah		Yes				
Vermont	No	No				
Virginia	Yes	Yes	X			15 semester course credit hours; 12 of coursework, 3 of practicum for endorsement, not certification
Washington						
West Virginia						
Wisconsin	No	No				
Wyoming	Yes	No				
Washington DC	Yes	No				
Total	Yes	23	Yes	25	5	
	No	16	No	22		
	NR†	6	NR†	4		
		23		5		

* CA: Districts and Universities

**IA: Local G/T coordinators are to be endorsed.

†NR: No response.

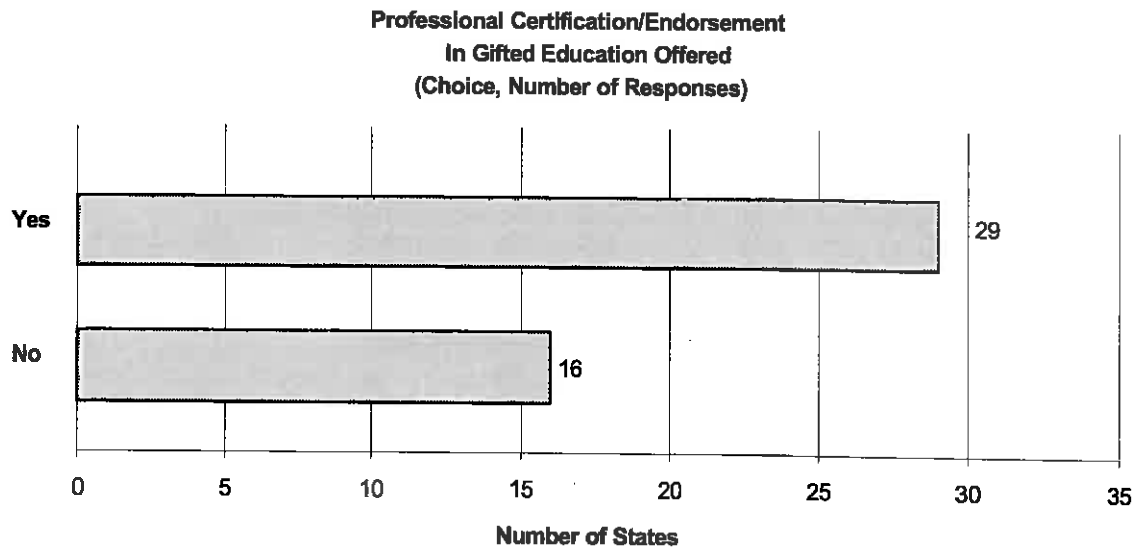
PERSONNEL PREPARATION – Certification/Endorsement

Summary

Respondents were asked to indicate whether professional certification/endorsement in gifted education was offered in their state. 45 states responded.

Findings

29 states indicated that they offered professional certification/endorsement in gifted education; 16 did not offer this certification or endorsement.



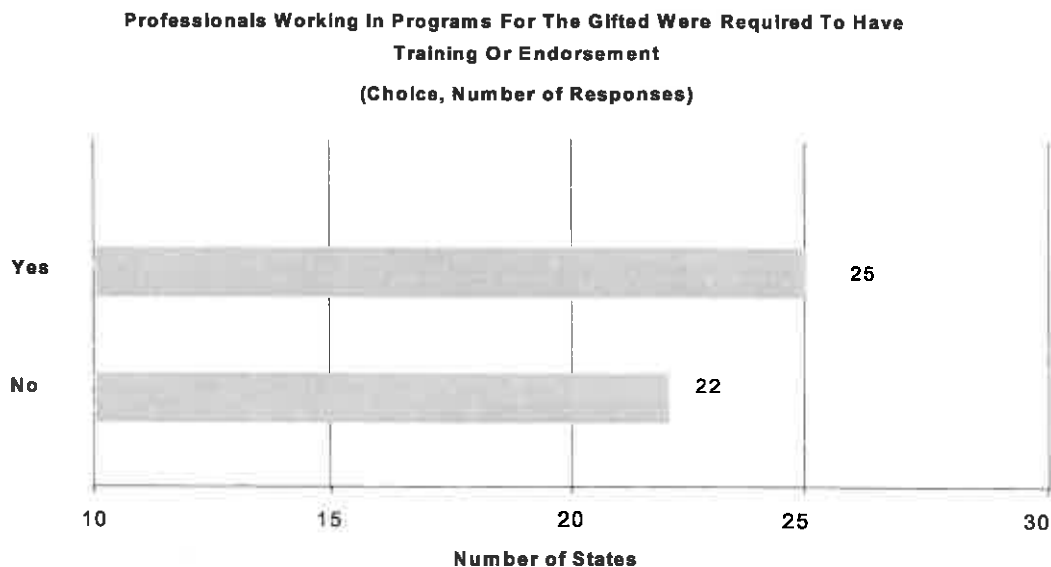
PERSONNEL PREPARATION – Professionals in G/T Programs

Summary

Respondents were asked to indicate whether professionals working in specialized programs for gifted and talented students were required to have special training or endorsement. 47 states responded.

Findings

25 states indicated that professionals working in specialized programs for the gifted and talented were required to have special training or endorsement; 22 states did not have these requirements.



Summary

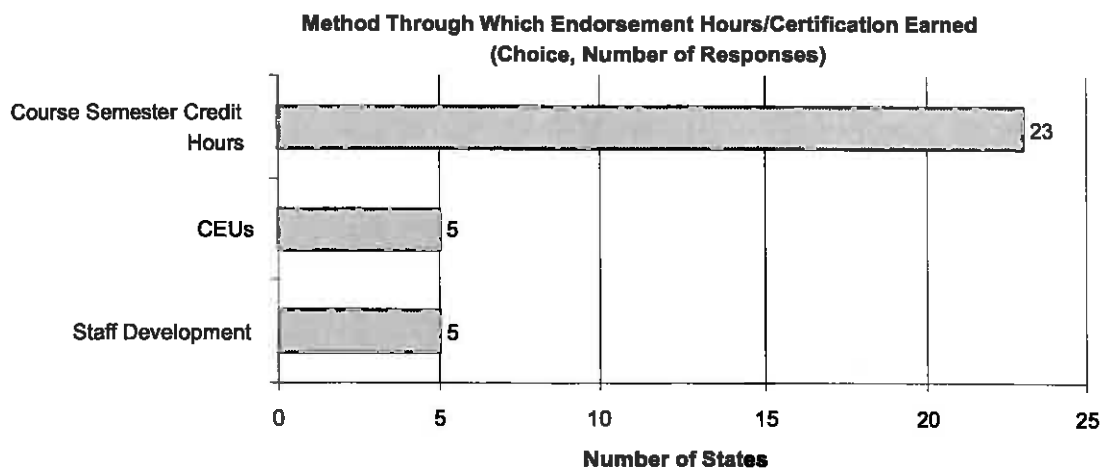
Respondents were asked to indicate how professionals earned endorsement hours or certification.

Findings

23 states indicated endorsement or certification was earned through course semester credit hours.

5 states indicated endorsement or certification was earned through CEUs.

5 states indicated endorsement or certification was earned through staff development.



State	Personnel Preparation (Graduate Degrees)			
	Graduate Degrees With An Emphasis In Gifted Education Offered	Graduate Levels In Which Degrees Were Offered		
		Master's	Specialist's	Doctoral
Alabama	Yes	X	X	
Alaska	No			
Arizona	Yes	X	X	X
Arkansas	Yes	X		
California	Yes	X	X	X
Colorado	Yes	X		X
Connecticut	Yes	X		X
Delaware	No			
Florida	Yes	X		X
Georgia	Yes	X	X	X
Hawaii				
Idaho				
Illinois	Yes	X		
Indiana	Yes	X		X
Iowa	Yes	X		
Kansas	Yes	X		
Kentucky	Yes	X		X
Louisiana	Yes	X		
Maine	No			
Maryland	Yes	X		
Massachusetts	No			
Michigan				
Minnesota	Yes	X		
Mississippi	Yes	X	X	X
Missouri	Yes	X		
Montana	Yes	X		
Nebraska	Yes	X		
Nevada				
New Hampshire				
New Jersey	No			
New Mexico	Yes	X		X
New York				
North Carolina	Yes	X		X
North Dakota	No	X		

State	Personnel Preparation (Graduate Degrees)				
	Graduate Degrees With An Emphasis In Gifted Education Offered	Graduate Levels In Which Degrees Were Offered			
		Master's	Specialist's	Doctoral	
Ohio	Yes	X		X	
Oklahoma	Yes				
Oregon	No				
Pennsylvania	No				
Rhode Island	No				
South Carolina	Yes	X			
South Dakota	Yes	X			
Tennessee	Yes		X		
Texas	Yes	X		X	
Utah					
Vermont	Yes	X			
Virginia	Yes	X	X	X	
Washington					
West Virginia					
Wisconsin	Yes	X			
Wyoming	Yes				
Washington DC	Yes	X			
Total					
	Yes	33	31	7	14
	No	9			
	NR†	9			

†NR: No response.

PERSONNEL PREPARATION – Graduate Degrees

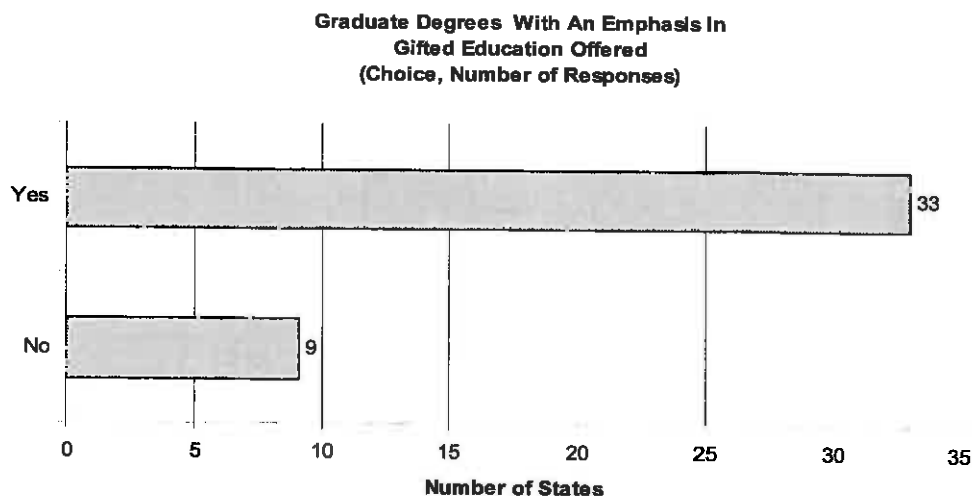
Summary

Respondents were asked to indicate if graduate degrees with an emphasis in gifted education were offered. 42 states responded.

Findings

33 states indicated graduate degrees with an emphasis in gifted education were offered.

9 states indicated that graduate degrees with an emphasis in gifted education were not offered.



Summary

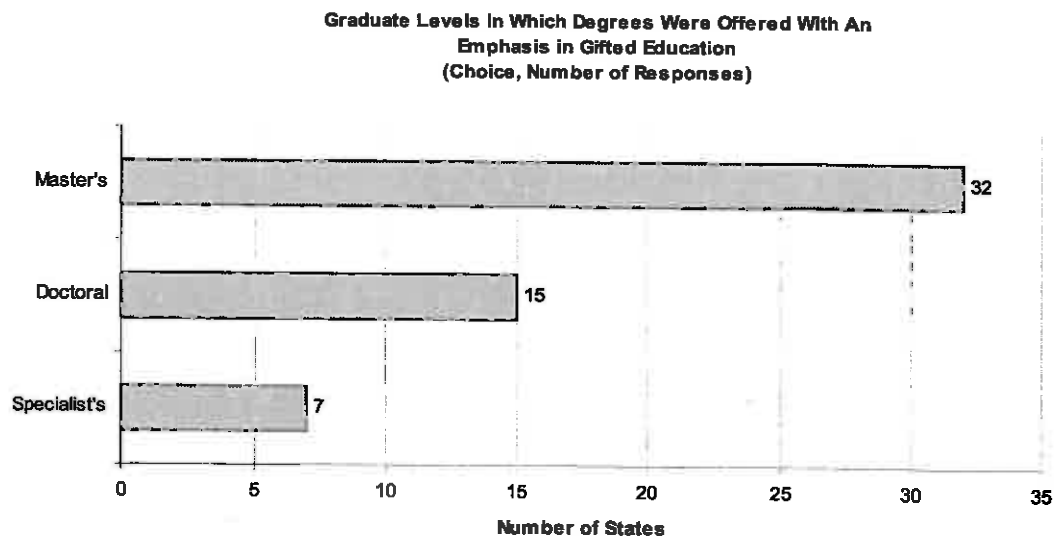
Respondents were asked to indicate the graduate levels in which degrees with an emphasis in gifted education were offered.

Findings

Master's degrees with an emphasis in gifted education were offered in 32 states.

Doctoral degrees with an emphasis in gifted education were offered in 15 states.

Specialist's degrees with an emphasis in gifted education were offered in 7 states.



State	Personnel Preparation					
	Number Of Endorsed/Certified Professionals Who Worked With Gifted Children In Specialized Programs Outside The Regular Classroom	SEA Provided Ongoing Staff Development In Gifted Education For Teachers Working In Specialized Programs For The Gifted And Talented	Number Of Times Staff Development Given For Teachers Working In Specialized Programs For The Gifted	State Had Written Competencies For Teachers Of The Gifted In Specialized Programs	Regular Classroom Teachers Were Required To Have Coursework In Gifted And Talented Education	Number Of Semester Course Credit Hours Regular Classroom Teachers Were Required To Have In Gifted And Talented Education
Alabama	425	Yes	3	No	No	
Alaska		No		No	No	
Arizona	Not known at this specific time. The SEA is currently collecting and disaggregating data.	No		No	No	
Arkansas	400+	Yes	1	Yes	No	
California		No		No	No	
Colorado	Few compared to the number of teachers in specialized programs.	No		Yes	No	
Connecticut	Not known	Yes	1	No	No	
Delaware	52	Yes	one time	No	No	
Florida	2,519	No		No	No	
Georgia		Yes		Yes	No	
Hawaii						
Idaho	11,233 (in 2001)					
Illinois	Not Available	Yes	approximately 20	No	No	
Indiana		No		Yes	No	
Iowa	Not Available	Yes	7	No	No	
Kansas	439.66 FTE	No		Yes	No	
Kentucky		Yes	approximately 10		No	
Louisiana	1200	No		Yes	No	
Maine	Approximately 100	Yes	2	Yes	No	
Maryland		Yes	4	No	No	
Massachusetts	100 (estimate)	No		Yes	No	
Michigan						
Minnesota						
Mississippi	790	Yes	5	No	No	
Missouri	933	No		No	No	
Montana	0?	Yes	4	Yes	No	

State	Personnel Preparation					
	Number Of Endorsed/Certified Professionals Who Worked With Gifted Children In Specialized Programs Outside The Regular Classroom	SEA Provided Ongoing Staff Development In Gifted Education For Teachers Working In Specialized Programs For The Gifted And Talented	Number Of Times Staff Development Given For Teachers Working In Specialized Programs For The Gifted	State Had Written Competencies For Teachers Of The Gifted In Specialized Programs	Regular Classroom Teachers Were Required To Have Coursework In Gifted And Talented Education	Number Of Semester Course Credit Hours Regular Classroom Teachers Were Required To Have In Gifted And Talented Education
Nebraska		Yes		No	No	
Nevada	130 (estimate)					
New Hampshire		No		No	No	
New Jersey		No		No	No	
New Mexico	No endorsements are required	No		No	No	
New York	No data, certification requirements not yet in effect	No		No	No	
North Carolina			38 times July 1, 2001-Dec 31 2002	Yes	No	
North Dakota	29	No		No	No	
Ohio		No		No	No	
Oklahoma	Unknown	Yes	125	No	No	
Oregon	0	Yes*	20 (in different regions)	No	No	
Pennsylvania		Yes	1 on line course	No	No	
Rhode Island		Yes	0	No	No	
South Carolina	Data not available	Yes	We provide tuition free graduate courses, support financially a 3-day state G/T conference, and collaborate with the state gifted association for 1-day events.	Yes	No	
South Dakota	Unknown	No		No	No	
Tennessee	Do Not Know	Yes	One	No	No	
Texas	Not Available	No**	Educational Service Centers have to offer at least once - all do more	No		

State	Personnel Preparation					
	Number Of Endorsed/Certified Professionals Who Worked With Gifted Children In Specialized Programs Outside The Regular Classroom	SEA Provided Ongoing Staff Development In Gifted Education For Teachers Working In Specialized Programs For The Gifted And Talented	Number Of Times Staff Development In Gifted Education Given For Teachers Working In Specialized Programs For The Gifted	State Had Written Competencies For Teachers Of The Gifted In Specialized Programs	Regular Classroom Teachers Were Required To Have Coursework In Gifted And Talented Education	Number Of Semester Course Credit Hours Regular Classroom Teachers Were Required To Have In Gifted And Talented Education
Utah	974					
Vermont	0	Yes	12	No	No	
Virginia	1,301	No		Yes+	Yes++	
Washington						
West Virginia						
Wisconsin		No		No	No	
Wyoming		No		No	No	
Washington DC		Yes		No	No	
	Range: 52-2,519	Yes 21 No 21 NR† 9	Range: 1-38	Yes 12 No 30 NR† 9	Yes 1 No 41 NR† 9	No Responses

*OR: Only through funding to the regional TAG planning groups at the 6 public universities.
 **TX: Not directly, however, our Education Service Centers (ESCs) do -- they are "arms" of SEA.
 ***SC: But all must complete a staff development program (awareness) concerning gifted and talented.
 +VA: Yes for endorsement, no for the training.
 ++VA: Teachers must receive training; however, coursework (college credit) is not the sole requirement.
 †NR: No response.

PERSONNEL PREPARATION – Staff Development from SEA

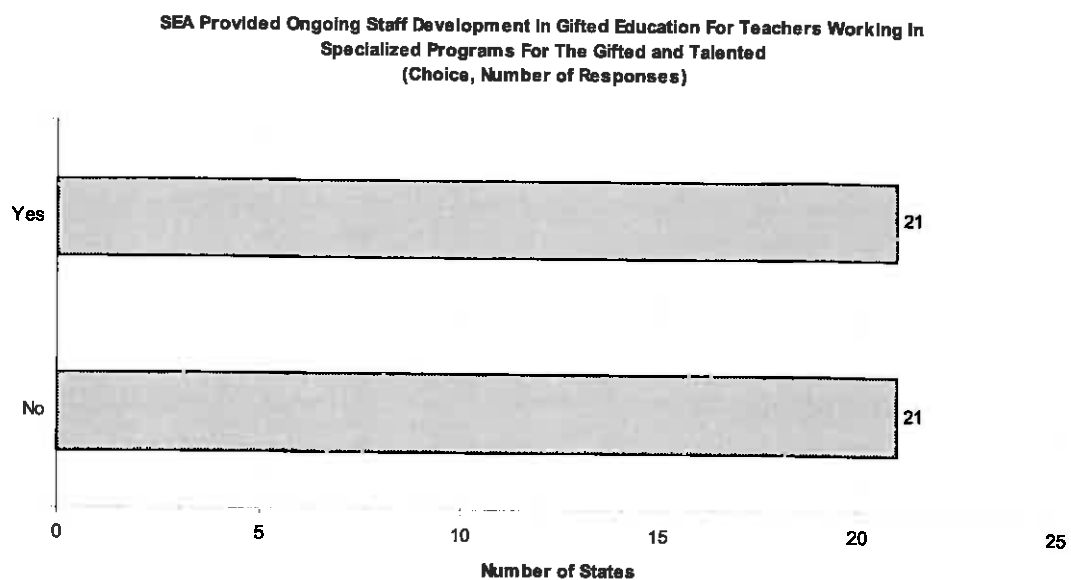
Summary

Respondents were asked to indicate whether the SEA provided ongoing staff development in gifted education for teachers working in specialized programs for the gifted and talented. 42 states responded.

Findings

21 states indicated that the SEA provided ongoing staff development in gifted education for teachers working in specialized programs for the gifted and talented.

21 states indicated that the SEA did not provide ongoing staff development in gifted education for teachers working in specialized programs for the gifted and talented.



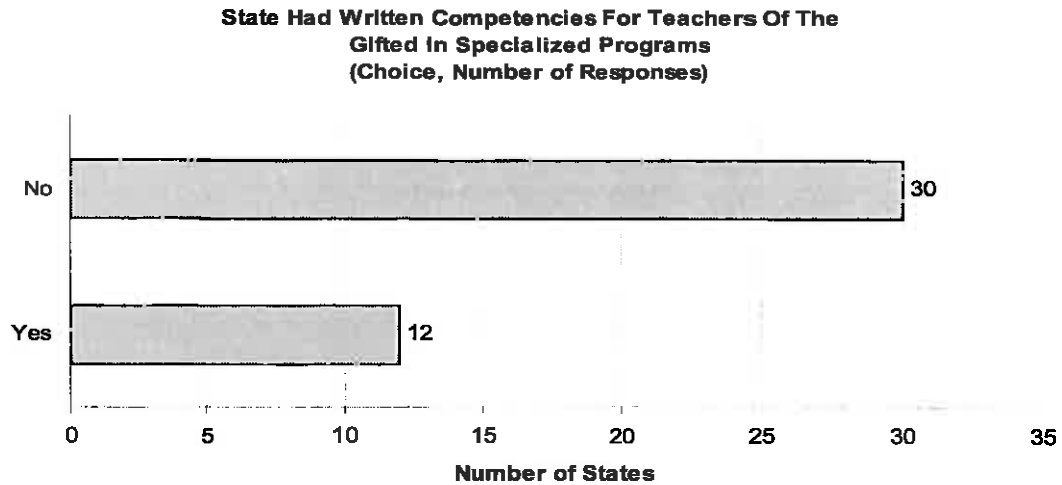
PERSONNEL PREPARATION – Written Competencies

Summary

Respondents were asked to indicate whether their state had written competencies for teachers of the gifted in specialized programs. 42 states responded.

Findings

12 states had written competencies for teachers of the gifted in specialized programs;
30 states did not.



State	Personnel Preparation										
	Estimated Percent Of Regular Classroom Teachers Who Had 3 Or More Course Semester Credit Hours (Or Its Equivalent) In Gifted Education									SEA Provided Staff Development In Gifted Education For Regular Classroom Teachers	Number Of Times Staff Development In Gifted Education Offered To Regular Classroom Teachers
	0%	1- 10%	11- 20%	21- 30%	31- 40%	41- 50%	51- 60%	61- 70%	70% or more		
Alabama		X								Yes	Varies...at least 2
Alaska										No	
Arizona*	X									No	
Arkansas		X								Yes	1
California				X						No	
Colorado		X								No	
Connecticut		X								Yes	Varies
Delaware			X							Yes	One to two times per year
Florida			X							No	
Georgia**	X									Yes	Varies
Hawaii											
Idaho											
Illinois		X								Yes	Approximately 20
Indiana		X								Yes	
Iowa										Yes	When invited
Kansas				X						No	
Kentucky										Yes	
Louisiana		X								Yes	Upon request
Maine			X							No	
Maryland		X								Yes	State conference (annual), other - - two times
Massachusetts		X								No	
Michigan											
Minnesota											
Mississippi		X								No	
Missouri		X								No	
Montana						X				Yes	5
Nebraska						X				Yes	50
Nevada											
New Hampshire										No	
New Jersey	X									No	
New Mexico		X								No	
New York											
North Carolina										Yes	Multiple times throughout the year. This varies from year to year depending on budget initiatives
North Dakota		X								No	

State	Personnel Preparation										
	Estimated Percent Of Regular Classroom Teachers Who Had 3 Or More Course Semester Credit Hours (Or Its Equivalent) In Gifted Education									SEA Provided Staff Development In Gifted Education For Regular Classroom Teachers	Number Of Times Staff Development In Gifted Education Offered To Regular Classroom Teachers
	0%	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	70% or more		
Ohio										No	
Oklahoma		X								Yes	100
Oregon		X								Yes***	Varies by university TAG regional planning groups (RPG) (each covers certain counties, some events are across RPGs where the 6 pool funds to bring in a national expert)
South Dakota		X								No	
Tennessee		X								No	
Texas										No+	Multiple
Utah											
Vermont		X								No	
Virginia										No	
Washington											
West Virginia											
Wisconsin	X									No	
Wyoming		X								No	
Washington DC		X								Yes	3
Total											
	4	22	3	2	0	2	0	0	0	Yes	18
										No	24
										NR†	9
											1-100

* AZ: A gifted endorsement is required of individuals whose primary responsibility is teaching gifted students. I could not accurately estimate this question at this specific time, therefore I chose zero.

**GA: Data to answer this question were not available to accurately answer this question.

***OR: Only by way of regional TAG grants.

+TX: Education Service Centers (ESCs) do.

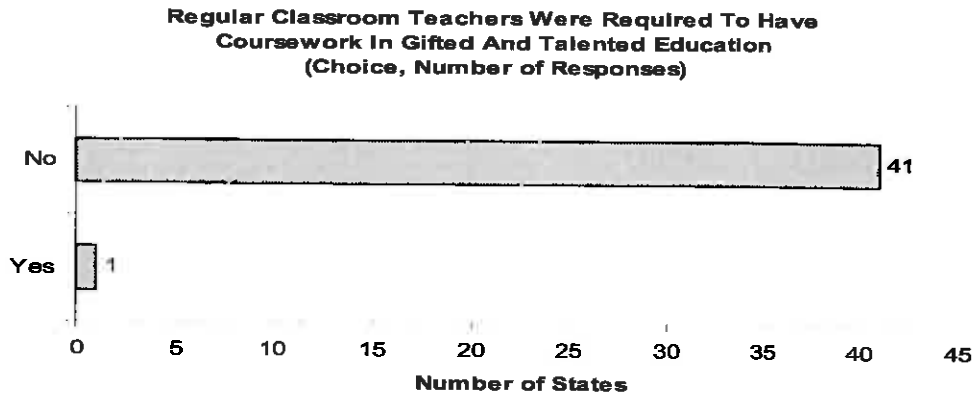
PERSONNEL PREPARATION – Regular Classroom Teachers

Summary

Respondents were asked to indicate whether regular classroom teachers were required to have coursework in gifted and talented education. 42 states responded.

Findings

41 states did not require regular classroom teachers to have coursework in gifted and talented education; 1 state required regular classroom teachers to have such coursework.



Summary

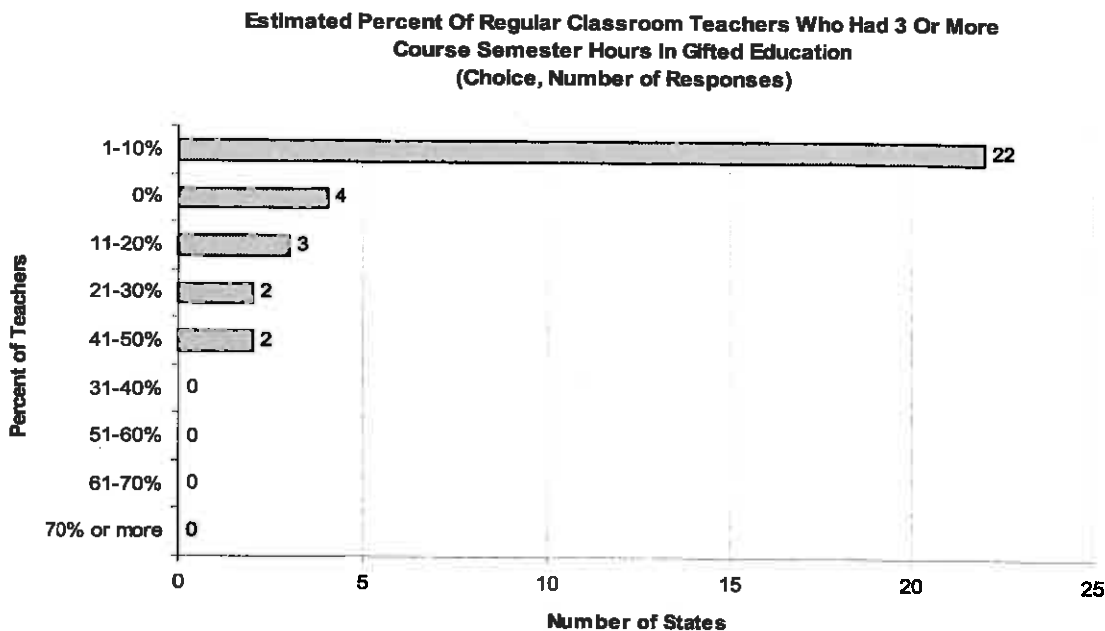
Respondents were asked to estimate the percent of regular classroom teachers who had 3 or more course semester credit hours (or its equivalent) in gifted education.

Findings

Respondents Indicated

4 states indicated that 0 percent of regular classroom teachers had 3 or more course semester credit hours (or its equivalent) in gifted education.

22 states had 1-10 percent; 3 states had 11-20 percent; 2 states had 21-30 percent; 0 states had 31-40 percent; 2 states had 41-50 percent; 0 states had 51-60 percent; 0 states had 61-70 percent; and 0 states had 70 percent or more of regular classroom teachers who had 3 or more course semester credit hours (or its equivalent) in gifted education.



PERSONNEL PREPARATION – Staff Development (Regular Classroom Teachers)

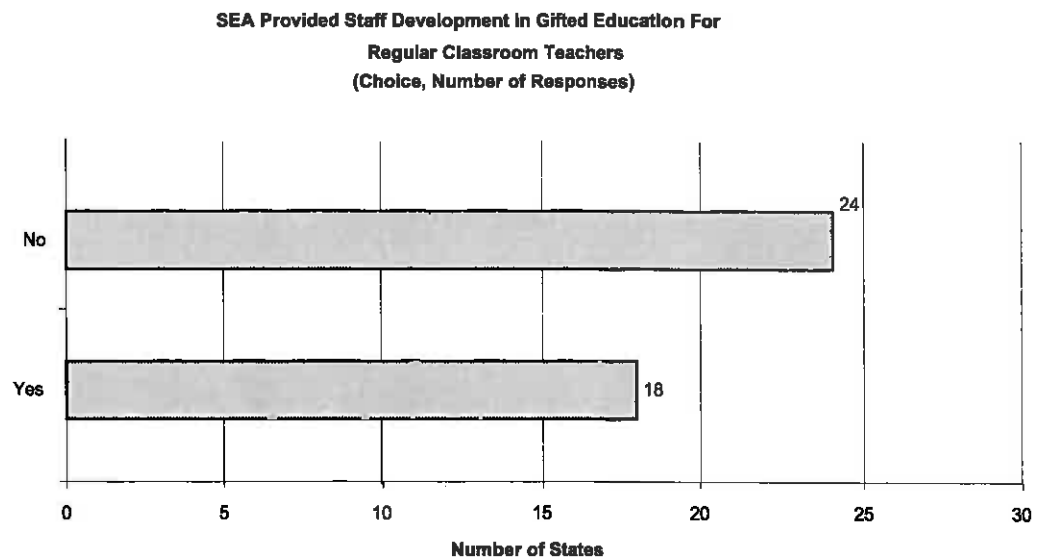
Summary

Respondents were asked to indicate whether the SEA provided staff development in gifted education for regular classroom teachers. 42 states responded.

Findings

24 states did not provide staff development in gifted education for regular classroom teachers.

18 states did provide staff development in gifted education for regular classroom teachers.



STATE AND NATIONAL FUNDING

STATE and NATIONAL FUNDING – Federal Javits Grant to SEAs

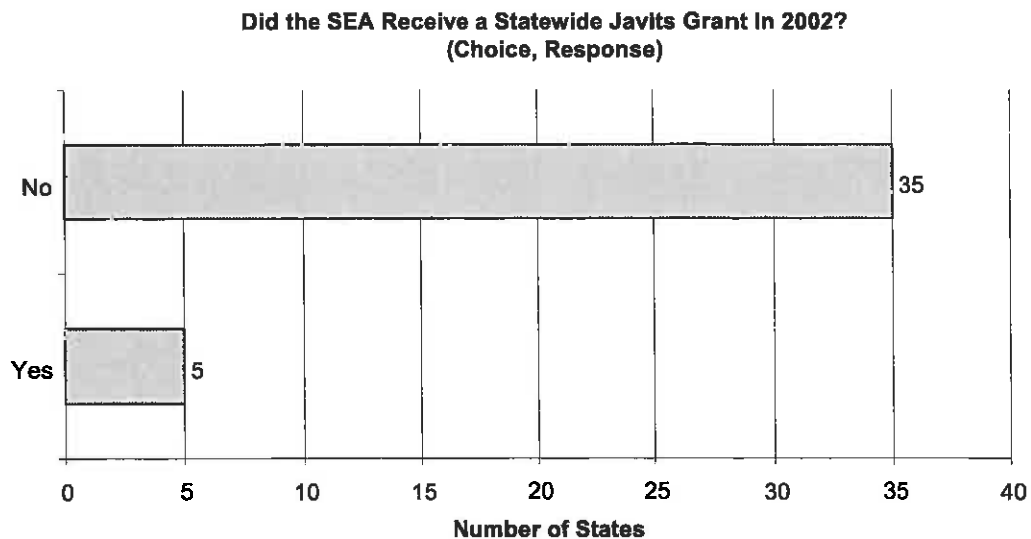
Summary

Respondents were asked to indicate whether their SEA received a statewide Javits Grant in 2002.
40 states responded.

Findings

35 states did not receive a statewide Javits Grant in 2002.

5 states received a statewide Javits Grant in 2002.



State	State And National Funding (Federal Javits Grants to SEA)			
	SEA Received A Statewide Javits Grant In 2002	Grades Targeted	Number Of Students Reached	Primary Purposes Of The Grant
Ohio	No	K-6	720	
Oklahoma	No			
Oregon	No			On a per identified student basis gross inequities in funding for TAG from district to district within the state as well as in comparison to most other states.
Pennsylvania	Yes	K-12	Javits project just started; no data on numbers of students yet.	1. Build state capacity for professional development. 2. Increase identification, advancement, and achievement in rural gifted students. 3. Scale-up summer programs and mathematics programs for gifted students. 4. Provide networking opportunities for highly gifted.
Rhode Island	No			
South Carolina	No			
South Dakota	No			
Tennessee	No	Not Applicable	Not Applicable	Not Applicable
Texas	No			
Utah				
Vermont	No			
Virginia	No			
Washington				
West Virginia				
Wisconsin	No			
Wyoming	No			
Washington DC	No			
Total				
	Yes	5		
	No	35		
	NR†	11		

*GA: The most recent Javits project information may be obtained from the Atlanta City Schools, Dr. Sharon Jones.

+MS: The U.S. Department of Education reports that the SEA received a Javits Grant in 2002.

†NR: No response.

State	State And National Funding (Federal Javits Grants to SEA)			
	SEA Received A Statewide Javits Grant In 2002	Grades Targeted	Number Of Students Reached	Primary Purposes Of The Grant
Alabama	No			
Alaska	No			
Arizona	No			
Arkansas				
California	No			
Colorado	No			
Connecticut	Yes	K-8	Unknown	The purpose of Project CONN-CEPT is two fold. First, it is to develop high quality curriculum for gifted and talented students. Second, it is designed to build capacity among the state's classroom and gifted education teachers to serve the needs of all students, including those who are gifted and talented.
Delaware	No			
Florida	No			
Georgia*	No			
Hawaii				
Idaho				
Illinois	No			
Indiana	Yes			
Iowa	No			
Kansas	No			
Kentucky	No			
Louisiana	Yes	Statewide Pre-K through Grade 12 teachers of the gifted	25,000	Because of poor test scores and lack of organized staff development, the project will develop statewide staff development through blackboard.com, mentorships, and summer training.
Maine	No			
Maryland	No			
Massachusetts	No			
Michigan				
Minnesota				
Mississippi	Yes+			
Missouri	No			
Montana	No			
Nebraska	No			
Nevada				
New Hampshire				
New Jersey	No			
New Mexico	No			
New York				
North Carolina	No			
North Dakota	No			

STATE and NATIONAL FUNDING – Federal Javits Grants to LEAs

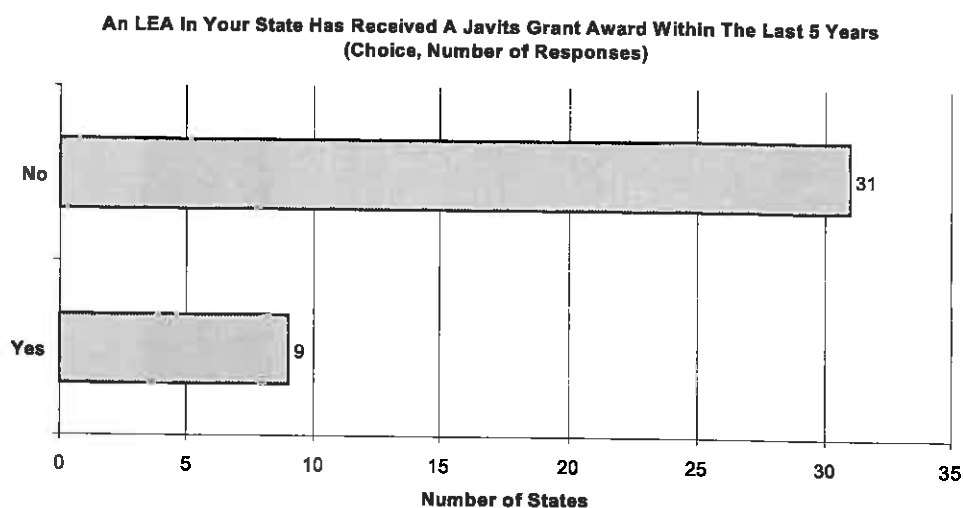
Summary

Respondents were asked to indicate whether an LEA in their state had received a Javits Gifted and Talented Education Program Project Grant Award within the last 5 years. 40 states responded.

Findings

31 states indicated that an LEA in their state had not received a Javits Gifted and Talented Education Program Project Grant Award within the last 5 years.

9 states indicated that an LEA in their state had received a Javits Gifted and Talented Education Program Project Grant Award within the last 5 years.



State	State And National Funding (Federal Javits Grant to LEAs)					Project Objective
	An LEA In State Has Received A Javits Gifted And Talented Education Program Project Grant Award Within Last 5 Years	Grades Served	Length Of Project In Years	Total Funds In Grant	Total Number Of Students Affected	
New Jersey	No					
New Mexico	No					
New York	No					
North Carolina	No					
North Dakota	No					
Ohio	Yes	K-6	3	\$222,000	720	To facilitate the systematic valid and reliable identification of potentially gifted students in visual and performing arts and to provide appropriate instructional support and services to these students and families.
Oklahoma	No					
Oregon	No					
Pennsylvania	No					
Rhode Island	No					
South Carolina	No					
South Dakota	No					
Tennessee	No					
Texas	Yes	Not available in our office				
Utah						
Vermont	No					
Virginia	No					
Washington						
West Virginia						
Wisconsin	No					
Wyoming	No					
Washington DC	No					
Total	Yes	9				
	No	31				
	NR†	11				

†NR: No response.

State	State And National Funding (Federal Javits Grants to LEAs)				
	An LEA In State Has Received A Javits Gifted And Talented Education Program Project Grant Award Within Last 5 Years	Grades Served	Length Of Project In Years	Total Funds In Grant	Total Number Of Students Affected
Alabama	No				
Alaska					
Arizona	No				I am not aware, at this specific time, if any Javits Grant projects have been funded in this state in the past 5 years.
Arkansas					
California	No				
Colorado	Yes	Phase 1: grades 1-6; phase 2: grades 1-8	3	\$665,000	350-500
Connecticut	No				To increase the number of identified g/t students in traditionally underserved schools. To increase achievement in literacy for the targeted identified student clusters. To provide professional development and coaching for teachers of the identified g/t cluster groups.
Delaware	No				
Florida	No				
Georgia	Yes				
Hawaii					
Idaho	No				
Illinois	Yes				
Indiana	Yes				
Iowa	Yes				
Kansas	No				
Kentucky	Yes				
Louisiana	No				
Maine	No				
Maryland	No				
Massachusetts	Yes	4 through 6	3	Approximately \$650,000	1,000
Michigan					To prepare upper elementary students for academically advanced work in the city's examination schools serving grades 7-12.
Minnesota					
Mississippi	Yes	1-10	3	\$826,959	Identification of intellectually gifted in grades 1-6, and case-by-case identification of students in grades 7-8 in 9 districts; direct student service to 80 academically gifted students in math and science in grades 5-10 during summer institutes; professional development for 90 teachers of grades 5-8.
Missouri	No				
Montana	No				
Nebraska	No				
Nevada					
New Hampshire					

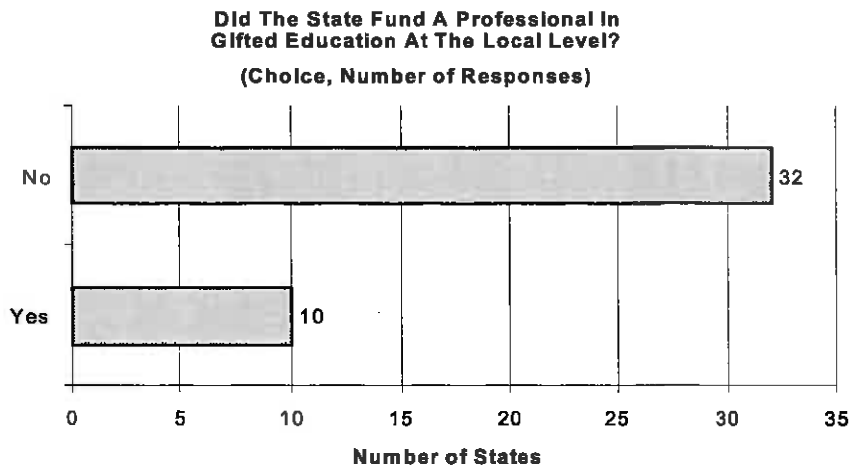
STATE and NATIONAL FUNDING - State-Funded Professionals

Summary

Respondents were asked to indicate whether the state funded professionals in gifted education at the local level (regional or intermediate education agency, local district) who provided technical support and assistance to school-based educators. 42 states responded.

Findings

32 states indicated their state did not fund such professionals.
10 states indicated their state did fund such professionals.

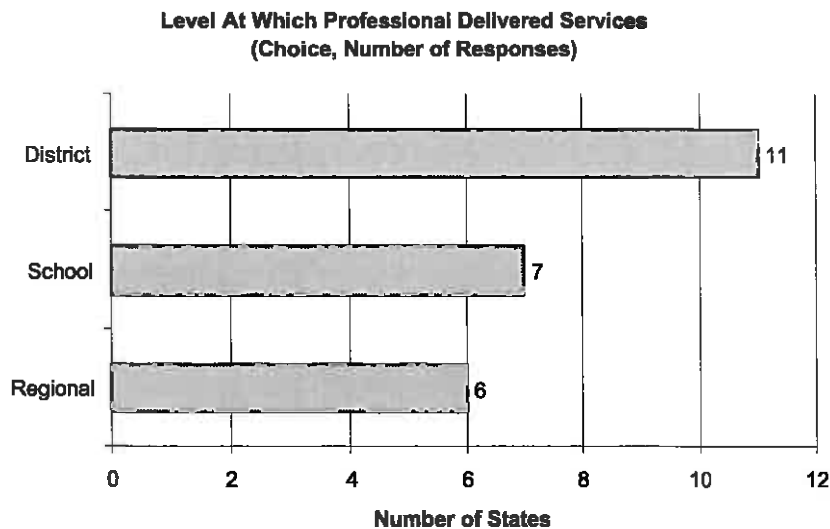


Summary

Respondents were asked to indicate the level at which the professional delivered services.

Findings

11 states indicated the district level.
7 states indicated the school level.
6 states indicated the regional level.



STATE and NATIONAL FUNDING - Other Sources of Funds

Summary

Respondents were asked to indicate what funding sources were available if state funds were not specifically allocated for gifted/talented education.

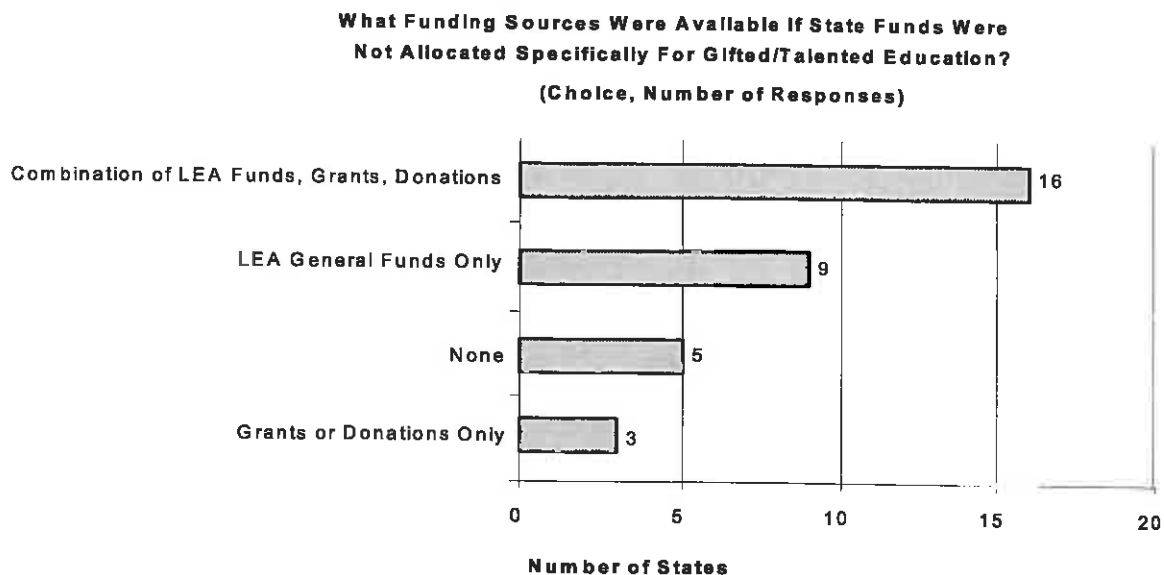
Findings

16 states indicated combination of LEA funds, grants, and donations.

9 states indicated LEA general funds only.

5 states indicated none.

3 states indicated grants or donations only.



State	State And National Funding (State-Funded Professionals, Other Fund Sources)									
	Available Funding Sources If State Funds Were Not Specifically Allocated For G/T Education					Level At Which Professional Services				
	None	LEA General Funds Only	Grants Or Donations Only	Combination Of LEA Funds, Grants, Donations	Other	State Funded Professional In Gifted Education At The Local Level (Regional Or Intermediate Education Agency, Local District) Who Provided Technical Support And Assistance To School-Based Educators	Regional	District	School	
New Hampshire		X	X		Not through the SEA.	No				
New Jersey		X	X	X	0	No				
New Mexico				X		No				
New York						No				
North Dakota						No				
Ohio		X				Yes		X		X
Oklahoma					Not applicable.	No				
Oregon		X			If successful with specific grants dealing with TAG.	No				
Pennsylvania					Local taxes, a portion of state special education funds may be used, and general subsidy funds.	Yes	X	X		X
Rhode Island				X	Federal Professional Development Title II Part A funds.	No				
South Carolina					Not Applicable.	No		X		
South Dakota				X		No				
Tennessee				X	In addition to the State Funding for Special Ed identified Gifted	No				
Texas					Not applicable- state funds are allocated	Yes**	X			
Utah										
Vermont				X		No				
Virginia	X					No				
Washington										
West Virginia						No				
Wisconsin		X				No				
Wyoming	X					No				
Washington DC	X					Yes	X	X		X
Total	5	9	3	16		Yes	6	11	7	
						No				
						NR†				

*KS: School districts decide who administers the program. Most are G/T coordinators with endorsements. Some are administrators with requirements. LEAs may choose to use general funds or G/T funding for salaries – local school district decision.

**TX: Partially funds

†NR: No response.

State And National Funding (State-Funded Professionals, Other Fund Sources)									
Available Funding Sources If State Funds Were Not Specifically Allocated For G/T Education					State Funded Professional In Gifted Education At The Local Level (Regional Or Intermediate Education Agency, Local District) Who Provided Technical Support And Assistance To School-Based Educators				
None	LEA General Funds Only	Grants Or Donations Only	Combination Of LEA Funds, Grants, Donations	Other	Level At Which Professional Services		Level At Which Professional Services		School
					Regional	District			
Alabama	X								
Alaska			X						X
Arizona			X	State funds are currently specifically allocated for gifted education.					
Arkansas									
California									
Colorado			X			X			
Connecticut	X								X
Delaware	X		X						
Florida									X
Georgia									
Hawaii				Not applicable.					X
Idaho									
Illinois			X						
Indiana			X						
Iowa									
Kansas				State funds available		X			
Kentucky									
Louisiana	X	X	X						
Maine				State based on program costs					
Maryland				Not applicable.					
Massachusetts			X	Federal funding for AP fee reduction and Advanced Placement Incentive Program					
Michigan									
Minnesota									
Mississippi				Not applicable.					
Missouri				They are specifically allocated.					
Montana	X		X	Advanced Placement Incentive Program funding.					
Nebraska			X	Combination of LEA funds, grants, donations.					
Nevada									

STATE and NATIONAL FUNDING – Where Funds Are Channeled

Summary

Respondents were asked to indicate sources to which funds were channeled.

Findings

16 states indicated to all LEAs by mandate.

9 states indicated to all LEAs through discretionary funding, based on application.

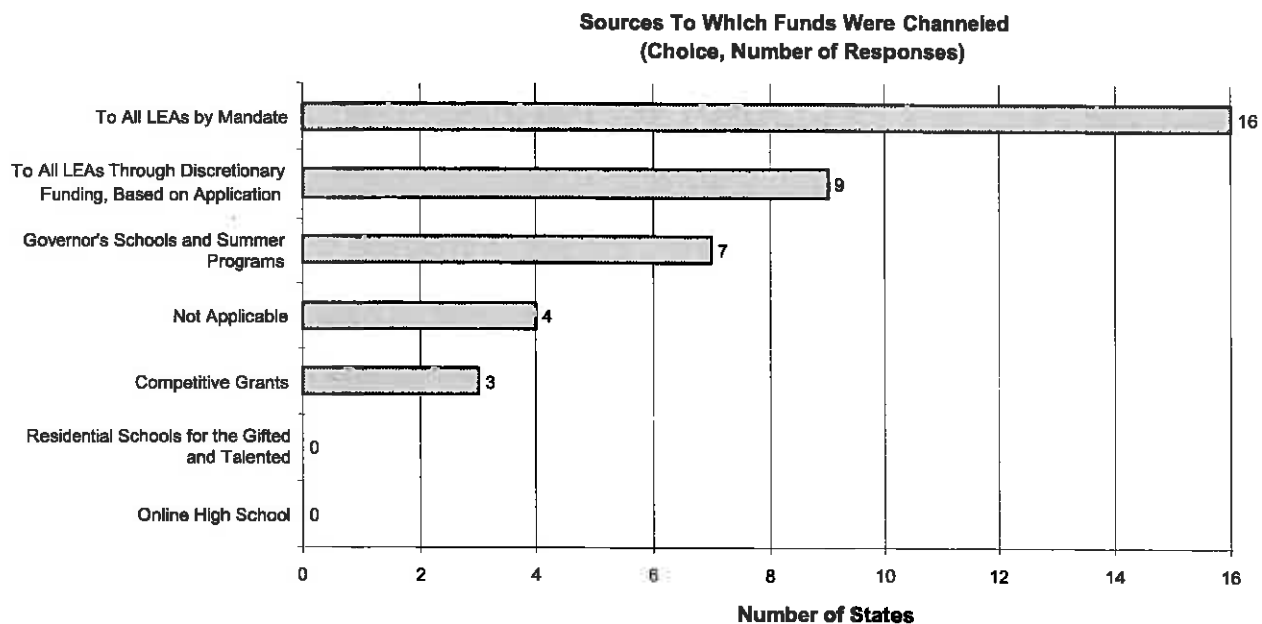
7 states indicated to governor's schools and summer programs.

4 states indicated not applicable.

3 states indicated competitive grants.

0 states indicated residential schools for the gifted and talented.

0 states indicated online high school.



State	State And National Funding									
	Where Funds Are Channeled									
	To All LEAs By Mandate	To All LEAs Through Discretionary Funding, Based On Application	Competitive Grants	Governor's Schools And Summer Programs	Residential Schools For The Gifted And Talented	Online High School	Not Applicable	Other	Explanation	
Pennsylvania				X					Only Governor's Schools and Regional Summer Schools of Excellence receive funding. There is no funding for gifted education during the regular school year.	
Rhode Island								SEA	No pass through of funds to LEAs. Funds, when available (none this year), are used by the SEA to support statewide professional development.	
South Carolina	X									
South Dakota							X		The state does not provide any funding to school districts for gifted education.	
Tennessee								To LEAs based on census count from the previous year through Special Education fund disbursements.		
Texas	X							Set-aside amount to state G/T office.	Self-explanatory.	
Utah										
Vermont				X					There are no regular SEA funds set aside for gifted education. The \$90,000 in 2001-2002 was left over Goals 2000 money (federal \$\$). Previous awards to gifted was on a case-by-case basis, usually supporting, in part, a state conference on gifted or the mailing of a gifted newsletter written by members of the Vermont Council for Gifted Education. There is some SEA funding for Governor's schools, but I don't have an amount there.	
Virginia	X									
Washington										
West Virginia										
Wisconsin										
Wyoming							X			
Washington DC							X			
Total	16	9	3	7	0	0	4			

State And National Funding									
State	Where Funds Are Channeled								Explanation
	To All LEAs By Mandate	To All LEAs Through Discretionary Funding, Based On Application	Competitive Grants	Governor's Schools And Summer Programs	Residential Schools For The Gifted And Talented	Online High School	Not Applicable	Other	
New Hampshire								State funding Adequacy grant for all students/Not applicable to G/T categories.	
New Jersey							X		There are no funds.
New Mexico	X							Non-categorical.	The funds for gifted students are sent to the districts with all other special education funds as part of their operating budgets. Only the IDEA funds are categorical.
New York	X								All districts are eligible as long as they use funds for gifted education.
North Carolina	X								Our state provides financial support for all AIG programs in the state based on 4 percent of Average Daily Membership. Governor school receives additional funding as well as the school for Science/Math and Summer Ventures Program – Each has its own criteria.
North Dakota				X				To LEAs through local special ed administrative unit.	
Ohio	X	X		X				To LEAs for assessment money for identification and through LEAs through discretionary funding based on application units.	
Oklahoma	X								Our funds are not appropriations. The amount GENERATED for 1999-2000 was \$85,108,637; for 2000-2001, \$68,610,605; and for 2001-2002, \$69,502,516.
Oregon								University based TAG regional planning groups.	

State	State And National Funding									
	Where Funds Are Channelled									
	To All LEAs By Mandate	To All LEAs Through Discretionary Funding, Based On Application	Competitive Grants	Governor's Schools And Summer Programs	Residential Schools For The Gifted And Talented	Online High School	Not Applicable	Other	Explanation	
Florida	X		X	X						
Georgia	X									
Hawaii										
Idaho										
Illinois	X									
Indiana		X								
Iowa										
Kansas	X									
Kentucky	X									
Louisiana	X									
Maine	X	X								
Maryland		X	X							
Massachusetts		X								
Michigan										
Minnesota										
Mississippi										
Missouri		X		X				To LEAs based upon gifted student count. AP/IB exam fee reimbursement and Dual Credit tuition reimbursement if students score in the top two levels of our state mandated high school exams.		
Montana		X							Money is divided equally among successful applicants, weighted for larger districts. (Districts with school population of 2,300 or more receive 2x districts with school population under 2,300.)	
Nebraska		X							LEAs apply for funding, for base funds or base and matching funds.	
Nevada										

State And National Funding

State	Where Funds Are Channeled							
	To All LEAs By Mandate	To All LEAs Through Discretionary Funding, Based On Application	Competitive Grants	Governor's Schools And Summer Programs	Residential Schools For The Gifted And Talented	Online High School	Not Applicable	Other
Alabama							X	
Alaska	X							
Arizona	X							
								The total allocation for additional assistance funding is allocated by formula for all non-transporting public school districts. Districts in compliance with the gifted mandate, and submit evidence that all district teachers are working toward obtaining the appropriate certification endorsement as required by the state board may apply for additional funding for gifted programs equal to (in FY '03) \$45.23 per pupil for 3% of the district's student count, or \$1,000, whichever is more. The allocations of those district that choose not to apply for funds may be re-allocated to those districts that have applied, based on the same formula.
Arkansas				X				To LEA.
California		X						
Colorado								An administrative unit means a school district with over 4000 students or over 400 special education students; has filed the appropriate documents to request administrative unit status; has been approved as an administrative unit.
Connecticut								There are NO funds in CT for gifted education.
Delaware	X	X	X	X				Delaware has multiple streams of funding into districts. Those include but are not limited to consolidated grants that are submitted to the state to access federal money. State money is allocated based on the unit count of students on September 30. Money that may be used for programs for gifted students is allocated in an academic excellence block of money that also includes reading, math, social studies, science, world languages, the arts, physical education, career development programs, limited English proficiency, school climate and programs for non proficient students.

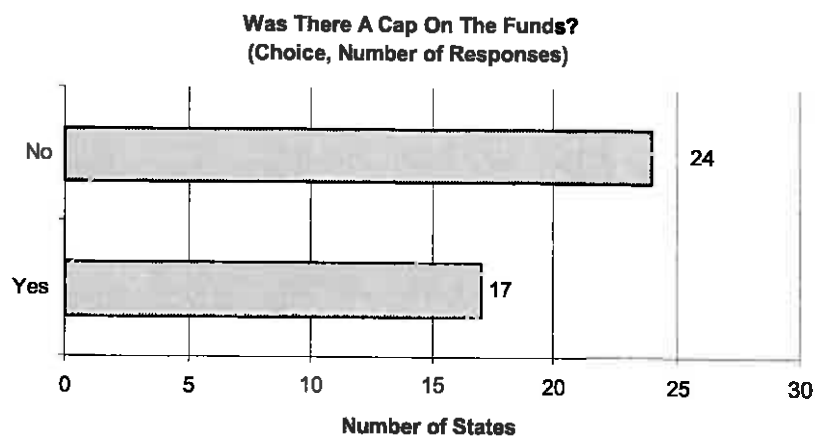
STATE and NATIONAL FUNDING – Funding Cap

Summary

Respondents were asked to indicate whether there was a cap on the funds. 40 states responded.

Findings

24 states did not have a funding cap; 17 states did have a funding cap.



State	State And National Funding				
	Funding Cap	Basis Of State Funding Formula			
		Percent Of Identified Students	Percent Of Average Daily Attendance	Teacher Units	Other
Oklahoma	Yes				No cap on Category 1 (students identified with scores in the top 3% of a nationally standardized test of intellectual ability. All of the students who are identified in this manner create funding for the district) For Category 2 students, who are identified using multi-criteria (specific academic ability, creativity, leadership, etc.). There is a funding cap of up to 8% of the district's Average Daily Membership (ADM). Districts may identify by multi-criteria and serve as many students as they have programs for, but will receive funding for only up to the cap.
Oregon	No				There is no cap because there is no funding.
Pennsylvania	No				
Rhode Island	No				
South Carolina	No				Number of identified students served the previous year.
South Dakota	No				
Tennessee	No				
Texas	Yes		X		
Utah					
Vermont	No				No reasoning behind any monies received.
Virginia	Yes**				Percent of Average Daily Membership (ADM).
Washington					
West Virginia					
Wisconsin	No				Not applicable.
Wyoming	No				
Washington DC	No				
Total	Yes	17	1	8	1
	No	24			
	NR†	10			

* MD: There is a cap on incentive (competitive) grants, but no cap on professional development grants (weighted funding).

**VA: Yes, the budget deficit is the funding cap.

†NR: No response.

State	State And National Funding				
	Funding Cap	Basis Of State Funding Formula			
		Percent Of Identified Students	Percent Of Average Daily Attendance	Teacher Units	Other
Alabama	No				
Alaska					
Arizona	Yes		X		
Arkansas	Yes		X		
California	Yes		X		
Colorado	Yes				
Connecticut	No				There is no cap in Connecticut because there is no funding.
Delaware	Yes				
Florida	No				See funding formula response.
Georgia	No				
Hawaii					
Idaho					
Illinois	Yes		X		
Indiana	No		X		
Iowa	No				School districts are required to match at least 1/4 of funding formula. Many match more money, but it is a local school district decision.
Kansas	No				
Kentucky	Yes				District population.
Louisiana	No				
Maine	Yes				
Maryland	No*				\$8 million available for distribution on competitive basis.
Massachusetts	Yes				Discretionary competitive grants; no formula.
Michigan					
Minnesota					
Mississippi	Yes			X	
Missouri	Yes				By statute we cannot reimburse in excess of 75% of the cost of the gifted program.
Montana	No				
Nebraska	Yes	X			Percent of identified students or 10% of the populations, whichever is less.
Nevada					
New Hampshire					
New Jersey	No				
New Mexico	No				Number of students x service level.
New York	No		X		\$196 of 3 percent of the average daily attendance.
North Carolina	Yes		X		
North Dakota	Yes				Set by legislature.
Ohio	No				

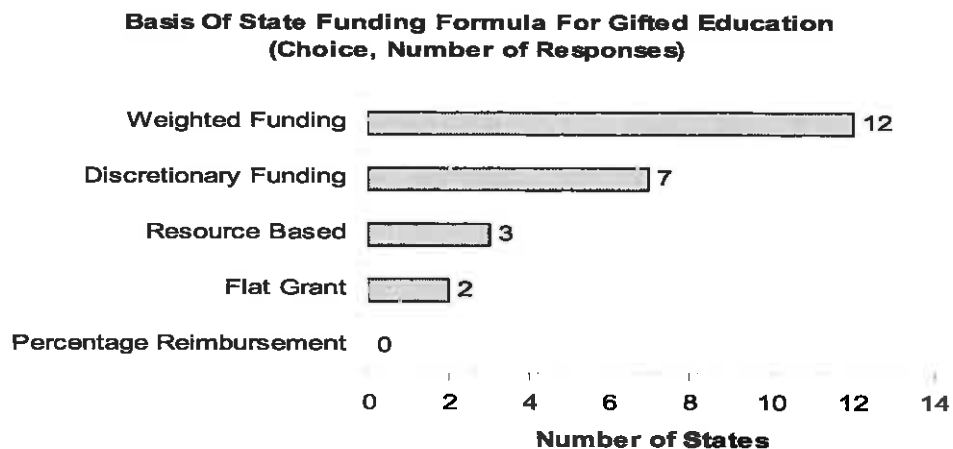
STATE and NATIONAL FUNDING – Basis for Formula

Summary

Respondents were asked to indicate the basis of their funding formula for gifted education.

Findings

- 12 states indicated weighted funding.
- 7 states indicated discretionary funding.
- 3 states indicated resource based.
- 2 states indicated flat grant.
- 0 states indicated percentage reimbursement.

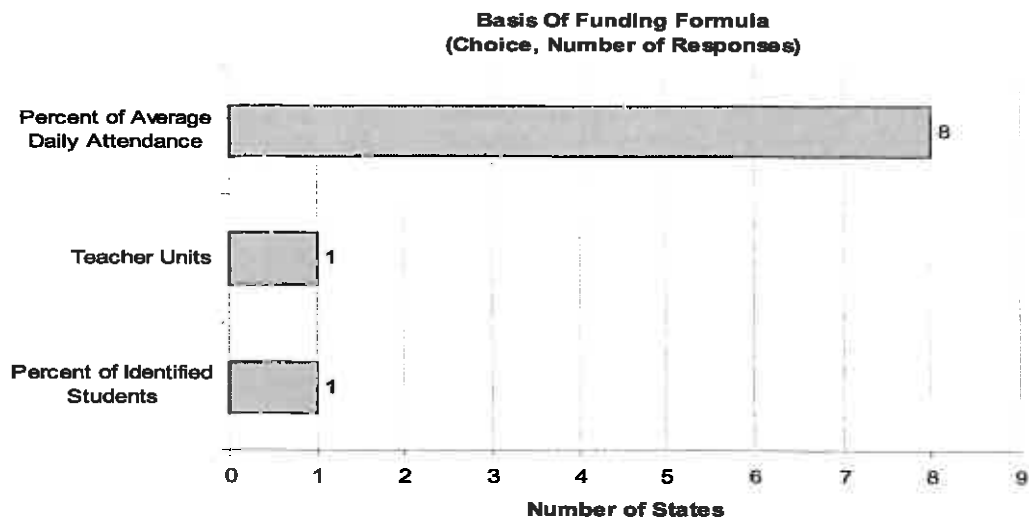


Summary

Respondents were asked to indicate the basis of the funding formula.

Findings

- 8 states indicated percent of average daily attendance.
- 1 state indicated percent of identified students.
- 1 state indicated teacher units.



State	State And National Funding (State Formula)					
	Basis Of Funding Formula For Gifted Education					Other
	Discretionary Funding	Weighted Funding	Flat Grant	Percentage Reimbursement	Resource Based	
Mississippi					X	Funding is figured based on the specific education resources, such as staff or classroom units.
Missouri	X					Districts apply for state funds and send a plan for how funds will be used.
Montana	X					Districts apply for state funds and send a plan for how funds will be used.
Nebraska		X				State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.
Nevada						
New Hampshire						
New Jersey						
New Mexico		X				State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure. Same as the special education funding level.
New York		X				
North Carolina		X				State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.
North Dakota						Lump sum set by state legislature.
Ohio					X	Funding is figured based on the specific education resources, such as staff or classroom units.
Oklahoma		X				State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.
Oregon						Legislature determines amount to be used for TAG professional development/resources by region. NO money specific to TAG goes to districts.
Pennsylvania						Funds are for 9 summer Governor's Schools and 15 Summer Schools of Excellence.
Rhode Island						None.
South Carolina		X	X			State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure. A state provides a specific amount per student, with all districts receiving the same amount. The allocation for G/T is based on a Weighted Pupil Unit (.30 x base student cost). Districts then receive that funding based on the number of students served the previous year. South Carolina has a base student cost. The Gifted and Talented academic allocation is .30 times the Base Student Cost. The Base Student Cost changes each year.
South Dakota						There is no funding for gifted education from the state.
Tennessee		X				State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure. State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.
Texas		X				State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.
Utah						
Vermont						No reasoning behind any monies received
Virginia						State share of a teacher for each 1000 students tied to the state's computed salary for elementary and secondary teachers.
Washington						
West Virginia						
Wisconsin						Not Applicable.
Wyoming			X			A state provides a specific amount per student, with all districts receiving the same amount.
Washington DC						
Total	7	12	2	0	3	

State And National Funding (State Formula)

State	Basis Of Funding Formula For Gifted Education					
	Discretionary Funding	Weighted Funding	Flat Grant	Percentage Reimbursement	Resource Based	Other
Alabama						No Funding.
Alaska						Districts receive an additional 20% over their annual state foundation funding to serve special needs students (gifted, special ed., voc. ed., and Bilingual).
Arizona						Eligible districts may apply to the department of education for additional funding for gifted programs equal to \$45.23 (for FY03) per pupil for 3% of the district's student count, or \$1,000, whichever is more.
Arkansas		X				State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.
California	X					Districts apply for state funds and send a plan for how funds will be used.
Colorado	X					Districts apply for state funds and send a plan for how funds will be used.
Connecticut						
Delaware						
Florida						
Georgia						Districts receive a lump exceptional student educ allocation & determine locally how it will be distributed. Not a discretionary grant; local school systems do not apply for funding. Most like "weighted funding," with the following difference: "Georgia's Quality Basic Education Act specifies funding formulas for allocating state funds to local school systems based on the number of full-time equivalent (FTE) students enrolled in various class types. There are 19 different classifications of instruction, each with its own funding weight. In order to calculate funding amounts, local school systems are required to submit to the Department of Education the number of FTE students in each class type. The FTE counts identify each student's assigned class type for each of the six instructional segments comprising the school day. A total of six segments is equal to one FTE student. Gifted Education is one of the weighted funding categories, but, as stated above, the FTE count is not a tally of students in the traditional sense. It is a tally of segments of instruction in that class type. One Gifted FTE might be one student who is receiving six segments of gifted-level instruction, or it may be six students who are receiving one segment each of the gifted-level instruction. As a weighted funding category, the Gifted FTE count generates more funds for local systems per instructional segment than regular education does. The current weight for gifted program instruction is 1.64, while the base weight (that which is allocated for regular high school instruction) is 1.0. That means that one FTE of general education instruction at the high school level generates \$2,292.90 for the local school system; one FTE of gifted education instruction generates \$3,753.71 for the local school system.
Hawaii						
Idaho		X				State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.
Illinois						Districts apply for state funds and send a plan for how funds will be used.
Indiana	X					State funding formula based on allowable growth as established by the legislature.
Iowa					X	Funding is figured based on the specific education resources, such as staff or classroom units.
Kansas						District population.
Kentucky						
Louisiana		X				State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.
Maine						Program costs and ability to pay.
Maryland	X	X				Districts apply for state funds and send a plan for how funds will be used. State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.
Massachusetts	X					Districts apply for state funds and send a plan for how funds will be used.
Michigan						
Minnesota						

STATE and NATIONAL FUNDING – State Funding

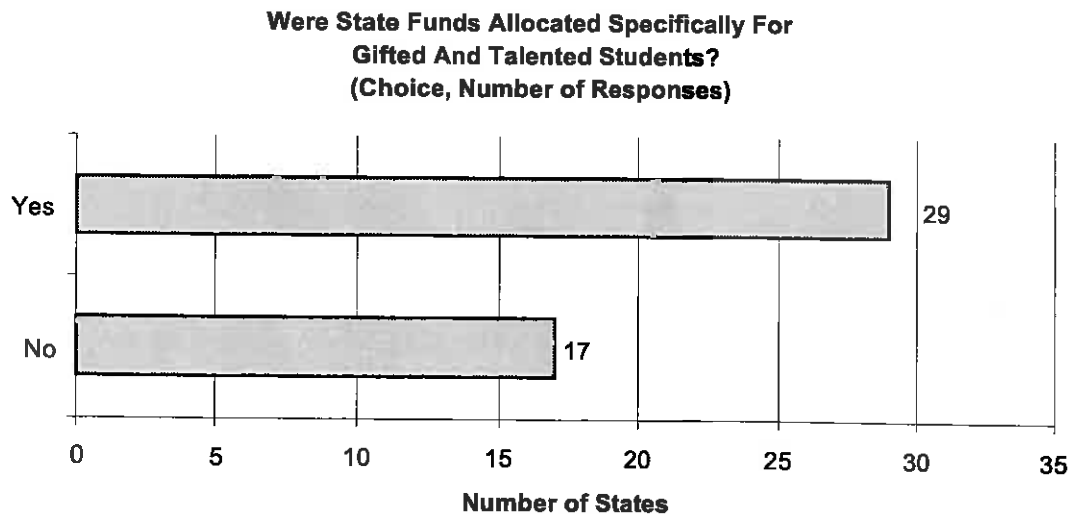
Summary

Respondents were asked to indicate whether state funds were allocated specifically for services to gifted/talented students. 45 states responded.

Findings

29 states allocated funds specifically for services to gifted/talented students.

17 states did not allocate funds specifically for services to gifted/talented students.



State	State And National Funding (State Funding)				
	State Funds Allocated Specifically For G/T Students	Amount Of Appropriation For G/T Education			
		1999-2000	2000-2001	2001-2002	
Tennessee	Yes	Not Available	Not Available	Not Available	
Texas	For students identified under Special Education (with an IEP)				
Utah	Yes	\$65,000,000	\$65,000,000	\$65,000,000	
Vermont	No	>\$5,000	\$5,000	\$90,000	
Virginia	Yes	\$21,579,208	\$23,030,475	\$23,175,154	
Washington	Yes	\$6,400,000	\$6,400,000	\$6,200,000	
West Virginia					
Wisconsin	No	Not Available	Not Available	Not Available	
Wyoming	Yes	\$870,584	\$878,844	\$823,349	
	Districts receive gifted and talented funds as a part of their prototypical funding per ADM, based on the district's three year rolling average. For the past several years this amount was \$9 per Average Daily Membership (ADM).				
Washington DC	No	No Funding	No Funding	No Funding	
Total	Yes	Range: 0-\$98,679,526	Range: 0-\$96,259,058	Range: 0-\$112,813,465	
	No				
	NRT				

†NR: No response

State	State And National Funding (State Funding)			
	Amount Of Appropriation For G/T Education			2001-2002
	State Funds Allocated Specifically For G/T Students	1999-2000	2000-2001	
Alabama	No	No Funding	No Funding	No Funding
Alaska	No	0	0	0
	20 percent of each district's state allocation is given to each district for special needs students - vocational education, bilingual, special education, and gifted. Each district gets their 20 percent for special needs students, but these funds can be spent on anything or any students - not just the special needs students. There is no categorical funding allocated specifically for gifted students.			
Arizona	Yes	Not Available	\$1,192,371 (Additional assistance funding for Gifted Education for allocation to eligible public school districts)	\$1,192,500 (Additional assistance funding for Gifted Education for allocation to eligible public school districts)
Arkansas	Yes	\$6,000,000	\$6,000,000	\$6,000,000
California	Yes	\$49,000,000	\$52,000,000	\$54,000,000
Colorado	Using general funds. This is being reduced to \$49 million.	\$5,559,000	\$5,500,000	\$5,369,000
Connecticut	Yes	No Funding	No Funding	No Funding
Delaware	No	No Funding	No Funding	No Funding
Florida	No	Cost embedded in Special Education costs	Cost embedded in Special Education costs	Cost embedded in Special Education costs
Georgia	Yes	\$98,679,526	\$96,259,058	\$112,813,465
Hawaii	Yes	\$5,283,486	\$5,391,507	\$5,363,976
Idaho	Yes	\$19,800,000	\$19,800,000	\$19,800,000
Illinois	Yes	\$6,859,129	\$6,859,129	\$6,859,129
Indiana	Yes	\$38 per students on certified enrollment of school district (total k-12 student enrollment)	\$40 per student on certified enrollment of district (total student enrollment k-12)	\$42 per student on certified enrollment of district (total k-12 student enrollment)
Iowa	Yes	\$10,250,560	\$9,673,478	\$9,777,724
Kansas	Yes	Not Available	Not Available	Not Available
Kentucky	Yes	\$7,000,000	\$7,000,000	\$7,000,000
Louisiana	Yes			
Maine	No			
	State funds are not allocated in advance of the districts spending the funds, so each year a new allocation is requested. Program costs and state subsidy - then sent to district as part of Special Education funds.			
Maryland	Yes	\$4,900,000	\$5,900,000	\$6,000,000
Massachusetts	No	\$2,700,000	\$2,700,000	\$1,200,000
		(includes AP, Dual Enrollment, and G/T competitive grants)	(includes AP, Dual Enrollment, and G/T competitive grants)	
Michigan		\$5,000,000	\$4,000,000	\$4,000,000
Minnesota				
Mississippi	Yes	Not Available	\$31,250,000	\$32,890,000

State	State And National Funding (State Funding)			
	State Funds Allocated Specifically For G/T Students	Amount Of Appropriation For G/T Education		
		1999-2000	2000-2001	2001-2002
Missouri	Yes	\$25,389,475	\$26,961,228	\$26,365,414
Montana	Yes	\$150,000	\$150,000	\$150,000
Nebraska	Yes	\$3,500,000	\$3,500,000	\$3,200,000
Nevada	No			
	Funds come in general fund allocation to school districts, which is under the discretion of the superintendent. Some choose to provide no services at all or limited services.			
New Hampshire	No	0	0	0
New Jersey	No	No Funding	No Funding	No Funding
New Mexico	Yes	Not Available	Not Available	Not Available
	Specific funding is provided to the districts based on the number of identified gifted. These are non-categorical flow-through funds and the districts are not required to use them exclusively for the benefit of gifted students.			
New York	Yes	\$14,246,471	\$14,358,202	\$14,141,103
North Carolina	Yes	\$42,289,447	\$44,068,164	\$45,338,579
North Dakota	Yes	\$200,000	\$200,000	\$200,000
Ohio	Yes	\$41,923,505	\$44,060,601	\$45,930,131
	Funding is allocated to units to serve children. Funding is for teachers and coordinators in school districts. Also, funding is allocated each year: summer programs \$1,000,000; governor's school \$70,000; and \$600,000 for research and development. Funding is allocated only to districts that apply and meet the criteria. Funding is for half a teacher of the gifted salary and half a gifted coordinator's salary.			
Oklahoma	Yes	\$65,108,637	\$68,610,605	\$69,502,516
	Weighted funding formula determines generated amount.	Refers to the amount of Gifted and Talented Funding generated.	Refers to the amount of Gifted and Talented Funding generated.	Refers to the amount of Gifted and Talented Funding generated.
Oregon	No	\$109,000	\$109,000	\$54,164
	Funds allocated are not directly to districts to provide direct services; funds are allocated for professional development and resources (available by teacher choice or district support to attend) to assist teachers to provide services (differentiated instruction) to gifted students.			
Pennsylvania	No	Do Not Know	\$2,264,000	\$2,492,000
	Funds are only for summer Governor's School Programs, which are often attended by gifted students.			
Rhode Island	No	\$20,000	\$20,000	\$5,150
South Carolina	Yes	\$28,783,276	\$31,491,164	\$31,491,164
South Dakota	No	No Funding	No Funding	No Funding

2001-2002 Gifted Education State Survey Report

APPENDIX A

THE 2001-2002 STATE OF THE STATES SURVEY

Full Name _____ Title _____

Address _____ City _____ State _____ Zip _____

Phone _____ E-mail _____

Fax _____

Were you the primary contact for gifted education in your state SEA in 2001-2002?

_____ Yes _____ no

If no, please indicate the name and contact information for the GT contact person in your state:

Name _____ Title _____

Address _____ City _____ State _____ Zip _____

Phone _____ E-mail _____

Fax _____

Follow the instructions that are in parentheses after each item.

Policy, Definition, and Identification

STATE EDUCATION AGENCY

1. Under which departments/divisions does your SEA include gifted/talented education?

(Check all that apply)

- _____ Special Education
- _____ Exceptional Students
- _____ General Education
- _____ Gifted and Talented (Separate from special or general education)
- _____ Curriculum and Instruction
- _____ Vocational/technical
- _____ Other (Please specify)

2. How many designated personnel have 100% of their time allocated to gifted/talented education?

3. a. How many designated personnel have partial responsibility for gifted/talented education?

b. For each person, indicate the percent of time allocated for gifted and talented programming

4. In my state, the duties of the gifted education office include responsibility for some general or other special education programs or projects.

_____ Yes _____ No

5. Rank order the three activities performed by the SEA designated personnel that consume the greatest amount of time in a regular workweek.

(WITH 1 REPRESENTING THE GREATEST AMOUNT OF TIME IN A REGULAR WORK WEEK, WRITE 1-3.)

- _____ Providing technical assistance to LEAs in the field
- _____ Providing technical assistance by telephone
- _____ Providing professional and staff development
- _____ Monitoring program compliance
- _____ Responding to parental questions

_____ Serving on task forces and committees
_____ Liaison to statewide association for the gifted
_____ Other (Please specify _____)

6. Does the state department publish an annual report on gifted and talented services in the state?

_____ Yes _____ No

7. Are there, or will there be, gifted and talented indicators (such as the number of certified teachers of the gifted in the district, the percent of students identified for gifted in the district, or gifted student performance information) on the district report cards required under state or federal law?

_____ Yes _____ No

If yes, please explain:

8. Does the office for gifted education in the SEA have some coordinating role in the following programs?

(CHECK ALL APPROPRIATE RESPONSES.)

_____ College Board Advanced Placement courses and/or exams
_____ International Baccalaureate program
_____ College Correspondence courses
_____ Concurrent enrollment in college and public school course
_____ Credit by examination
_____ Future Problem Solving
_____ Odyssey of the Mind
_____ Other (Please specify _____)

9. a. Within the last five years has your office for gifted education been involved with other offices in the SEA in the process of developing proficiency indicators for advanced achievement in the major disciplines, such as language arts, math, science, social studies, and fine arts?

_____ Yes _____ No

b. If yes, please indicate the major disciplines:

10. In your opinion, what are the two most powerful forces affecting the delivery of gifted education services in your state within the last two years?

(Rank order the 2 most powerful forces)

_____ Middle school reform
_____ Change in state funding for education
_____ Change in state funding for gifted education
_____ National Excellence: A Case for Developing America's Talent
_____ Anti-ability grouping sentiment
_____ Site-based decision-making
_____ Outcome-based education
_____ Other: Please specify:

11. What do you believe are the three areas of gifted education that are in greatest need of attention in order for gifted education services in your state to be optimal?

(Rank order the top three areas.)

- _____ Representation of minority students in gifted education
- _____ Funding for gifted education
- _____ Funding for professional training in gifted education
- _____ Mastery of the disciplines among teachers of the gifted
- _____ National mandate for gifted education
- _____ Appropriate program evaluation in gifted education
- _____ Appropriate pre-service in gifted education
- _____ Professional training for general education teachers to provide
Gifted/talented instruction
- _____ Assessing academic growth in gifted students
- _____ Other: Please specify

12. Please provide the name, address, and website of your state associations that focus on gifted students.

13. Is there a state advisory committee?

_____ Yes _____ No

14. If yes, to whom does it report?

15. How often does it meet?

16. Has the advisory committee produced a written report within the last three years?

_____ Yes _____ No

If yes, what is the title and how can it be accessed?

DEFINITION

17. Does your state have a definition of gifted/talented?

_____ Yes _____ No

18. Categories specifically addressed:

(CHECK ALL THAT APPLY)

- _____ Intellectually Gifted
- _____ Academically Gifted
- _____ Leadership
- _____ Performing/Visual Arts
- _____ Creatively Gifted
- _____ Highly Gifted
- _____ Profoundly Gifted
- _____ Twice Exceptional
- _____ Underachieving
- _____ Vo-Tech
- _____ Geographically isolated/rural

_____ Culturally Diverse
_____ Disabled Gifted
_____ ESL

19. Which culturally diverse groups are mentioned in your definition?
(Check all that apply)

_____ Native American
_____ Hispanic
_____ Asian
_____ African American
_____ Other (Please specify _____)

MANDATE

20. Is gifted/talented education mandated in your state?

_____ Yes _____ No

21. If yes, through what vehicle?
(CHECK THE MOST APPROPRIATE RESPONSE.)

_____ State law specific to gifted education
_____ State law specific to disabled and gifted education
_____ Administrative rule
_____ SEA guidelines
_____ State board of education
_____ State Department of Education policy
_____ Other: Please specify _____

Please indicate citation(s) in law or policy that governs gifted education policies in your state

Does your state require the following in regard to gifted education?

22. Free Appropriate Public Education

_____ Yes _____ No

23. Child Find

_____ Yes _____ No

24. IEP

_____ Yes _____ No

25. Least Restrictive Environment

_____ Yes _____ No

26. Non-Discriminatory testing

_____ Yes _____ No

27. Mediation

_____ Yes _____ No

28. Due Process
_____ Yes _____ No

29. Related services
_____ Yes _____ No
If yes, please explain

IDENTIFICATION

30. Are school districts required to use the state definition in identifying gifted students?
_____ Yes _____ No

If no, please explain

31. a. Is identification of gifted/talented students mandated?

_____ Yes _____ No
If yes, check all grades that apply.

_____ Pre-K
_____ K
_____ 1
_____ 2
_____ 3
_____ 4
_____ 5
_____ 6
_____ 7
_____ 8
_____ 9
_____ 10
_____ 11
_____ 12

If identification is not mandated,

b. approximately what percent of LEAs identify gifted/talented students? (WRITE APPROPRIATE PERCENTAGE, FROM 0 TO 100%.) _____ %

c. When are students identified for gifted programming?
(Check all that apply)

_____ elementary school (one time only)
_____ elementary school (multiple times)
_____ when students transfer
_____ following parent referral
_____ Other (please explain)

32. Are LEAs throughout the state required to follow the same identification guidelines or uniform identification process?

_____ Yes _____ No

If no, please explain

33. a. Indicate the number of students identified for gifted and talented services in your state in 2001-2002. _____

b. This number is based on

(Check one)

_____ state-collected information

_____ an estimate

PROGRAMMING AND ACCOUNTABILITY

34. Are programming services mandated?

_____ Yes _____ No

35. At which grades are services mandated?

(CHECK ALL THAT APPLY)

_____ Pre-K

_____ K

_____ 1

_____ 2

_____ 3

_____ 4

_____ 5

_____ 6

_____ 7

_____ 8

_____ 9

_____ 10

_____ 11

_____ 12

36. Does the state monitor LEA programs for gifted/talented students?

_____ Yes _____ No

37. Are LEAs required to report on gifted/talented education through state accountability procedures/guidelines?

_____ Yes _____ No

38. On which of the following criteria is accountability primarily based?

(CHECK THE MOST APPROPRIATE RESPONSE.)

_____ Student performance

_____ Program performance

_____ A combination of student performance and program evaluation

_____ Other (Please specify _____)

39. Are school districts required to have gifted education program plans approved by the state?

_____ Yes _____ No

40. Are school districts required to have a gifted education administrator?

_____ Yes _____ No

41. If yes, what percentage of the person's time is usually given to gifted and talented education at the district level?

42. Estimate the percent of LEAs in your state that provide services to the gifted by grade level:

_____ Pre-K	_____ 6
_____ K	_____ 7
_____ 1	_____ 8
_____ 2	_____ 9
_____ 3	_____ 10
_____ 4	_____ 11
_____ 5	_____ 12

43. Estimate the delivery method through which services are primarily provided for each grade.
(rank order each method for every grade, writing NA for methods not available)

Delivery Method	K	1	2	3	4	5	6	7	8	9	10	11	12
Advanced Placement													
Continuous Progress Curriculum													
Dual Enrollment (in college)													
Independent Study													
International Baccalaureate													
Magnet schools													
Mentorships													
Regional Math School													
Regional Performing Arts School													
Regular Classroom													
Self-Contained Classroom													

Self-paced Learning													
Telescoped Learning													
Other: Explain Below													

44. What is the age requirement in your state for admission to kindergarten?
Age (years and months) _____ before _____ (date)

45. Does your state have an early entrance to kindergarten policy?
_____ Yes _____ No

If yes, please explain.

46. Does your state offer an alternate high school diploma or certificate for students without sufficient Carnegie Units to qualify for a regular high school diploma?
_____ Yes _____ No

If yes, on what basis is the alternate diploma/certificate offered? (Test results, portfolio, online high school courses, or other? Please explain.)

47. What is your state's minimum age requirement to obtain a GED?

48. Does your state provide any one of the following:
(Please check all that apply)

- _____ School for Math and Science
_____ School for the Fine and Performing Arts
_____ School for the Humanities
_____ Governor's School (Summer)

49. If high school students are allowed dual enrollment in a community college/college/university, who pays the tuition?

- _____ SEA
_____ LEA
_____ Parent
_____ Other (please explain)

PERSONNEL PREPARATION

50. Does your state offer professional certification/endorsement in gifted/talented education?
_____ Yes _____ No

51. In your state, is it required that professionals working in specialized programs for gifted and talented students have special training or endorsement?
_____ Yes _____ No

52. If yes, how many course credit hours are required for endorsement/certification of professionals who work with gifted/talented students in specialized programs in your state?

_____ Number of course credit hours required for endorsement/certification in gifted education.

53. Are graduate degrees with an emphasis in gifted education offered in your state?

_____ Yes _____ No

54. If yes, at which levels are they offered?

_____ Master's
_____ Specialist's
_____ Doctoral

55. How many endorsed/certified professionals worked with gifted children in specialized programs outside of the regular classroom in 2001-2002 in your state? _____

56. Does the SEA provide ongoing staff development in gifted education for teachers working in specialized programs for the gifted and talented in your state?

_____ Yes _____ No

57. If yes, how many times annually? _____

58. Does your state have written competencies for teachers of the gifted in specialized programs?

_____ Yes _____ No

59. Are regular classroom teachers in your state required to have coursework in gifted and talented education?

_____ Yes _____ No

60. If yes, how many course credit hours?

61. Estimate the percent of regular classroom teachers in your state who have 3 or more course credit hours (or its equivalent) in gifted/talented education.

(CHECK THE MOST APPROPRIATE RESPONSE.)

_____ 0
_____ 1-10 %
_____ 11-20 %
_____ 21-30 %
_____ 31-40%
_____ 41-50 %
_____ 51-60 %
_____ 61-70 %
_____ 70 % or more

62. Does the SEA provide ongoing staff development in gifted education for regular classroom teachers?

_____ Yes _____ No

63. If yes, how many times annually?

STATE AND NATIONAL FUNDING

64. Are state funds allocated specifically for services to gifted/talented students?

_____ Yes _____ No

65. Indicate the amount of the state appropriation for gifted/talented education for the following years?
(WRITE THE AMOUNT IN DOLLARS FOR EACH YEAR. WRITE N/F FOR ANY YEAR NOT FUNDED. WRITE N/A IF THE AMOUNT IS NOT AVAILABLE OR UNKNOWN.)

\$ _____ 1999-2000

\$ _____ 2000-2001

\$ _____ 2001-2002

66. Is there a cap on the funds?

_____ Yes _____ No

If yes, please indicate the basis of the funding formula:

_____ % of Identified Students

_____ % of Average Daily Attendance (ADA)

_____ Teacher units

_____ Other; Please explain:

67. To what sources are state funds channeled?

(CHECK THE APPROPRIATE RESPONSE.)

_____ To all LEAs by mandate

_____ To LEAs through discretionary funding, based on application

_____ Competitive Grants

_____ Governor's schools and summer programs

_____ Residential schools for the gifted and talented

_____ Online High School

_____ Other: Please specify

68. If state funds are not specifically allocated for gifted/talented education, what funding sources are available?

(CHECK ALL APPROPRIATE RESPONSE.)

_____ None

_____ LEA general funds only

_____ Grants/Donations only

_____ Combination of LEA funds, grants, donations

_____ Other: Please specify

69. Does your state fund a professional in gifted education at the local level (for example, at a regional or intermediate education agency, in a local school district, etc.) who provides technical support and assistance to school-based educators?

_____ Yes _____ No

70. At what level does the professional deliver services?
(CHECK THE APPROPRIATE RESPONSE.)

_____ Regional
_____ District
_____ School

71. Within the last five years, has an LEA in your state received a Javits Gifted and Talented Education program project grant awards?

_____ Yes _____ No

72. Provide the following information about the most recent Javits project that was funded in your state. (If A JAVITS PROJECT GRANT HAS BEEN FUNDED, COMPLETE EACH BLANK. IF NO PROJECT HAS BEEN FUNDED, WRITE N/A.)

_____ School grades served
_____ Length of project in years
_____ Total funds in grant
_____ Total number of students affected

Project Objective:

73. Did your SEA receive a statewide Javits Grant in 2002? Please provide the following information about how the funds will be used:

- A. Grades targeted _____
- B. Number of students reached _____
- C. Briefly describe 2 or 3 primary purposes of the grant:

74. Is there anything else you would like to say about the status of gifted education in your state? If so please use this space for that purpose.

75. Also, any comments you wish to make that you think will help future efforts to study the status of gifted education in the United States will be appreciated.

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APPENDIX B

PERSONS WHO COMPLETED THE 2001-2003 STATE OF THE STATES SURVEY

Alabama

Nina Noreta Pearson
Special Education Services
P.O. Box 302101
Montgomery, Alabama 36130-2101
1-800-392-8020

Alaska

Barbara Thompson
801 West 10th Street
Suite 200
Juneau, Alaska 99801
907-465-8727

Arizona

Peter C. Laing
1535 West Jefferson Street, Bin #24
Phoenix, Arizona 85007
602-364-4017

Arkansas

Ann Biggers
#4 Capitol Mall
Room 203-B
Little Rock, Arkansas 72201-1071
501-682-4224

California

La Dona Hein
1430 N Street
Sacramento, California 95841
916-323-5831

Colorado

Jacquelin Medina
201 East Colfax Avenue
Denver, Colorado 80203-1799
303-866-6652

Connecticut

Jeanne H. Purcell
Connecticut State Department of Education
Room 205, 165 Capitol Avenue
Hartford, Connecticut 6106
(860) 713-6745

Delaware

Debora Hansen
P.O. Box 1402
Dover, Delaware 19903
(302)739-4885 x3145

Florida

Donnajo Smith
325 W. Gaines Street
Suite 601
Tallahassee, Florida 32399-0400
850-488-1106

Georgia

Dr. Sally Krisel
Georgia Department of Education
1770 Twin Towers East
Atlanta, Georgia 30334-5040
404-657-0182

Hawaii

No Survey

Idaho

Jana Jones
650 West State Street
PO Box 83720
Boise, Idaho 83720-0027
208-332-6910

Illinois

Carol McCue
Illinois State Board of Education
100 N First Street
Springfield, Illinois 62777-0001
217/782-3810

Indiana

Cheryl Boyer-Schrock
Rm 229 State House
Indianapolis, Indiana 46204-2798
877/851-4106

Iowa

Rosanne Malek
Bureau of Instructional Services
Grimes State Office Building
Des Moines, Iowa 50319-0146
515-281-3199

Kansas

ZoAnn Torrey
120 S.E. 10th Street
Topeka, Kansas 66612
785-291-3097

Kentucky

Carla Garr
Kentucky Department of Education
500 Mero Street
Frankfort, Kentucky 40601
502-564-2106
Louisiana

Eileen Kendrick
P.O. Box 94064
Baton Rouge, Louisiana 70802
225-342-5295

Maine

Wanda S. Monthey
Dept of Education, 23 State House Station
Augusta, Maine 4333
207-624-6831

Maryland

Carolyn R. Cooper, Ph.D.
200 W. Baltimore Street
Baltimore, Maryland 21201
440-767-0363

Massachusetts

Susan Yardley Whelple
Massachusetts Department of Education
350 Main Street
Malden, Massachusetts 2148
781-338-6239

Michigan

David Mills
Michigan Department of Education
608 West Allegan - Hannah Building
Lansing, Michigan 48909
517-373-4213

Minnesota

No Survey

Mississippi

Conrad Castle
P.O. Box 771
Jackson, Mississippi 39205
601-359-2586

Missouri

David K. Welch
Missouri Dept Of Elementary and Secondary
Education
P.O. Box 480
Jefferson City, Missouri 65102
573/751/2453

Montana

Kathleen Mollohan
Montana Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
406-444-4317

Nebraska

Mary Duffy
301 Centennial Mall South
Lincoln, Nebraska 68509
402-471-0737

Nevada

Ardynne Sprinkle
Reno, Nevada
775-850-8021

New Hampshire

Robert Wells
New Hampshire State Department of Education
101 Pleasant Drive
Concord, New Hampshire 03301-3860
603-271-1536

New Jersey

Linda Morse
100 River View Plaza
Box 500
Trenton, New Jersey 08625-0500
609-984-5322

New Mexico

Pamela Sutcliffe
300 Don Gaspar
Santa Fe, New Mexico 87501
505.827.6541

New York

Not Listed

North Carolina

Valerie Hargett
Department of Public Instruction
6356 Mail Service Center
Raleigh, North Carolina 27699-6356
919-807-3987

North Dakota

Jeanette Kolberg
600 E Boulevard Ave - Dept. 201
Bismarck, North Dakota 58501-0440
701-328-2277

Ohio

Jeanie Goertz
25 South Front Street
Columbus, Ohio 43215
614-752-1221

Oklahoma

Kristy K Ehlers, Ph.D.
2500 North Lincoln Boulevard
Suite 316
Oklahoma City, Oklahoma 73105-4599
405-521-4287

Oregon

Laura Pehkonen, Ph.D.
Oregon Department of Education
255 Capitol St. NE
Salem, Oregon 97310
503-387-3600-2313

Pennsylvania

Barbara A. Thrush
333 Market Street, Floor 7
Harrisburg, Pennsylvania 17126-0333
717-783-6881

Rhode Island

Ina S. Woolman
RIDE-OSN
255 Westminster Street
Providence, Rhode Island 2905
401-222-4600x2318

South Carolina

Edward Wayne Lord
Room BIO-A
1429 Senate Street
Columbia, South Carolina 29201
803-734-8335

South Dakota

Terri Cordrey
700 Governors Drive
Pierre, South Dakota 57501
605-773-4662

Tennessee

Elizabeth Ann Sanders
Tennessee State Dept. of Ed.
Division of Special Education
710 James Robertson Pkwy.
Nashville, Tennessee 37243
615-741-2851

Texas

Ann Wink
1701 N. Congress Avenue
Austin, Texas 78701
512-463-9455

Utah

Linda Alder
Utah State Office of Education
250 East 500 South
PO Box 144200
Salt Lake City, Utah 84114-4200
(801) 538-7884

Vermont

Carol M. Story, PhD
Johnson State College
337 College Hill
Johnson, Vermont 5656
802-635-1321

Virginia

Barbara McGonagill
Virginia Department of Education
Office of Secondary Instructional Services
P.O. Box 2120
Richmond, Virginia 23218-2120
804-225-2884

Washington

Gayle D. Pauley
PO Box 47200
Olympia, Washington 98504-7200
360-725-6100

Washington D.C.

Heather Sondel
825 North Capitol Street NE
Room 8131
Washington, Washington DC 20002
202-442-5648

West Virginia

No Survey

Wisconsin

Susan M. Grady
Wisconsin Dept. of Public Instruction
GEF 3, PO Box 7841
Madison, Wisconsin 53707-7841
608/266-2364

Wyoming

Kenya N. Haynes
Hathaway Bldg., 2nd Floor
2300 Capitol Ave.
Cheyenne, Wyoming 82002
307-777-5217

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APPENDIX C

STATE DEPARTMENTS OF EDUCATION GIFTED EDUCATION CONTACTS

Barbara Thompson
Deputy Director
Division of Teaching & Learning Support
Alaska Department of Education & Early Development
801 West 10th St., Suite 200
Juneau, AK 99801
Barbara_Thompson@eed.state.ak.us

Nina Person
Education Specialist
Special Education Services
Alabama Department of Education
P.O. Box 302101
Montgomery, AL 36130-2101
ninap@mindspring.com

Ann Biggers
Administrator
Gifted and Talented Programs
Arkansas Department of Education
Education Bldg., Room 203-B
4 State Capitol Mall
Little Rock, AR 72201
abiggers@arkedu.k12.ar.us

Peter Laing
Acting Gifted Program Specialist
Exceptional Student Services
Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007
plaing@ade.az.gov

Vacant
Gifted & Talented Education
California Department of Education
1430 N Street, Suite 2401
Sacramento, CA 95814

Jacquelin Medina
Consultant
Gifted/Talented and Advanced Learning Services
Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203-1799
medina_j@cde.state.co.us

Dr. Jeanne Purcell
Consultant
Gifted and Talented Programs
Connecticut Department of Education
165 Capitol Avenue, Rm. 205
Hartford, CT 06106
jeanne.purcell@po.state.ct.us

Dr. Wilma Bonner
Deputy Academic Officer - Secondary Programs
Office of Elementary & Secondary Programs
D.C. Public Schools
825 N Capitol St., N.E.
Washington, DC 20002

Mary Gill
Deputy Academic Officer - Elementary Programs
Office of Elementary & Secondary Programs
D.C. Public Schools
825 N Capitol St., N.E. Rm 8084
Washington, DC 20002
mary.gill@k12.dc.us

Deborah Hansen
Education Associate
Gifted and Talented Program
Delaware Department of Public Instruction
P.O. Box 1402
Townsend Building
Dover, DE 19903
dhansen@doe.k12.de.us

Donnajo Smith
Program Specialist
Bureau of Student Svcs & Exceptional Educ
Florida Department of Education
614 Turlington Building
325 W. Gaines Street
Tallahassee, FL 32399-0400
donna.j.smith@fldoe.org

Dr. Sally Krisel
Specialist
Gifted Education / Curriculum Svcs
Georgia Department of Education
1770 Twin Towers East
Atlanta, GA 30334-5040
skrisel@doe.k12.ga.us

Teri Knapp
State Director
Guam Department of Education
P.O. Box DL
Hagatna, Guam 96932
gatevpa@netpci.com

Betsy MoneyMaker
Gifted Education Specialist
Gifted/Talented and Early Childhood Programs
Hawaii Department of Education
637 18th Avenue, Bldg. C, #204
Honolulu, HI 96816
betsy_moneymaker@notes.k12.hi.us

Rosanne Malek
Coordinator
Gifted and Talented Education
Iowa Department of Education
Grimes State Office Building
East 14th & Grand
Des Moines, IA 50319-0146
rosanne.malek@ed.state.ia.us

Dr. Valerie Schorzman
Gifted / Talented Specialist
Idaho Department of Education
P.O. Box 83720
Boise, ID 83720-0027
vschorzman@sde.state.id.us

Wendell Meeks
Policy Advisor
Gifted & Talented Education
Illinois Board of Education
100 North First Street #205
Springfield, IL 62777
wmeeks@isbe.net

Bridget Hand
Education Consultant
Gifted/Talented & High Ability Services
Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204
bhand@doe.state.in.us

ZoAnn Torrey
Team Leader
Student Support Services / Gifted Education
Kansas Department of Education
120 SE 10th Street
Topeka, KS 66612
ztorrey@ksde.org

Carla Garr
Consultant
Gifted and Talented Education
Kentucky Department of Education
Division of Professional Development
500 Mero St., Rm 1835
Frankfort, KY 40601
cgarr@kde.state.ky.us

Eileen Kendrick
Coordinator
Gifted and Talented Programs
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70802
ekendrick@doe.state.la.us

Susan Whetle
Gifted & Talented Education
Office of Humanities
Massachusetts Department of Education
350 Main Street
Malden, MA 02148
swhetle@doe.mass.edu

Dr. Carolyn R. Cooper
Specialist
Gifted & Talented Education
Maryland Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
ccooper@msde.state.md.us

Wanda Monthey
Regional Educational Svcs Rep
Maine Department of Education
23 State House Station
Augusta, ME 04333
wanda.monthey@state.me.us

David F. Mills
Education Consultant
Office of Talent Development
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909
millsd@michigan.gov

Jessie Montano
Ass't Commissioner
Office of Teaching & Learning
Children, Families, and Learning Dept.
1500 Hwy 36 West
Roseville, MN 55113-4266
jessie.montano@state.mn.us

David Welch
Director
Gifted Education Programs
Missouri Dept of Elem & Secondary Educ
P.O. Box 480
Jefferson City, MO 65102
dwelch@mail.dese.state.mo.us

Dr. Conrad S. Castle
Consultant
Gifted and Talented Programs
Mississippi Department of Education
Office of Deputy Superintendent
P.O. Box 771
Jackson, MS 39205-0771
ccastle@mde.k12.ms.us

Kathleen Mollohan
Gifted & Talented State Grants Administrator
Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501
kathym@state.mt.us

Valorie Hargett
Consultant
Academically Gifted Program
N.C. Department of Public Instruction
6356 Mail Service Center
Raleigh, NC 27699-6356
vhargett@dpi.state.nc.us

Jeanette Kohlberg
Director
Curriculum Leadership & Improvement
N.D. Department of Public Instruction
State Univ. Station Box 5036
Fargo, ND 58105-5036
jkolberg@state.nd.us

Mary Duffy
Director
High-Ability Learning
Nebraska Department of Education
301 Centennial Mall South, Box 94987
Lincoln, NE 68509-4987
mduffy@nde.state.ne.us

Robert Wells
Consultant
Office of Gifted Education
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301
rwells@ed.state.nh.us

Shelley Fox
Gifted & Talented Coordinator
Northern Region
New Jersey Department of Education
Legge House, Normal Avenue
Montclair State University
Upper Montclair, NJ 07043
shelley.fox@doe.state.nj.us

Pam Sutcliffe
Consultant
Gifted and Talented Education
New Mexico Department of Education
300 Don Gaspar
Santa Fe, NM 87501
psutcliffe@sde.state.nm.us

Gloria Dopf
Director
Special Education & Diversity
Nevada Department of Education
700 E. Fifth St.
Carson City, NV 89701
gdopf@nsn.k12.nv.us

Mary Daley
Executive Director
New York State Summer Institutes
NY State Education Department
Room 981 EBA
Washington Avenue
Albany, NY 12234
mdaley@mail.nysed.gov

Dr. Jeanie Goertz
Gifted Education Consultant
Office for Exceptional Children
Ohio Department of Education
25 S. Front Street
Mailstop 205
Columbus, OH 43215
jean.goertz@ode.state.oh.us

David A. Ehle
Gifted Education Consultant
Office for Exceptional Children
Ohio Department of Education
25 S. Front Street
Mail Stop 205
Columbus, OH 43215
david.ehle@ode.state.oh.us

Dr. Kristy Ehlers
State Director
Gifted & Talented Education Section
Oklahoma Department of Education
2500 N. Lincoln Blvd.
Suite 316
Oklahoma City, OK 73105-4599
Kristy_Ehlers@sde.state.ok.us

Rebecca McLaughlin
Coordinator of Gifted and Talented Education
Oklahoma Department of Education
2500 N. Lincoln Blvd.
Oklahoma City, OK 73105
Rebecca_McLaughlin@mail.sde.state.ok.us

Dr. Laura Pehkonen
Consultant
Talented and Gifted Programs
Oregon Department of Education
255 Capitol St., N.E.
Salem, OR 97310-0290
laura.pehkonen@state.or.us

Barbara Thrush
Director
Gifted Technical Assistance Program
Pennsylvania Department of Education
Bureau of Special Education, 7th Floor
333 Market Street
Harrisburg, PA 17126-0333
bthrush@state.pa.us

Ina S. Woolman
Coordinator
Gifted and Talented Programs
R.I. Dept of Elem & Secondary Education
255 Westminister St., Room 400
Providence, RI 02903-3400
iwoolman@ride.ri.net

Wayne Lord
Education Associate
Office of Curriculum & Standards
South Carolina Department of Education
1429 Senate Street, Rm. 801
Columbia, SC 29201
wlord@sde.state.sc.us

Terri Cordrey
Education Program Representative
South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501-2291
terri.cordrey@state.sd.us

Vacant
Coordinator
Gifted & Talented Programs & Services
Tennessee Department of Education
Division of Special Education
710 James Robertson Pkwy, 8th Floor
Nashville, TN 37243-0380

Evelyn L. Hiatt
Associate Senior Director
Advanced Academic Services
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701
ehiatt@tea.state.tx.us

Ann Wink
Director, Gifted Programs
Advanced Academic Services
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494
awink@tea.state.tx.us

Linda Alder
Specialist
Gifted and Talented Education
Utah Office of Education
P.O. Box 144200
Salt Lake City, UT 84114-4200
lalder@usoe.k12.ut.us

Dr. Barbara McGonagill
Specialist
Governor's Schools and Gifted Education
Virginia Department of Education
Office of Elementary & Middle School
P.O. Box 2120
Richmond, VA 23218-2120
bmcgonag@pen.k12.va.us

Kerry Garber
Assistant Director
Educator & School Quality Team
Vermont Dept of Education
120 State Street
Montpelier, VT 05620-2501
kgarber@doe.state.vt.us

Gayle Pauley
Director, Integrated Programs
Gifted and Talented Education
Washington Office of Public Instruction
P.O. Box 47200
600 South Washington
Olympia, WA 98504-7200
gpauley@ospi.wednet.edu

Sue Grady
Director, Content & Learning Team
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707
sue.grady@dpi.state.wi.us

Cheryl Allen Keffer
Coordinator of Gifted Programs
West Virginia Department of Education
Capitol Complex
Building 6, Room 304
Charleston, WV 25305
ckeffer@access.k12.wv.us

Vacant
Gifted and Talented Education
Wyoming Department of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002