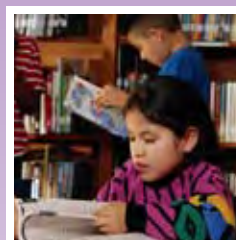
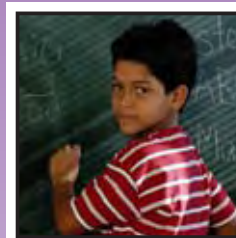


STATE OF THE STATES

A REPORT BY
THE NATIONAL ASSOCIATION
FOR GIFTED CHILDREN
AND THE COUNCIL
OF STATE DIRECTORS
OF PROGRAMS FOR THE GIFTED



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Acknowledgments

A project such as the *State of the States 2004-2005* cannot be accomplished without the cooperation and input from numerous individuals who contributed advice, expertise, and time to the Report.

NAGC would like to thank the Council of State Directors for its assistance in developing the questionnaire and submitting responses for the *State of the States* project. Additional thanks go to a working group of state directors for their assistance and support through the report's various stages: Wendy Behrens, Minnesota; Kristy Ehlers, Oklahoma; David Ehle, Ohio; Rosanne Malek, Iowa; Jacquelin Medina, Colorado; and Pam Sutcliffe, New Mexico. Finally, NAGC would like to recognize Jane Clarenbach for coordinating the project and thank Robin Wedewer of the Wedewer Group for conducting the survey and compiling the responses into this report.



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Foreword

It is my pleasure to offer a foreword for this important publication of the Council of State Directors in Gifted Education and the National Association for Gifted Children (NAGC). This biannual updating of basic information about the temperature and pulse of our field is an important indication of the state of gifted education nationally, not just in individual states. While the data reveal important need areas for us as a field, they also suggest that we have made important progress in selected states and areas of development.

As NAGC gears up to support the efforts of states to a greater extent than ever before, the timing of this report is crucial. The organization is also releasing a report this fall on the status of state policy in the majority of states that have personnel assigned to the gifted program, representing a compilation of self assessment data completed by this group a year ago. Using both reports as needs assessment data, an ongoing task force is working on creating policy templates for states in the crucial areas of identification, programs, curriculum and services, personnel preparation, program management, assessment and evaluation, and in supplementary areas where gifted education policy needs to converge with general education. The task force, comprised of both state directors and state association leaders as well as others experienced in policy development, will also be compiling and drafting sample legislation and rules and regulations for gifted programs, based on research and current effective practice.

The health of gifted education historically over the past 30 years has been charted through the efforts of individual states and their capacity to develop and implement policies that promote the identification and service delivery to gifted learners within their borders. As keepers of that tradition, you are in a critical position to advance the field of gifted education by continuing to upgrade state policy in order to improve the climate for the administration of gifted programs at the local level. It is my hope that NAGC can help you in that process and that together we can build a strong and vital infrastructure for gifted education, one state at a time.

Congratulations again on the issuance of the *State of the States* Report! May it serve as a clarion call for renewed action on behalf of gifted children.

Joyce VanTassel-Baska
President
National Association for Gifted Children

Introduction

The National Association for Gifted Children (NAGC) is pleased to make available the *State of the States 2004-2005* report on gifted and talented education in the United States.

As part of NAGC's mission, and in the absence of federal data collection efforts, NAGC works with the Council of State Directors of Programs for the Gifted to gather basic information from state education agencies about state funding, teacher training and classroom services that are available to high-ability learners across the nation.

The *State of the States* report is the only national report on gifted education in the U.S. The report provides a bi-annual snapshot of how states regulate and support programs and services for gifted and talented students.

With the lack of a federal policy or mandate as a backdrop, the current **state** of gifted education in the states is mixed. As readers will see, although many states require gifted education programs and services and support those requirements with state-level funding, other states have minimal policies or regulations and little or no funding to support these special-needs students.

We invite supporters to compare their states with others in the region and country and to share the survey results with decision makers to advocate for additional resources and stronger state policies.



Overview

There are an estimated three million academically gifted and talented students in U.S. classrooms, spanning pre-K to grade 12. Although these young people represent a diversity of experiences, expertise, and cultural backgrounds, they all require a responsive and challenging educational system to help them achieve their highest potential.

The data collected and highlighted here offer a snapshot of the extent of state support for gifted learners. Survey respondents rated several influences on gifted education, and three major themes emerged: professional development initiatives were seen as a positive force for gifted education; funding issues were viewed as an area that demands attention, and the No Child Left Behind Act, which provides neither incentives nor rewards to districts to address gifted students' needs, was seen as the most negative force.

Without a coherent national strategy or a federal mandate, all gifted programming decisions are made at the state and local levels. Although many local education agencies (LEAs) recognize that gifted and talented students have unique educational needs, state laws and policies vary widely, resulting in a disparity of services between states, within states, and sometimes even from school to school.

In examining the responses to the *State of the States* questionnaire, this lack of uniformity between states helps to inform our understanding of why every gifted and talented student does not receive appropriate services.

Lack of Coordination & Uniformity

Coordination and uniformity are key to ensuring equity and access to high-quality educational programming. Nevertheless, many states fail to provide any direction regarding the education of gifted and talented students. In those states that do, there is often a lack of specificity and clarity in the laws and policies designed to guide LEAs in establishing identification procedures, programs, and services for gifted learners. Additionally, there is a disparate range of state and local resource allocation in terms of qualified professionals devoted to coordinating efforts to meet gifted students' needs.

- Although 29 states mandate the identification of gifted students and 28 states mandate the provision of services, only 11 states provide funds to all LEAs by mandate; another 15 fund LEAs as part of general funding.
- 28 states do not require LEAs to follow the same identification guidelines or uniform identification processes.
- In 17 states, gifted and talented education in the state education agency is a part-time responsibility. (There is no correlation between the size of a state and the staff allocation for gifted education.)
- Only 15 states require LEAs to have a district coordinator for gifted and talented education. Of those that require coordinators, only 4 require the administrator to have gifted education training.
- 21 states have a standing state advisory committee; 8 of which have produced a written report within the last 3 years that are available for public review.

Limited Service Options

In many states, services to gifted and talented students are limited by district funding, geographic isolation, or other inhibiting factors. However, at least 30 states fund summer programs or special statewide schools to meet students' needs.

- 14 states had a statewide school for math and science
- 7 states had a statewide school for the fine and performing arts
- 2 states had statewide schools for the humanities
- 11 states had virtual high schools
- 16 states offered summer programs, often called "Governor's Schools"

State respondents were asked to estimate the percentage of LEAs that provide gifted education services in each grade, pre-K to 12, as well as to rank order the top service delivery methods.

- The top delivery methods reported in pre-K, early elementary, upper elementary, and middle school education were regular classrooms and resource rooms.
- At the high school level, Advanced Placement courses were the most often used delivery method, twice as frequent as the next most common delivery method, the regular classroom.

State laws and policies vary greatly in the opportunities afforded gifted and talented students across the nation.

- only 7 states have policies specifically permitting early entrance to kindergarten
- 29 states specifically permit gifted students to be dually or concurrently enrolled in high school and college; in 26 states the family is responsible to pay the cost of college tuition

Insufficient Teacher Training

Survey responses indicated that at every grade level, LEAs relied upon the *regular classroom* as one of the top two delivery methods for gifted services. However, only one state, Washington, required regular classroom teachers to have coursework in gifted and talented education despite the fact that these teachers are most often relied upon to meet the diverse educational needs of our most able students.

- Only 6 states require gifted and talented training in initial teacher preparatory programs.
- Only 3 states (Oklahoma, Pennsylvania, and South Carolina) reported that they required annual staff development hours in gifted education for regular classroom teachers.
- 23 states required classroom teachers working in specialized programs for gifted students to have a certificate or endorsement in gifted education. The state requirements for credentialing/endorsement ranged from 6 credit hours (South Carolina) to 24 credit hours (Colorado).

Inconsistent Reporting & Accountability Measures

Not all states monitor and report on the quality of gifted programs. Access to information about programs, services, and student performance allows advocates to monitor state and LEA commitment to ensuring academic growth in all student populations.

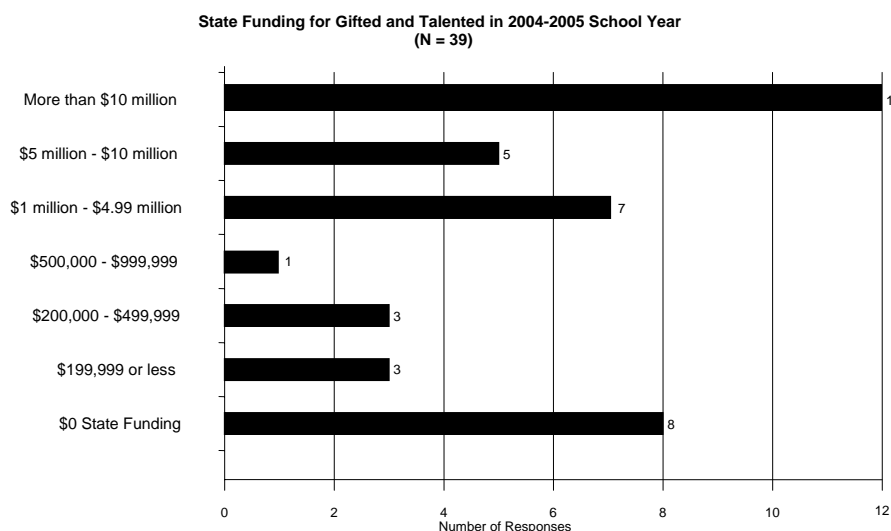
- Only 13 states require all LEAs to report on the effectiveness of gifted and talented education through state accountability procedures or guidelines.
- 11 states publish an annual report on gifted and talented education services in the state; another 5 states provide information as part of a larger report.
- 16 states include gifted and talented indicators on district report cards.

- More than half the states (26) utilize advanced proficiency indicators in state reporting. Yet, only 6 states report that gifted education personnel were involved in the development of the advanced indicators. The 4 content areas in which indicators were most frequently used were language arts, math, science, and social studies.

Lack of State Funds

In the absence of any federal funding, the success and long-term stability of gifted programs and services are tied to the degree to which states are willing to dedicate a reliable funding stream. Unfortunately, the security of this financial support is easily threatened by budgetary fluctuations, often resulting in the elimination of local and state programs designed to serve the schools and students most in need.

- 14 states spend less than \$500,000 of state funds on gifted and talented education.
- 5 states with mandates provide \$0 funds to LEAs to meet the mandate.



For more than 50 years, NAGC has been working with passionate individuals and organizations like the Council of State Directors to improve the educational opportunities and experiences for gifted students across the country. Although we continue to make progress, in too many cases gifted and talented students still must rely on a persistent parent, a responsive teacher, or an innovative school administrator to advocate on their behalf to make gifted education a reality.

As this report demonstrates, there remains room for improvement in identification procedures, teacher preparation and continuing education, funding, and service options in virtually every state. NAGC looks forward to continuing our work with state associations, NAGC members, and other advocates to strengthen state laws and policies, and to increase the federal investment in tomorrow's leaders.

About the Report

The *State of the States* report is organized into nine key areas, which provide readers with a better understanding of the degree of support individual states offer to gifted and talented education for the school year 2004-2005.

Funding & State Agency Support

The allocation of funding and manpower is a major indicator of state-level commitment to gifted and talented education. Questions in these sections cover the allocation of employees at the state education agency to coordinate gifted education, the range of responsibilities for state agency staff, and the existence of a standing state advisory committee for gifted and talented education. In addition, there are questions that address the amount of state funds allocated to gifted and talented education, allocation of the funds, funding formulas, and funding caps.

Definition & Identification

The provision of programs and services for advanced learners is often tied to whether students are considered by law to be “gifted and talented” and the resulting identification process used to determine eligibility. These two sections of the report focus on state definitions, district requirement to follow a state definition, and whether states require specific criteria or methods to identify gifted students. The questions in the identification section also address when students are identified for services and whether districts may develop their own identification procedures. In addition, the identification section includes data on the number of students identified in each state, where available, and whether state law places a limit on the number of identified students.

Mandates to Identify and Serve Gifted Students

There are two types of state-ordered mandates for gifted education: mandates to local school districts to identify children and mandates to require that services be provided. Where a state does not have mandates to identify and/or serve gifted and talented students, it is up to each district to determine whether and how to identify students and what programs and services to offer to high-ability learners. The questions in this section focus on the existence of state mandates for identification and services, the source of the mandate (law or regulation), the extent of the mandate, and the degree to which a mandate is supported by state funding. There are also questions in this section that explore the relationship of gifted education with education for other students receiving specialized services (e.g., students with disabilities).

Programs and Services for Gifted Students

As gifted education supporters know, there is a wide variance between districts in the programs and services offered to meet the needs of gifted students. Questions in this section address state requirements for gifted education administrators in local districts, the percentage of districts that provide services, by grade, and the most common service delivery methods used in the states.

Personnel Preparation

Teacher and other personnel preparation is a critical factor to the success of programs for gifted and talented students. Because gifted students are spending increasing amounts of time in the regular education classroom, data collection includes information about teachers in the regular classroom and teachers working in specialized gifted education programs. The questions in this section explore state requirements regarding pre-service training, certification and endorsement, and professional development requirements for educators.

Accountability

Quality assurance encourages accountability for education decisions. This section of the report focuses on whether states audit or monitor local gifted education programs, and if so, the areas in which districts are required to report. The section also contains questions about whether the states require districts to submit plans to the state agency and whether the district plan is for information purposes only or if it is part of an evaluation plan.

Related Policies and Practices

In many cases, there are policies in place that affect high-ability learners, but which were not designed with gifted learners in mind. For example, early-entrance-to-kindergarten policies often hold back children who are ready for school earlier than their age peers. This section includes questions on state policies concerning entrance to kindergarten, alternate high school diplomas, dual enrollment, age cut-offs for general equivalency diplomas, and proficiency-based promotions. The data show that many states do not have specific policies in these areas, leaving the decisions to individual districts.

The *State of the States* offers a general overview of not only where we are as individual states supporting gifted learners, but also provides details for the areas in which we need federal support to help ensure that all of America's high-potential youth have equal opportunities to excel in school. Clearly, there is much work to be done to ensure that quality gifted education programs and services—those with adequately trained teachers, rigorous standards, supportive ancillary policies, sufficient classroom time, and accountability measures—are available to all students across the U.S. These initiatives can succeed only with the joint commitment of parents, school leadership, and community support. NAGC will continue to work with other national education organizations to help state education agencies, school administrators, teachers, parents, and policymakers make sound decisions based on the best available empirical evidence to improve the way we challenge students to achieve at higher levels and will, in the process, improve educational opportunities for all children.

Methodology

As a comprehensive picture of the state of gifted education in the United States, our approach was to be inclusive of all states and U.S. territories and to provide multiple methods of responding to the research questions.

All 50 states as well as the District of Columbia and the U.S. territories of Puerto Rico and Guam were invited to participate in the study. Invitations to participate were sent to the state employee charged with oversight of gifted programs within the state departments of education. In states without a designated individual, the best alternative was identified. Multiple requests for participation were made between June and September 2005 by email, fax, and by telephone. After the completion deadline, non-responding states or territories were contacted by telephone once again inviting their participation.

The survey instrument, which covers policies, services, funding, and other information in place for the school year 2004-2005, was made available online and state representatives were provided with a version they could also print and fax or return by mail.

In all, 47 states or territories participated in the survey—37 online and 10 by fax or mail. Six state and territory representatives failed to respond, most citing a shortage of staff or the fact that no single individual is responsible for the oversight of gifted education within the state or territory as the reason. The six are Nevada, New Hampshire, Vermont, Wisconsin, the District of Columbia, and Puerto Rico.

Notes on Reading the Report:

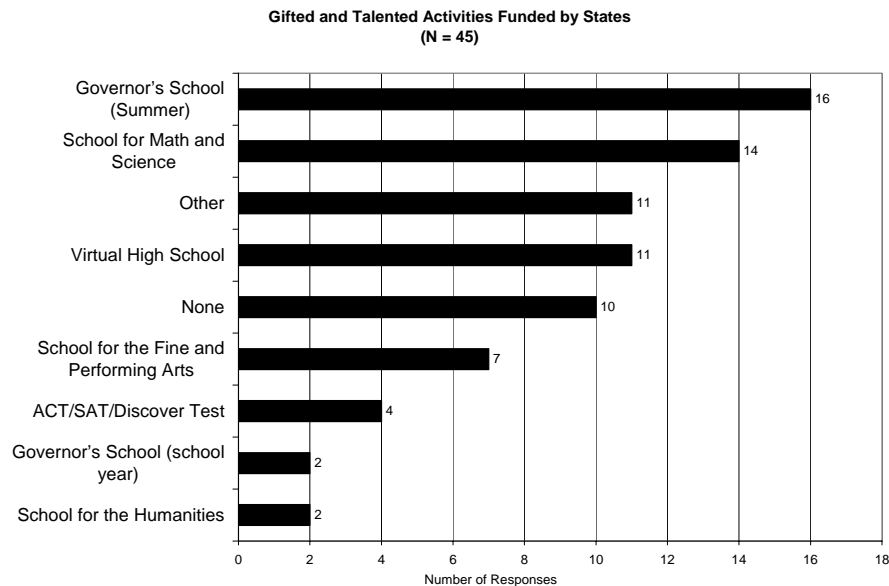
For the purposes of this report, all areas, including the District of Columbia and the territories are referred to as “states.” Two abbreviations are frequently employed throughout the report: SEA, indicating a State Educational Agency, and LEA, indicating a Local Education Agency.

Within the tabular data located in the appendix, not all questions applied to all states. In addition, some questions were optional and some states did not reply to other questions.

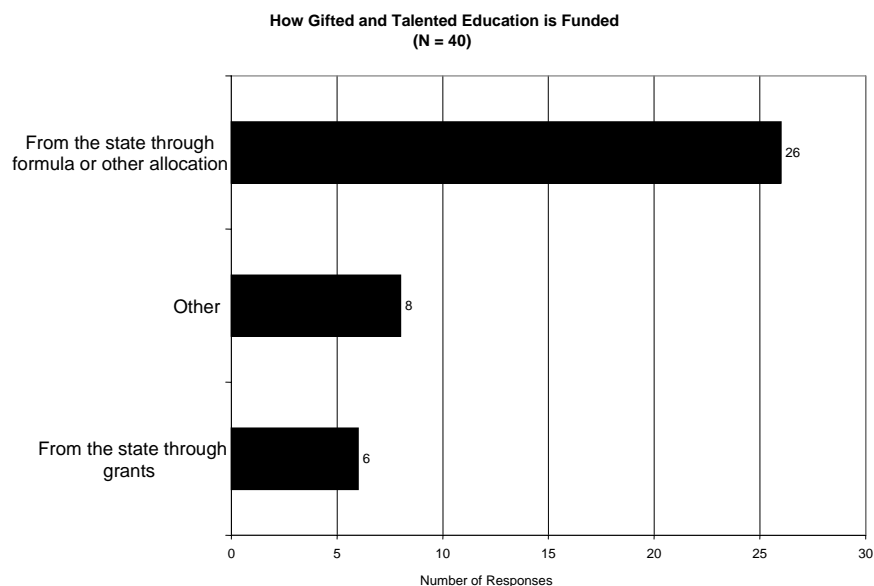
Summary of Findings

Funding and State Agency Support

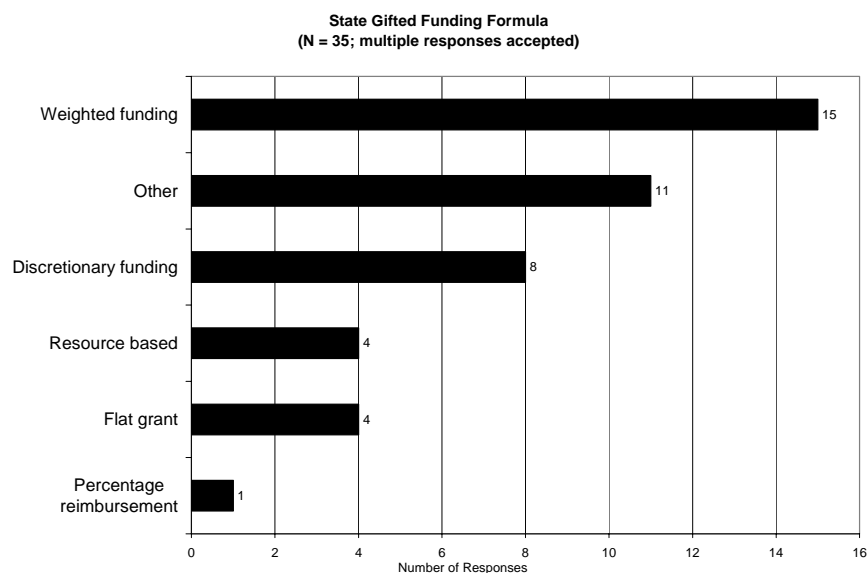
Thirty-five of 45 states responded that they fund some form of activity associated with gifted and talented education. The largest number of states (16) fund a summer Governor's School and a school for math and science (14). Ten states reported that the state doesn't fund any specific activities. (See Table 22)



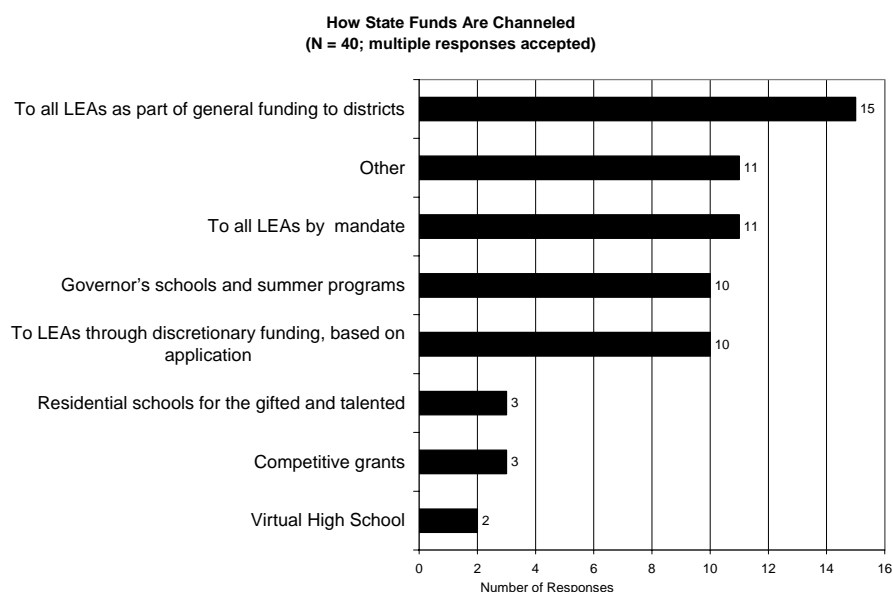
Thirty-two of 47 states reported that they allocated funds specifically for gifted and talented services. Most states (26) providing funding reported doing so through a formula or other allocation with a lesser number reporting the use of grants. (See Table 22)



The most common funding formula, used by 15 states, was weighted funding, where state aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure. Eight states use discretionary funding, in which districts apply for state funds and send a plan for how funds will be used. Four states use a resource-based funding formula, in which funding is calculated based on the specific education resources, such as staff or classroom units. Four states use a flat grant formula, in which a state provides a specific amount per students, with all districts receiving the same amount. One state uses a percentage reimbursement, where the state provides a specific percentage of the prior year's budget. Several states use a combination of these and other formulas to fund gifted education. (See Table 22)

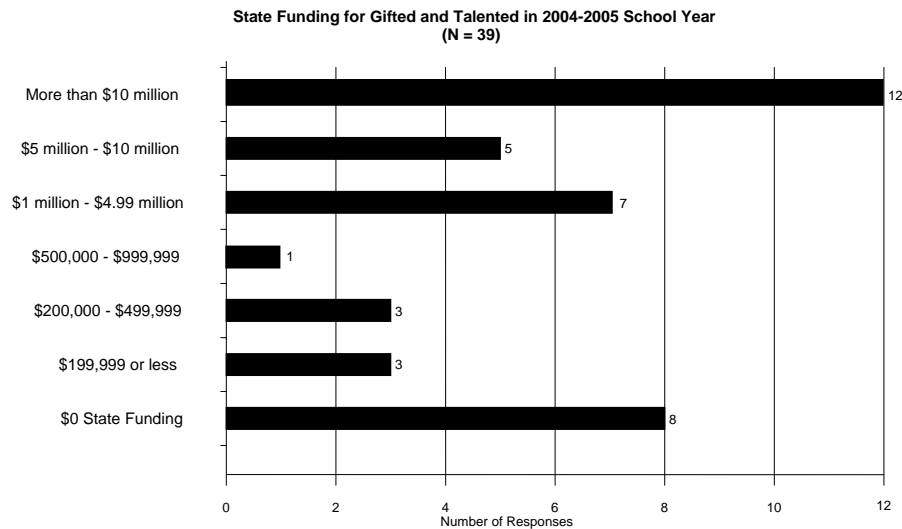


Twenty-one of 30 states cap spending for gifted and talented programs. Of these, six cap funding based on the percent of average daily attendance, four cap based on the percent of identified students, three cap based on teacher units, and eight others cap using other criteria. (See Table 22)

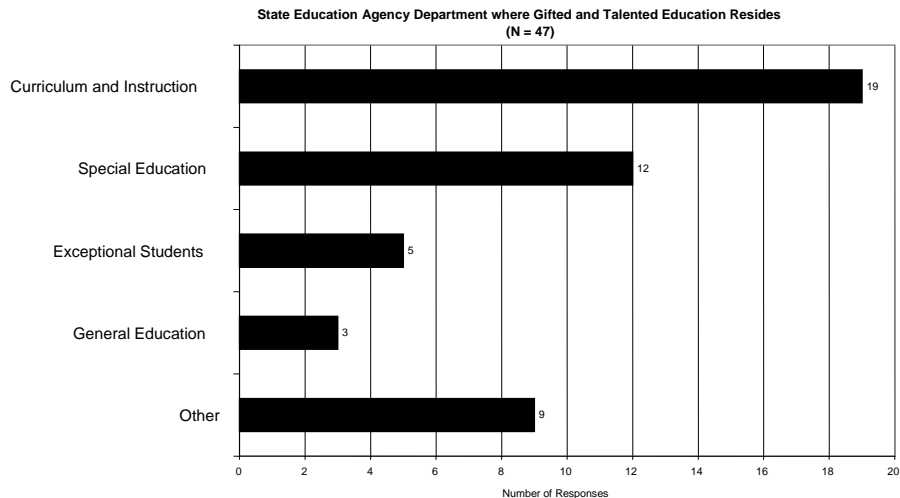


Half of reporting states channeled funds for gifted and talented through the LEA as part of general funding to districts. Eleven channel funds to LEAs by mandate. Ten states channel funds through Governor’s schools and summer programs. Ten channel funds to LEAs through discretionary funding based on application. Fewer states channel funds to residential schools for the gifted and talented, competitive grants, or virtual high schools. Eleven states channel funds through other means. (See Table 23)

State gifted and talented funding ranged from zero to as high as \$154,569,906 in the 2004-2005 school year. States generally flat-lined or increased their funds for gifted and talented programs in small amounts during the past three fiscal years. A few states also reported significant decreases. Amounts varied widely and in some instances the variations were not due to the state’s size and can only be construed as reflecting budget priorities in these instances. (See Table 23)



There is no consistent reporting department for gifted education within state agencies. The most predominant location is within curriculum and instruction (19) followed by special education (12). (See Table 1)

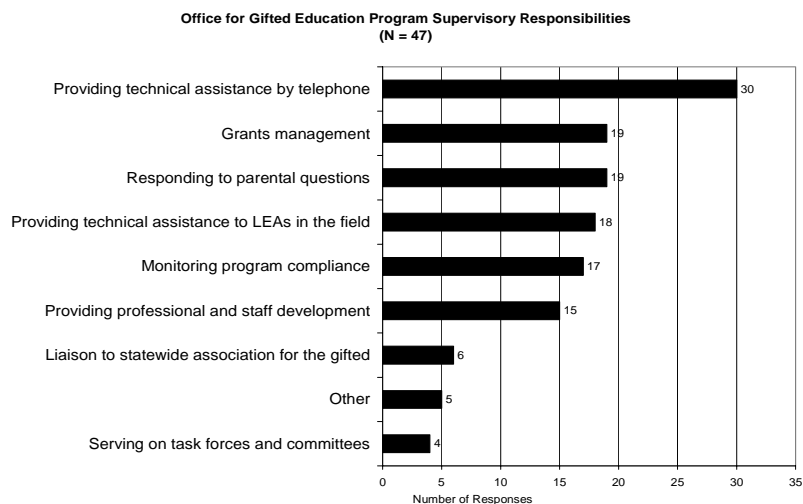
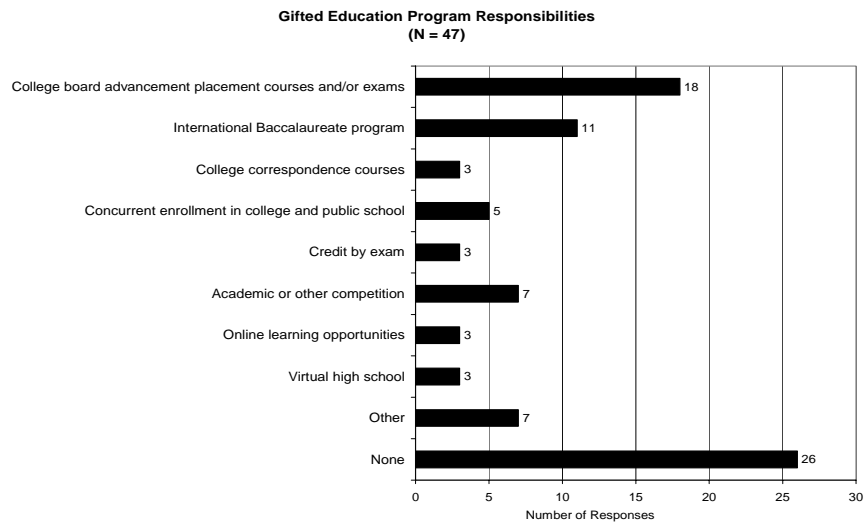


Generally state department personnel are assigned part-time to gifted and talented programs. In fact, only 27 states have a full-time staff person responsible for gifted and talented education. Of those, eight have responsibilities outside of gifted programs. There is no correlation between the size of a state and the number of staff assigned to these programs. Approximately half of the state gifted education coordinators reported that they had other responsibilities in addition to gifted. (See Table 1)

The states were also divided between those with a supervisory role over specific program areas. Twenty-six states do not have supervisory responsibility over specific program areas. The most typical supervisory role was over College Board Advancement Placement courses and exams and the International Baccalaureate program. (See Table 1)

The most predominant responsibilities of SEA personnel were technical assistance by phone, responding to parental inquiries and grants management. (See Table 2)

Finally, there were mixed results as to whether there was dedicated staff to support school-based educators—only 13 states have a dedicated staff that provides such support. While nine provide support regionally and six provide support at the district level, only three provide support at the school building level. (See Table 2)

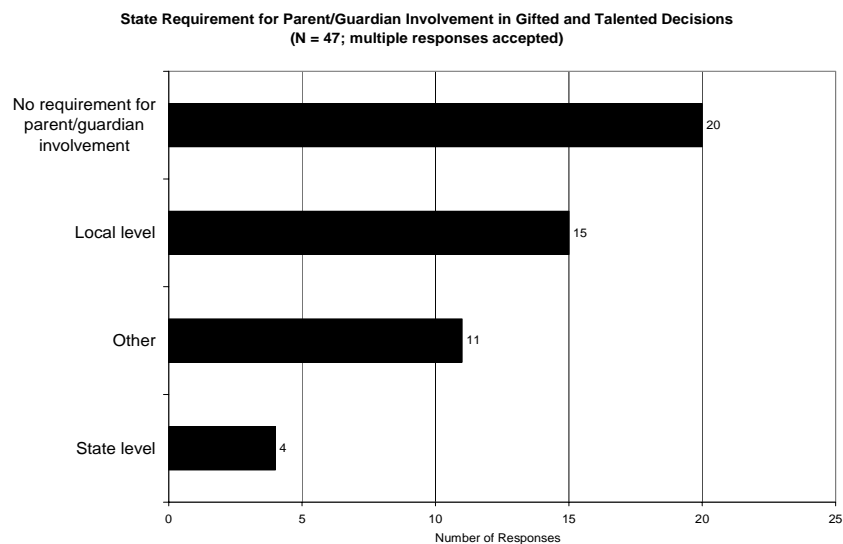


Most states (31) do not produce a state-published report on the state of gifted education. Eleven states do provide a stand-alone annual report; while five provide one as part of a larger education report. (See Table 3)

Over half of the states (26) utilize advanced proficiency indicators in state reporting. However, there was no uniform pattern as to how indicators were broken out. There was a similar split as to delineating areas where indicators were used. The four content areas in which indicators were used most frequently were language arts (22 states), math (21), science (17), and social studies (14). Only six states report that gifted and talented personnel were involved in the development of these indicators. (See Table 3)

The states were split as to whether they had a state advisory committee for gifted education—21 do and 26 do not. In only 12 states is the state advisory committee required by state law, regulation, or policy. In instances where the state does have an advisory committee, it generally reports to the state superintendent and/or board of education. Only two of the advisory committees meet monthly; the rest meet less frequently or as needed. Only eight of these state advisory committees have produced a report in the last three years; only two reported that the report is web-accessible and generally others required it to be obtained by mail. (See Table 4)

States were divided over the requirement for parent/guardian involvement in gifted and talented decisions. Of those that do require some involvement, it generally occurs at the local level. (See Table 4)



According to respondents in each state, the most negative influences on gifted education are the lack of state mandates for gifted education and the No Child Left Behind Act. Other significantly negative forces are anti-ability grouping sentiment, changes in state funding for education, the decrease in the general education formula, lack of compliance and monitoring and changes in state funding for gifted education. Other factors were largely neutral, overall, except for professional development initiatives in gifted education, which was rated a somewhat positive force. (See Tables 5 & 6)

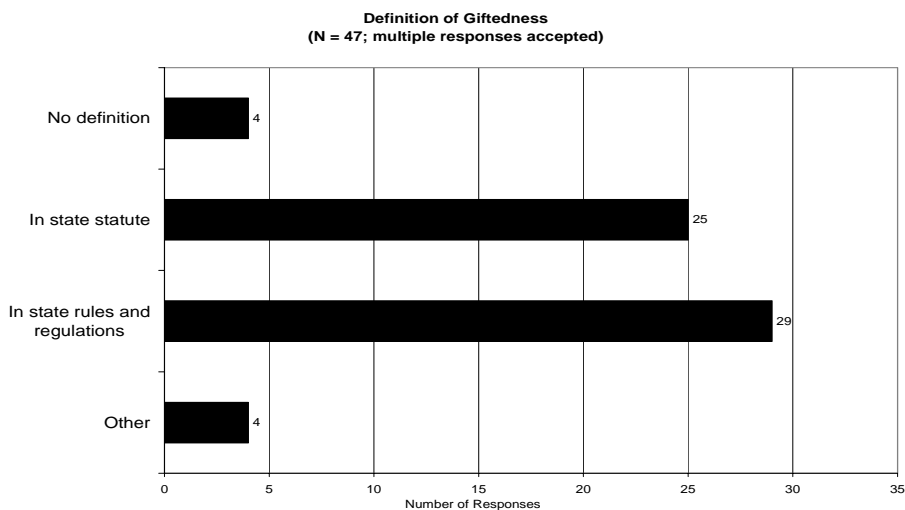
Positive and Negative Forces on Gifted Education (Number of Responses)								
	1 = Negative	2	3	4 = Neutral	5	6	7 = Positive	Mean
Middle School Reform	0	5	4	25	5	6	0	4.067 n = 45
Change in State Funding for Education	8	10	8	14	0	4	0	3.000 n = 44
State Assessments	1	6	11	17	7	2	1	3.733 N = 45
Standards-based Education	0	2	3	23	9	6	3	4.533 n = 45
Lack of State Mandate	12	4	2	23	0	0	0	2.878 n = 41
No Child Left Behind	6	12	13	11	1	1	1	2.911 n = 45
Professional Development Initiatives in Gifted Education	0	2	1	8	10	14	8	5.326 n = 43
State Accreditation	0	3	0	31	2	4	5	4.222 n = 45
Outcome-Based Education	0	0	2	35	5	6	0	4.200 n = 45
Site-Based Decision Making	2	5	9	20	2	5	1	3.773 n = 44
Anti-ability Grouping Sentiment	5	9	15	14	1	1	0	3.000 n = 45
National Excellence: A Case for Developing America's Talent	0	1	0	25	12	1	5	4.614 n = 44
Change in State Funding for Gifted Education	8	4	5	20	0	5	2	3.523 n = 44
Lack of Compliance/ Monitoring	4	4	6	25	0	2	0	3.345 n = 43
Decrease in General Education Formula	5	3	11	24	0	0	0	3.205 n = 44

The states rated nearly all the issue areas as in need of attention. Topping the list (in terms of mean score) was funding for gifted education followed by appropriate pre-service training at the undergraduate level in gifted education, professional training for general education teachers to provide gifted/talented instruction, graduate level coursework in gifted education, funding for professional training in gifted education and representation of minority students in gifted education. Only a state definition of gifted was rated fairly neutral by the states. (See Tables 7 & 8)

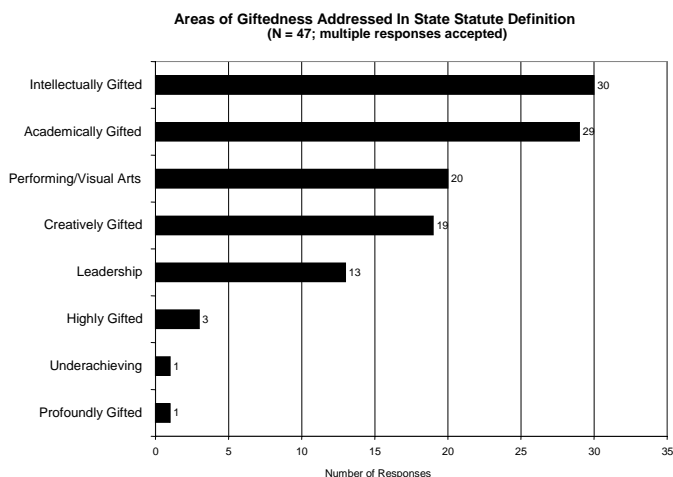
Areas Needing Attention in Gifted Education (Number of Responses)								
	1 = Least in Need of Attention	2	3	4 = Neutral	5	6	7 = Most in Need of Attention	Mean
Representation of Minority Students in Gifted Education	0	0	1	4	13	17	11	5.717 n = 46
Funding for Gifted Education	0	0	0	7	3	11	25	6.174 n = 46
Funding for Professional Training in Gifted Education	0	1	0	5	11	15	14	5.761 n = 46
Mastery of the Disciplines Among Teachers of the Gifted	2	0	1	7	12	13	11	5.391 n = 46
National Mandate for Gifted Education	5	0	1	11	5	8	16	5.152 n = 46
Appropriate Program Evaluation in Gifted Education	0	0	1	6	13	12	14	5.696 n = 46
Appropriate Pre-Service Training at the Undergraduate Level in Gifted Education	0	0	0	5	9	14	18	5.978 n = 46
Professional Training for General Education Teachers to Provide Gifted/Talented Instruction	0	0	0	3	13	13	17	5.957 n = 46
Assessing Academic Growth in Gifted Students	1	1	2	6	12	11	13	5.435 n = 46
Teaching Standards for Licensure/ Endorsement	7	2	1	14	10	6	6	4.304 n = 46
Graduate Level Coursework in Gifted Education	3	1	1	9	9	11	12	5.957 n = 46
Curriculum That Differentiates State Standards	2	0	0	4	15	8	14	5.457 n = 46
State Definition of Gifted	14	1	0	19	4	3	5	3.587 n = 46

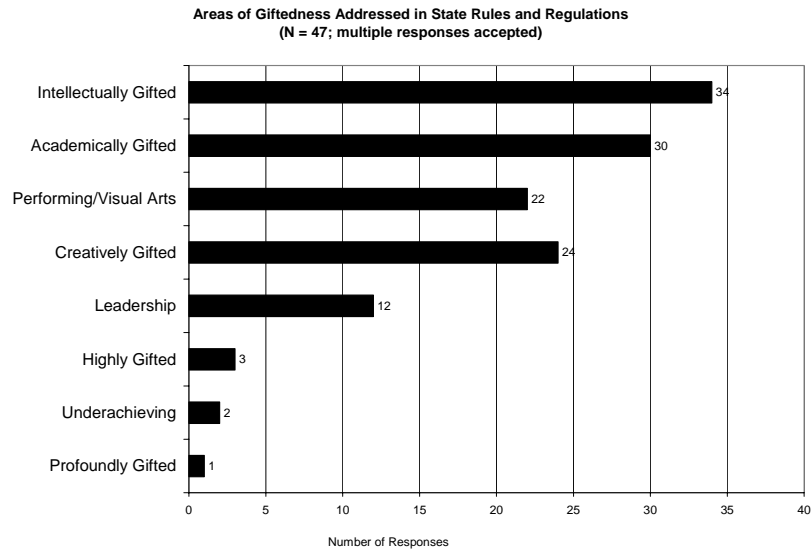
Definition and Identification

Nearly all states defined “giftedness” in statute, rule, or regulation although a sizeable minority (nine of 33) did not require LEAs to follow the state definition. (See Table 9)

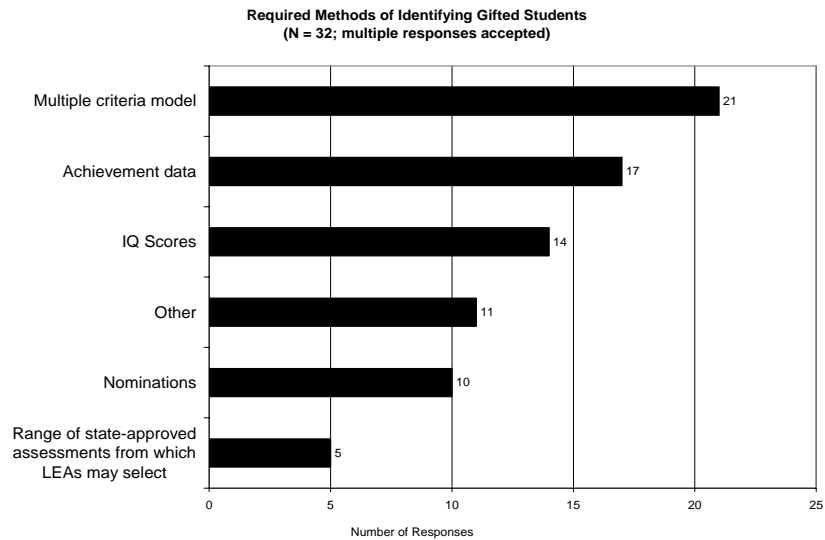


States generally addressed specific areas of giftedness in the state definition with the three most predominant being intellectually gifted, academically gifted, and performing/visual arts. Additionally, lesser-used categories included creatively gifted and leadership. Still fewer states used scaleable categorization of giftedness such as highly gifted, profoundly gifted, and underachieving. Only two states, California and Ohio, responded that they included culturally diverse groups in the state definition. (See Table 9)



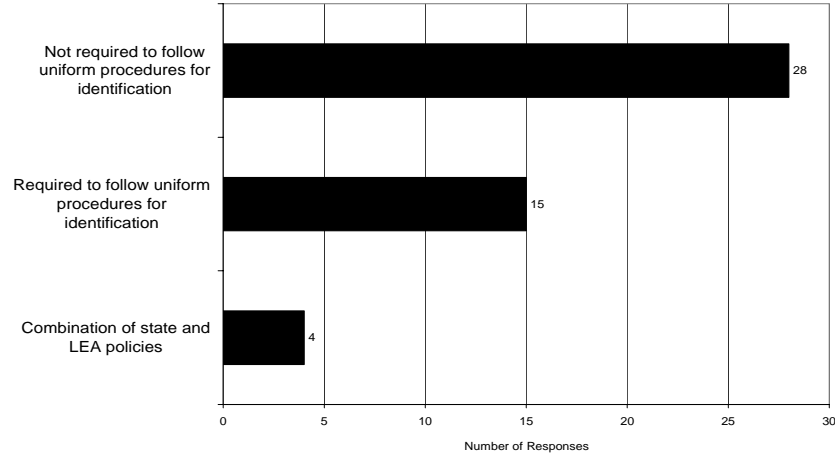


Twenty-nine of the 47 states responding have state criteria to identify gifted students. Most states (21) use multiple criteria to identify these students. Seventeen use specific achievement data and 14 use IQ scores. Ten use nominations and several others use a range of state-approved assessments or other methods to identify gifted and talented students. (See Table 12)



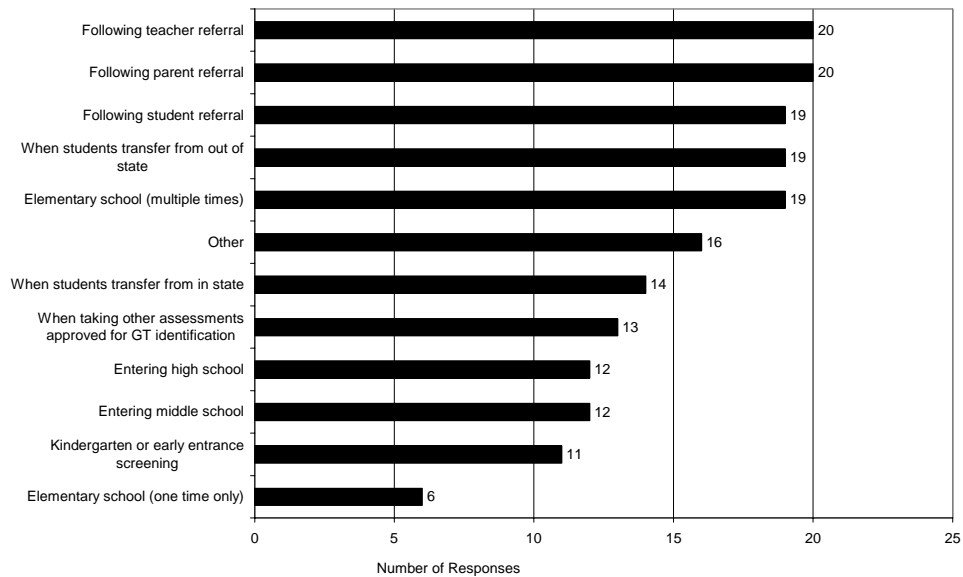
The percent of LEAs that identify gifted and talented students ranged from zero to 100%. Most states do not require all LEAs to follow identification guidelines or uniform identification procedures—largely because the state law doesn't specifically require them to do so. (See Table 12)

**LEA Requirements to Follow Same Identification Guidelines or Uniform Identification Process
(N = 47)**

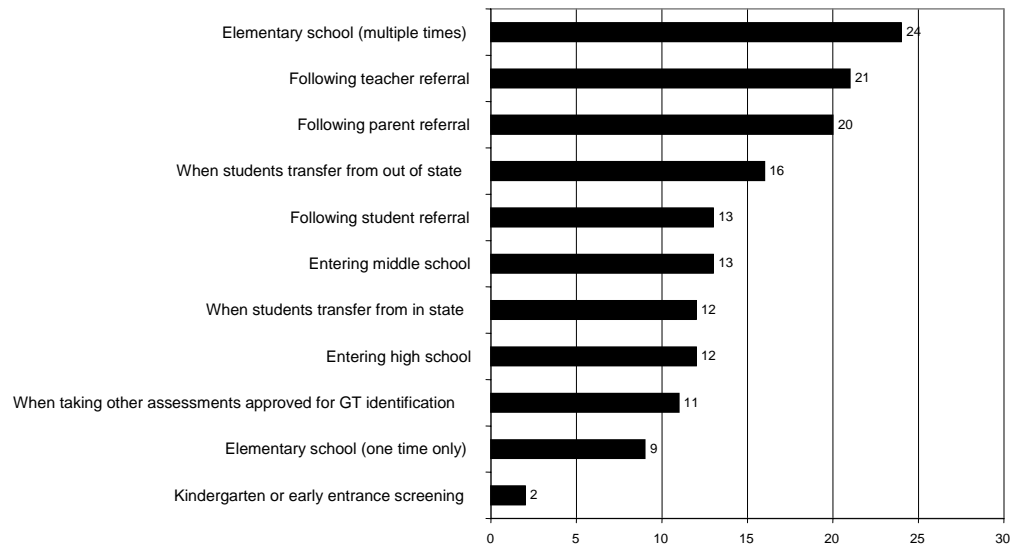


Twenty-eight of the 47 states responding to the survey do not have an age or time at which they are mandated to identify students for gifted programming. Most states identify students in elementary school (through single or multiple evaluation), following teacher referrals or parent referrals, or when students transfer from out of state. Somewhat less often students are identified following student referral, when entering middle school, when transferring from in-state, entering high school, or when taking assessments approved for gifted identification. Students are much less often identified in kindergarten or through early entrance screening. (See Table 13)

**When Students are Identified for Gifted Programming
(N = 30; multiple responses accepted)**



**When Students are Usually Identified for Gifted Programming
(N = 29; multiple responses accepted)**

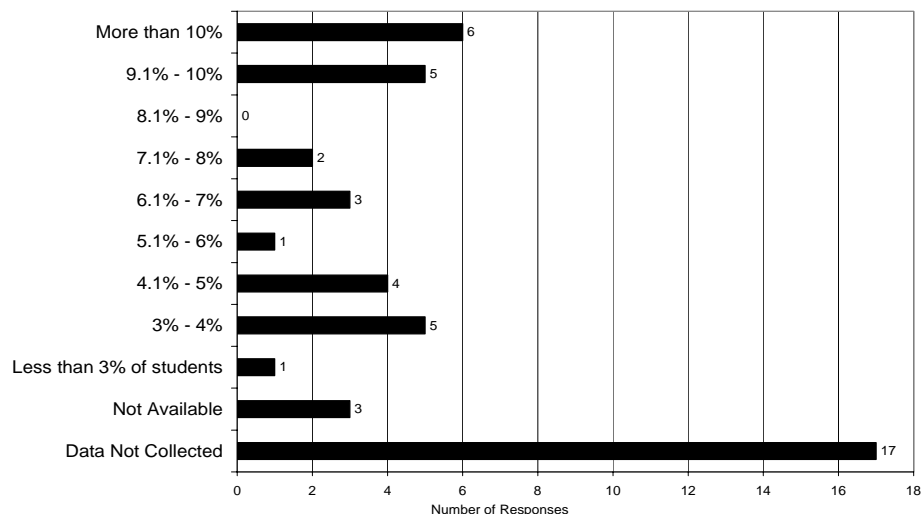


Reporting on the number of students enrolled in gifted education programs was uneven. California and Texas, perhaps not surprisingly, reported the largest populations with approximately 482,000 and 335,844 students respectively. Ohio was next with approximately 285,246 students. (See Table 14)

The percent of identified students for gifted programming ranged from a low of 2.07% to a high of 16% of a state's total student population. Ohio, Oklahoma, and Kentucky had the highest percentages with 16 percent (rounded).

Twenty-three states of the 47 reporting states do not report the number of identified gifted students by gender. Those that did showed a generally even split between male and female enrollees with six percentage points being the greatest reported difference in percent of male and female students in gifted programs. (See Table 14)

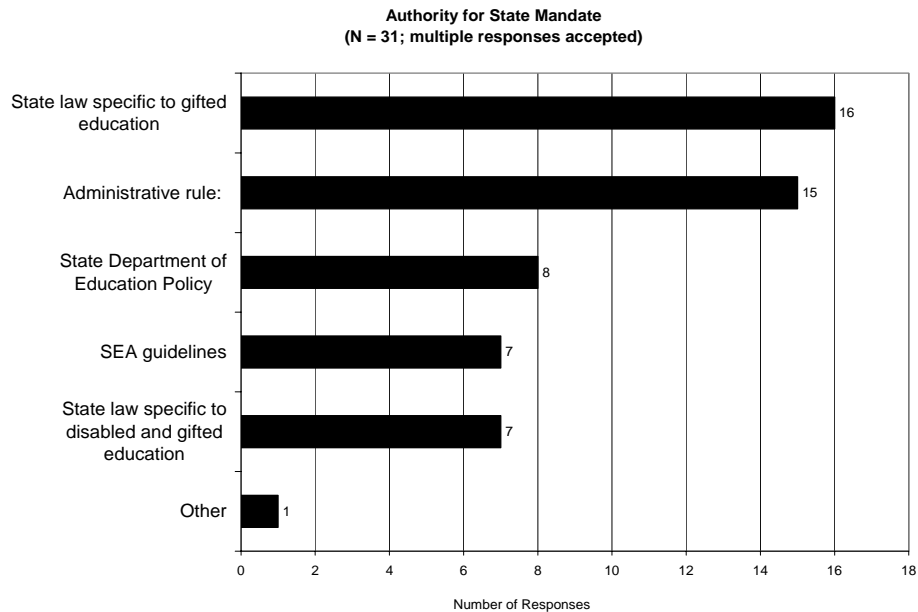
**Percent of Students Identified as Gifted and Talented
(N = 47)**



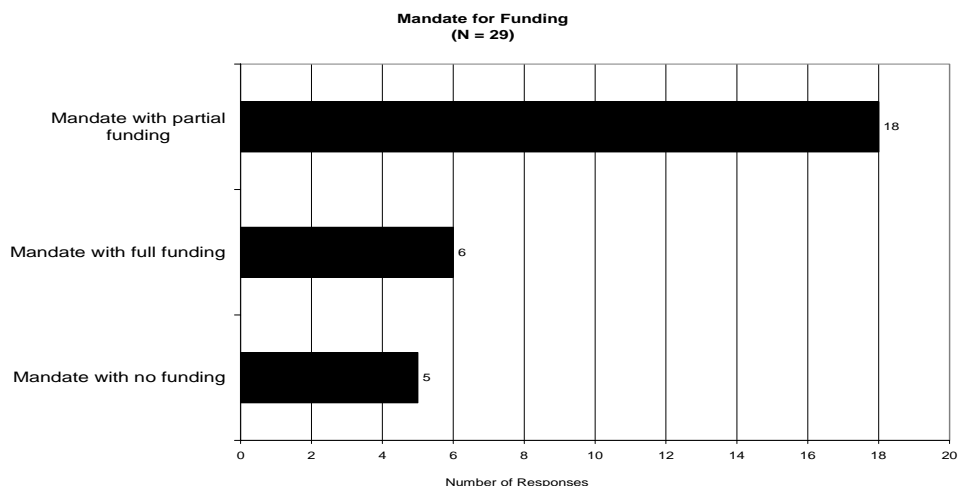
Nineteen of 44 states responding to the question do not report identification of gifted students by culturally diverse groups. Of the 25 states that reported, Caucasians represented the majority of students in all but two states: California (47 percent) and Guam (5 percent). The average proportion of Caucasian students in the states that did report was approximately 76 percent. The average proportion of African American students was nine percent in states that reported having gifted African American students, while that of Hispanic students in reporting states comprised an average of seven percent. On average, Asian students comprised six percent of students in gifted programs in reporting states. (See Table 14)

Mandates to Identify and Serve Gifted Students

The states were split on whether they had a mandate for gifted and talented education with 31 having a mandate and 16 with no mandate. There was no apparent pattern between small and large states or regions of the country. States with mandates generally specify identification and services. (See Tables 10 & 11)



Additionally, if a mandate existed, it generally called for partial versus full funding, although five states had enacted a mandate without any specific requirement for funding. (See Table 10)

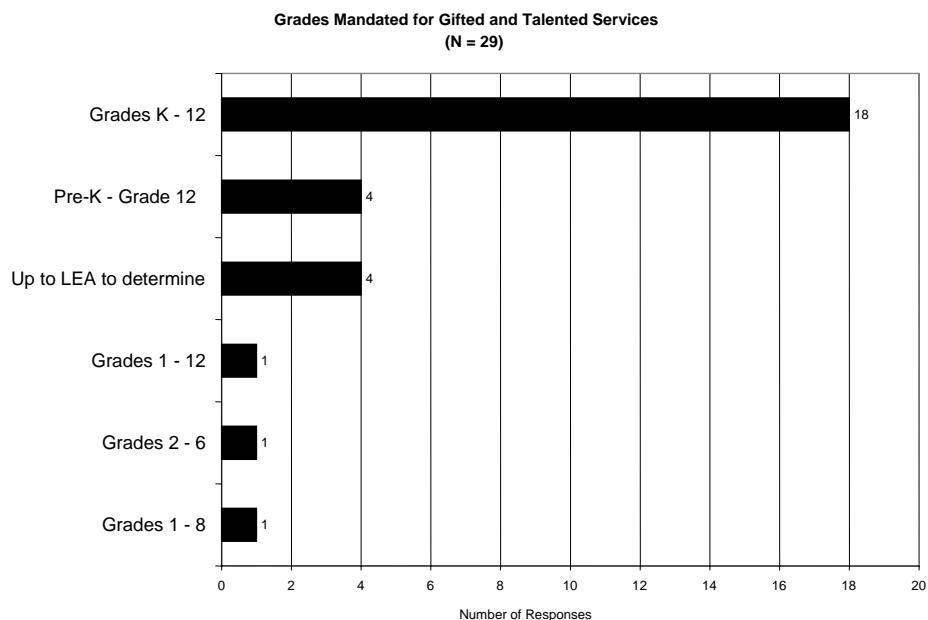


Even among states with mandates for gifted education, many areas are left without requirements. For example, 21 states are not required to provide services in the least restrictive environment. Nineteen states are not required by the state to have individual plans for gifted students. Seventeen states are not required by the state to have Child Find or mediation services. (See Table 11)

	State Requirements for Gifted Education (Number of Responses)		
	As Under IDEA	By State Law Different from IDEA	Not Required
Free Appropriate Public Education	9	9	9
Child Find	3	8	17
Individual Plan for Gifted Students	4	9	19
Least Restrictive Environment	4	3	21
Non-Discriminatory Testing	5	12	12
Mediation	4	6	17
Due Process	7	9	14

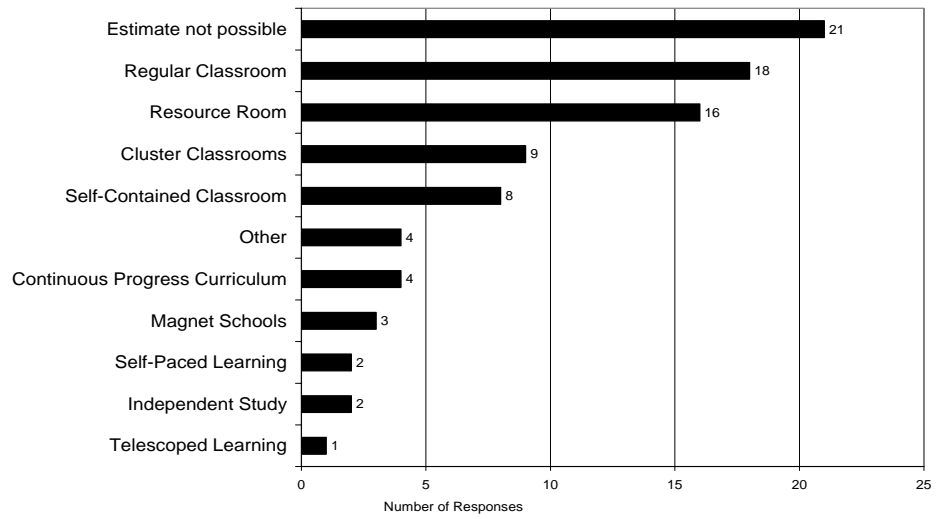
Programs and Services for Gifted Students

Most states (18) mandated gifted and talented services in grades K-12 or pre-K through 12, with four reporting that this determination was left to the LEAs. Although some states reported a consistent pattern of percent of LEAs providing services in each grade, including 80 to 100 percent for each grade level, a noticeable drop-off in LEAs providing services could be seen in several states as students reach higher grade levels. (See Table 15)

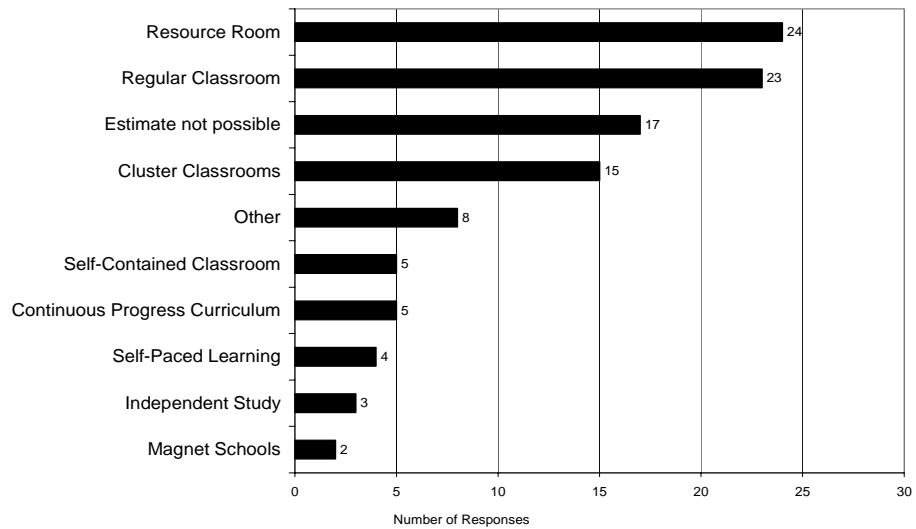


The top delivery methods reported in pre-K, early elementary, and upper elementary, and middle school were regular classrooms and resource rooms. It should be noted that there were exceptions to this and several states reported that an estimate of top delivery methods was not possible. Although this delivery method trend was repeated at the middle school level, there were at this level, more first appearances of independent study and magnet schools as reported methods of delivery. This trend was accelerated at the high school level with the use of Advance Placement in addition to magnet schools. Again, some states, although fewer in number, did report that such estimates were not possible. (See Table 15)

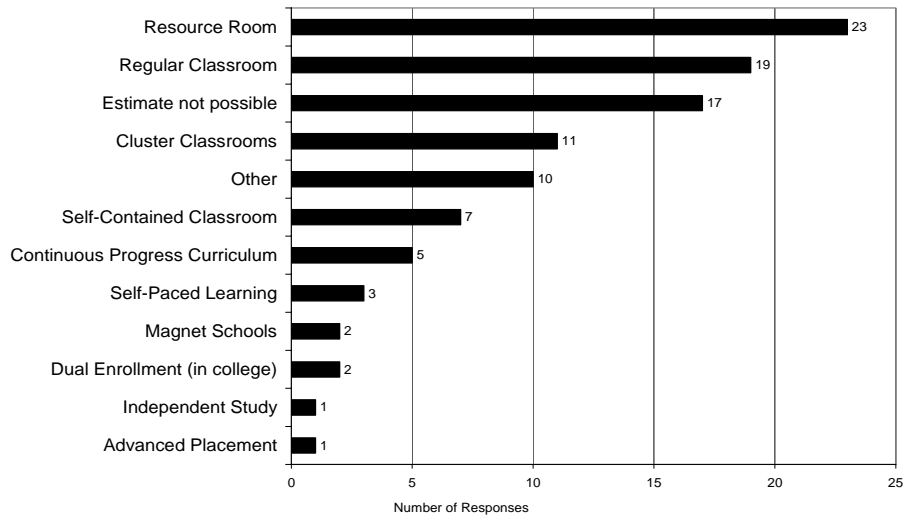
**Top Delivery Methods in Pre-K and Kindergarten
(N = 47; multiple responses accepted)**



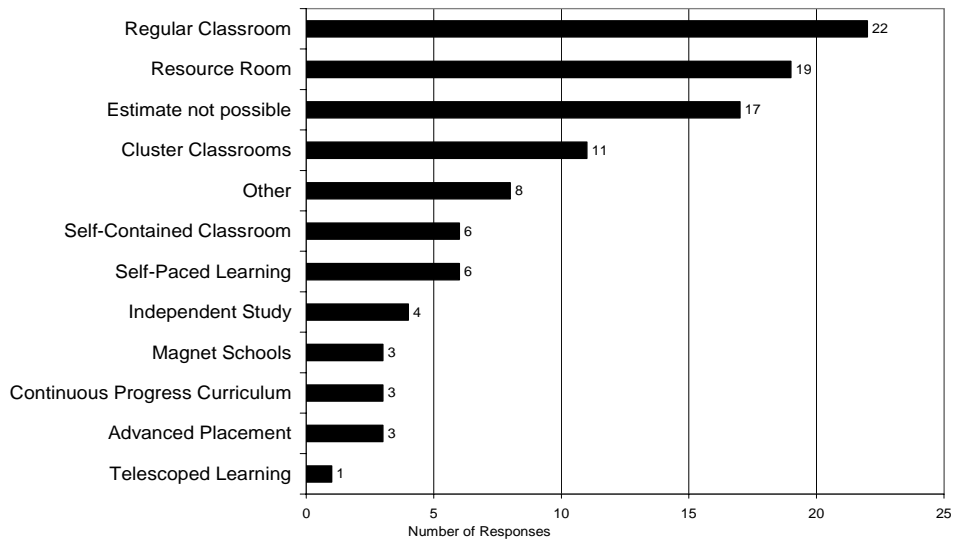
**Top Delivery Methods in Early Elementary
(N = 47; multiple responses accepted)**

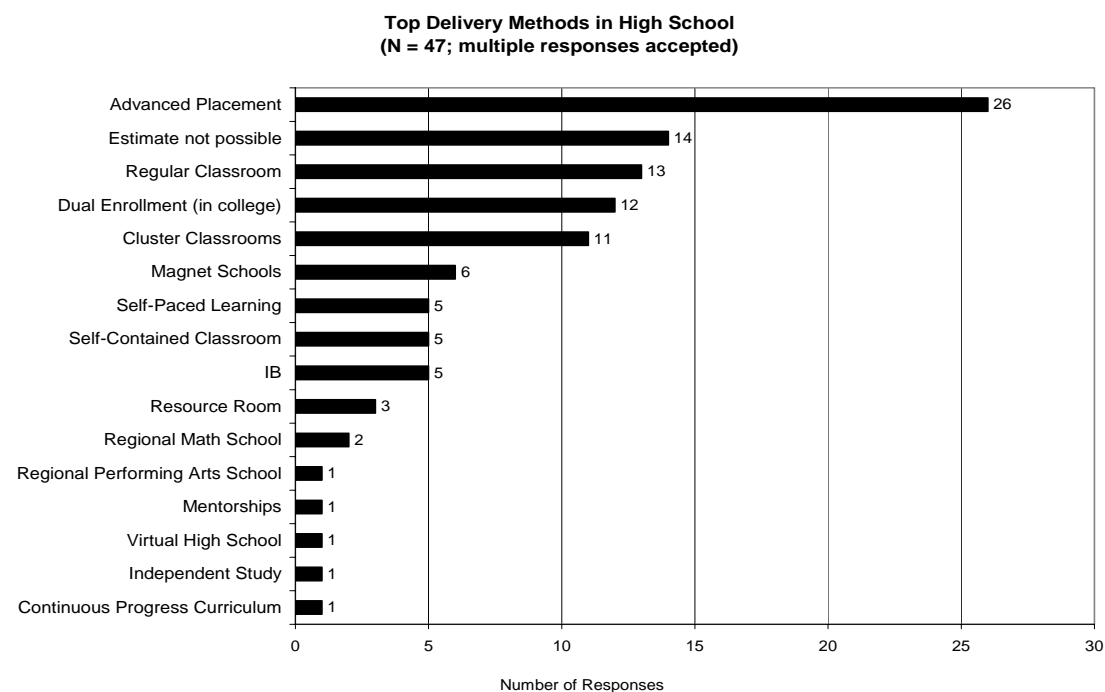


Top Delivery Methods in Upper Elementary
(N = 47; multiple responses accepted)



Top Delivery Methods in Middle School
(N = 47; multiple responses accepted)





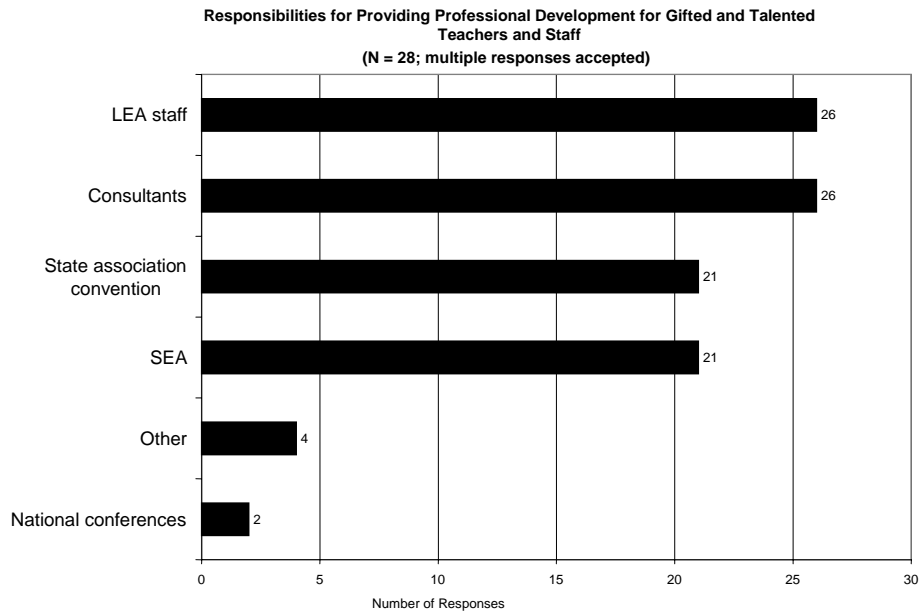
Personnel Preparation

Very few states require gifted and talented training at the pre-service level—only six of 46. Fewer than half of the states (21 out of 46 states) require gifted and talented credentialing through certification or endorsement. Twenty-three of 42 states require professionals working in specialized programs for gifted and talented students to have certification or endorsement. (See Tables 18 & 19)

Twenty-one of 46 states require gifted education credentialing. Twenty-three of 46 require professional working in specialized programs for gifted students to have certification or endorsement. For those states with credentialing, the preferred method was course semester credit hours ranging from six to 24 hours. Finally, not all states reported the percentage of professionals working with gifted and talented students who were certified or endorsed. Of those that did, the percentages widely varied with some reporting “1-10” percent and others “91-100” percent. (See Table 18)

Only one state (Washington) reported that regular classroom teachers were required to have coursework in gifted and talented education and in that instance, only one semester credit hour was required. Most states reported that they did not collect data regarding the percentage of regular classroom teachers who have three or more course semester credit hours in gifted and talented education. Of the six states that did collect this data, 40% or fewer teachers had any semester credit hours in gifted and talented education. (See Table 19)

The responsibility for providing professional development for teachers and staff working in specialized programs for the gifted and talented is widely varied and is about evenly distributed between consultants, LEA staff, the SEA and the state association convention. (See Table 20)



Only three states reported that they required annual staff development hours in gifted and talented education for regular teachers. Four more states left the determination of this requirement to the LEA. (See Table 20)

Only four of 28 states reported that 50 percent or greater of their regular classroom teachers received staff development in gifted education. Twenty-four more states reported that less than half of their regular classroom teachers received such training. (See Table 20)

Only eight of 47 states have a state requirement that teachers working in gifted education earn annual staff development hours in gifted education and eight other states leave this decision to the LEA. Although there is no state requirement for training of gifted education staff, 17 of 28 states nevertheless reported that over 50 percent of gifted and talented staff met this requirement. (See Table 18)

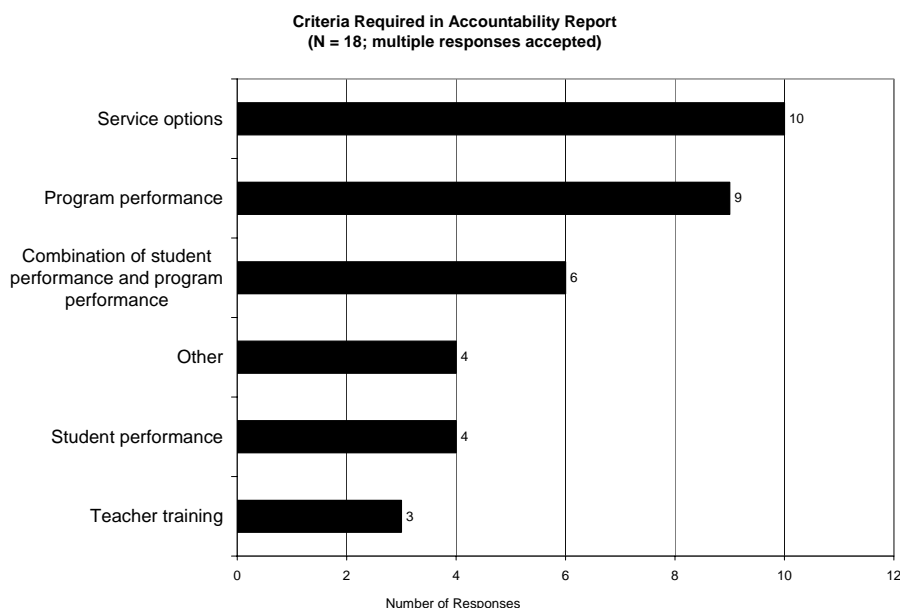
Finally, the great majority of states (42 of 47 states) reported that they did *not* have state written competencies for gifted education professionals other than endorsement or certification of teachers specialized in gifted programs, with only five states responding that they did have such an arrangement. (See Table 21)

A significant number of states (31 of 47 states), responded that graduate degree program(s) with an emphasis in gifted education were offered in state. As a minimum, these programs, when offered, included Master's and Specialist's programs with some states also offering a Ph.D and Ed.D. (See Table 16)

Accountability

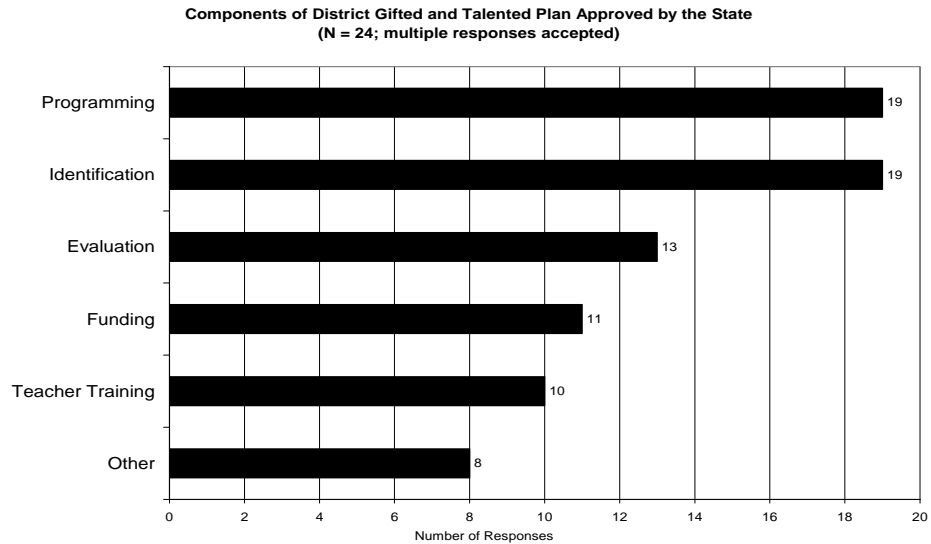
Twenty-four of 47 states have procedures to monitor or audit LEA programs for gifted and talented students and five have such procedures only when the LEA applies for funds.

Only 13 states' LEAs are required to report on the effectiveness of gifted and talented education through state accountability procedures or guidelines with another three required only when the LEA applies for funds. (See Table 16) Most states (28) do not provide gifted education indicators on district report cards (See Table 3)



For states with monitoring, the criteria generally included service options, program performance, and/or a combination of student performance and program performance. There was no consistent pattern among reporting states of how compliance was ensured and this ranged from local monitoring to a possibility of funds being withheld for non-compliance. (See Table 16)

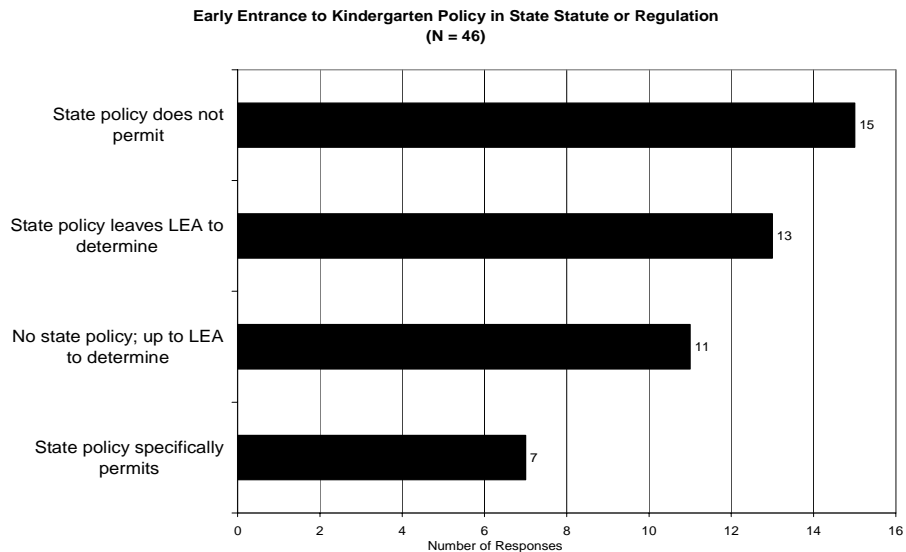
Only 21 states require school districts to submit gifted educational plans to the SEA with four more requiring a plan only when an LEA applies for funds. Only 16 states require that local gifted plans be approved by the SEA. Among the leading components of district gifted and talented plan approved by the state were identification, programming, evaluation, funding and, to a lesser extent, teacher training. (See Table 16)



Only 15 of 46 states reporting require school districts to have a district administrator; five require that the administrator have gifted and talented training. Nor did any responding state indicate that there was a requirement for the administrator to be a full-time position. The number of LEAs with a full-timed gifted administrator was less than half of the number of districts for any reporting state (with the exception of Guam, which has only one LEA within its territory). (See Table 17)

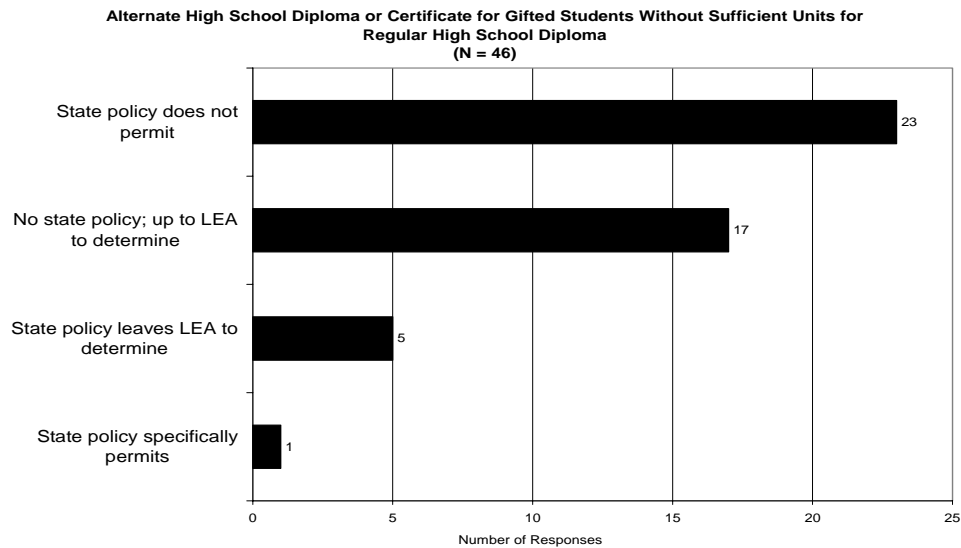
Related Policies and Practices

Seven states specifically permitted early entrance to kindergarten while 15 states specifically did not permit it and the remainder delegated the policy decision to LEAs. (See Table 24)



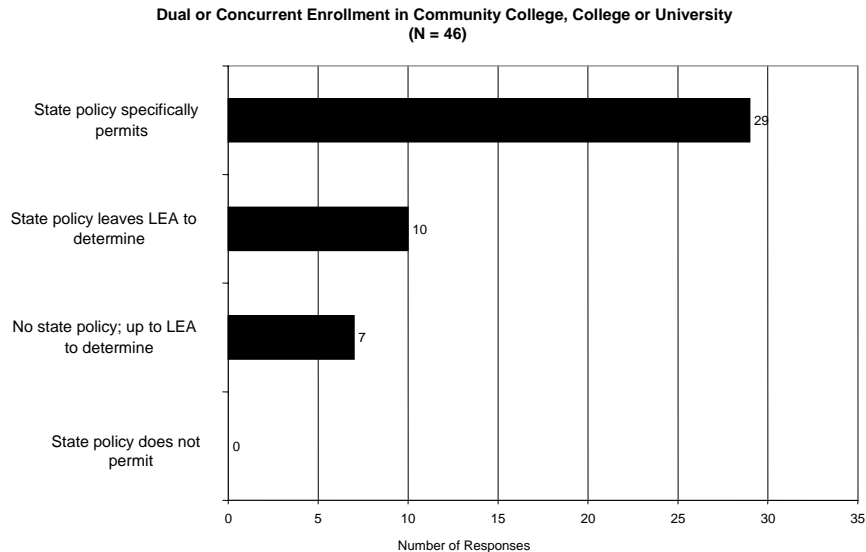
States almost universally reported the age requirement for admission to kindergarten at five years of age (38 of 46 states). Approximately one-half of the reporting states used September 1 as the cut-off date for registration. (See Table 24)

Only one state (Kentucky), reported allowing an alternate high school diploma or certificate for gifted students without sufficient units for a high school diploma. A further 22 states reported that they did not have a state policy in this regard and left it to the LEA to make a determination. The remainder had a policy that did not permit it. (See Table 24)

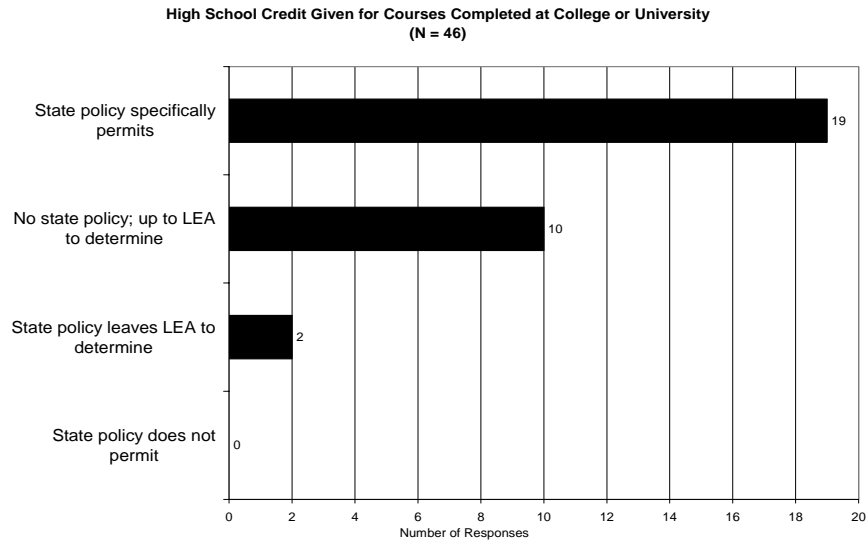


The predominant minimum age for GEDs among states was 16 with one state reporting it as 15. The remaining states reported either a higher minimum age or a sliding scale based on various factors for obtaining a GED. (See Table 24)

Twenty-nine states had policies that specifically permitted dual or concurrent enrollment in a college or university for gifted and talented students. The remaining states either have no state policy or the decision is left to the LEA. (See Table 25)

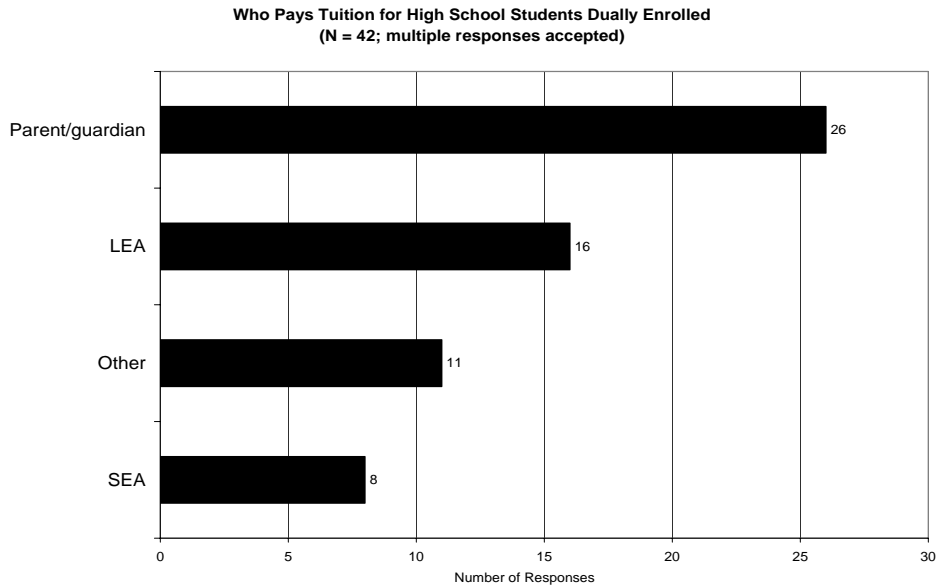


Nineteen states reported some level of LEA involvement in affixing the grade at which dual enrollment in higher education could be started. The latter could be as early as the ninth grade according to some states. (See Table 25)

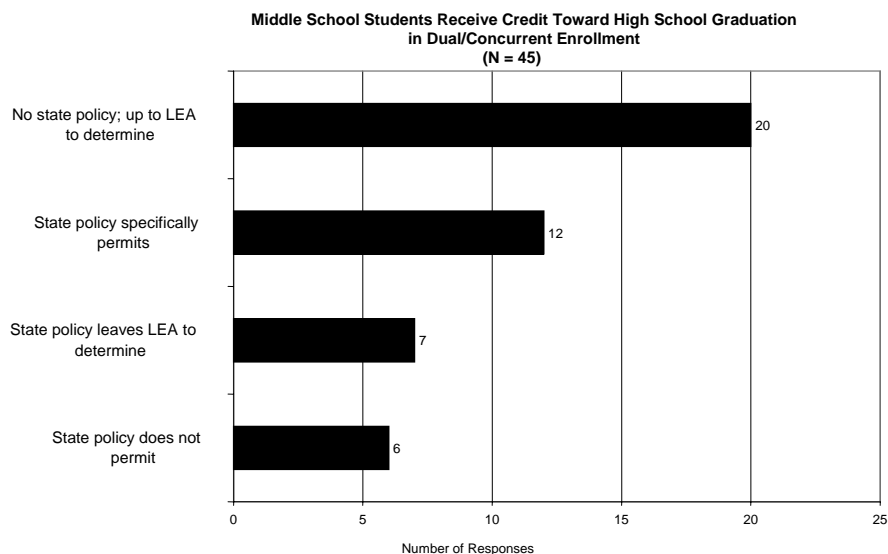
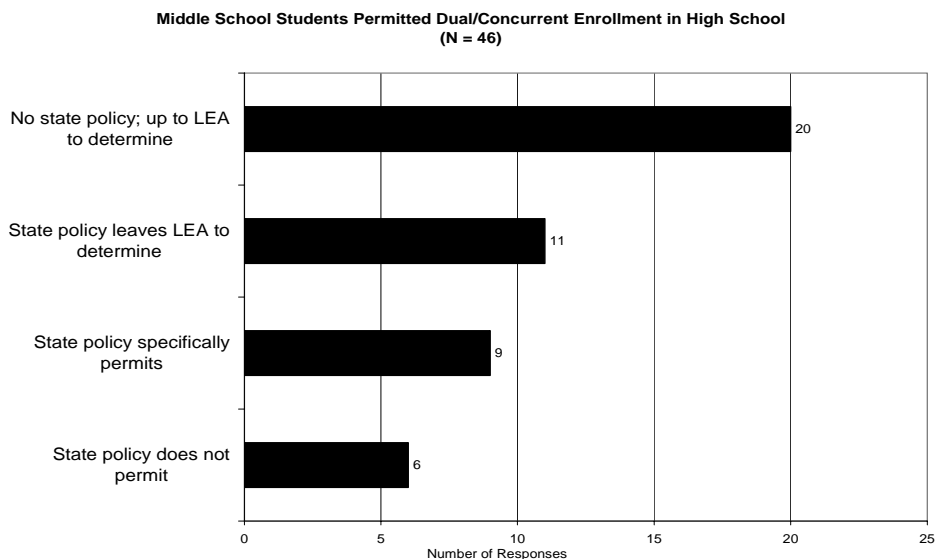


The states were divided on where the decision-making authority lay in allowing college credits to count toward high school graduation with 19 states specifically permitting credits to count toward high school, 10 states with no policy, and two states specifically leaving the decision to the LEA. (See Table 25)

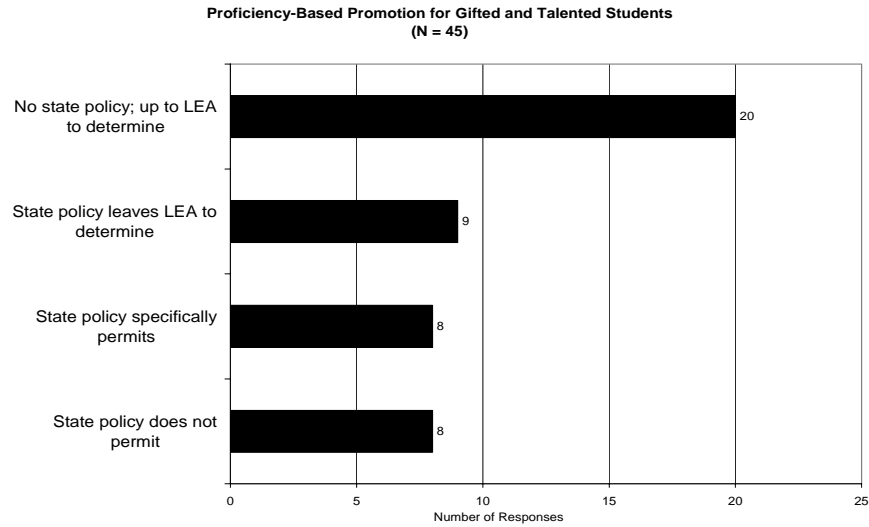
Twenty-six of 42 states report that the parent or guardian pays tuition for high school students dually enrolled in college. The LEA pays in 16 states and the SEA in 8 states. Eleven states have other arrangements. (See Table 25)



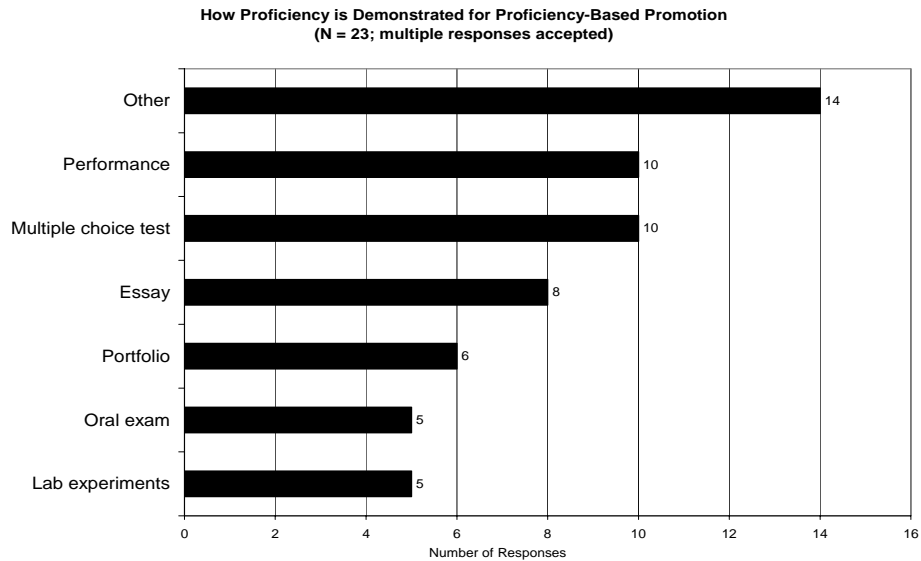
Twenty states have no state policy about whether to allow middle school students to enroll in high school courses, leaving the decision to the LEA. Eleven states have policies specifically leaving the decision to the LEA. Nine states have policies that specifically permitted this enrollment while six states reported policies that specifically did not permit it. (See Table 25)

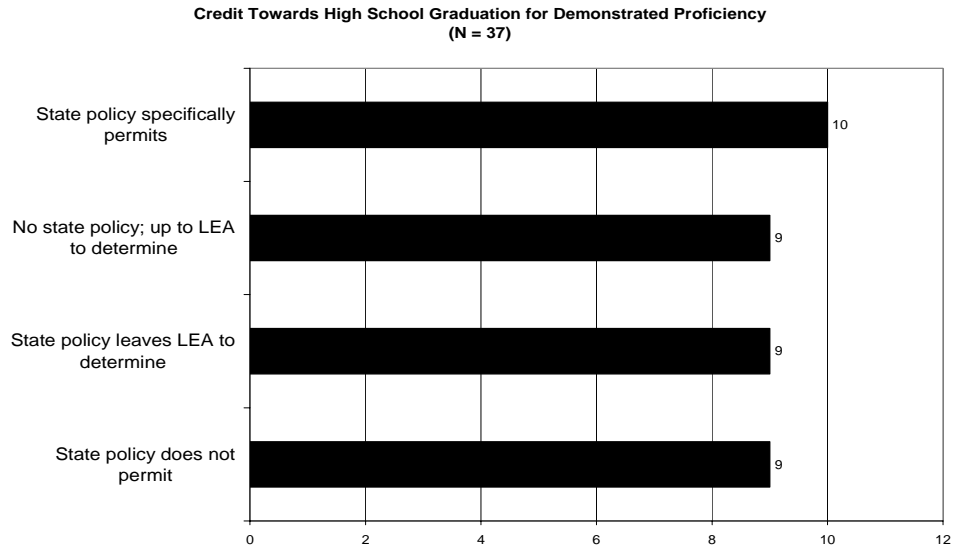


Twenty states have no state policy about whether middle school students dually/concurrently enrolled in high school receive credit toward high school graduation; leaving the decision to the LEA. Twelve states have policies that specifically permit high school credit for middle school students. Seven states leave the decision to the LEA. And six states specifically do not permit such a practice. (See Table 26)



Twenty of 45 states have no state policy regarding proficiency-based promotion for gifted and talented students; leaving the decision to the LEA. Nine states have policies that leave the decision to the LEA. Eight states have policies that specifically permit the practice of proficiency-based promotion and eight states have policies that do not permit such a practice. Some states required a performance, multiple choice test, essay, lab experiment, or oral test among other methods and some states requiring a combination of these to demonstrate proficiency for promotion. (See Table 26)





Ten of 37 states specifically permit schools to give high school credit for demonstrated proficiency. Nine states have no state policy, leaving the decision to the LEA. Nine states have policies that specifically leave the decision to the LEA. And nine states have policies that specifically prohibit granting high school credit for demonstrated proficiency. Some elaborated that such options could include independent study, dual/concurrent enrollment, cross-grade grouping, and cluster grouping. (See Table 26)

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State Gifted Education Association Websites

Alabama Association for Gifted Children	http://aagc.freesevers.com/aagc.html
Arizona Association for Gifted & Talented	www.azagt.org
Arkansans for Gifted & Talented Education	http://agate.freespaces.com/
California Association for the Gifted	www.cagifted.org
Colorado Association for Gifted & Talented	www.coloradogifted.org
Connecticut Association for the Gifted	www.ctgifted.org
Florida Association for the Gifted	www.flagifted.org/
Florida Gifted Network	www.floridagiftednet.org
Georgia Association for Gifted Children	www.gagc.org/
Hawaii Gifted Association	www.higifted.org/
Idaho – The Association for the Gifted	www.itag-sage.org
Illinois Association for Gifted Children	www.iagcgifted.org
Indiana Association for the Gifted	www.iag-online.org
Iowa Talented & Gifted Association	www.iowatag.org
Kansas Association for the Gifted, Talented & Creative	www.kgtc.org
Kentucky Association for Gifted Education	www.wku.edu/kage
Association for Gifted & Talented Students of Louisiana	www.agtsla.org/
Maine Educators of the Gifted & Talented	www.MEGAT.org
Massachusetts Association for Gifted Education	www.massgifted.org
Michigan Alliance for Gifted Education	www.migiftedchild.org
Minnesota Council for the Gifted & Talented	www.mcgt.net
Minnesota Educators of Gifted and Talented	www.megt.org
Mississippi Association for Gifted Children	www.msms.k12.ms.us/MAGC
Gifted Association of Missouri	www.mogam.org
Montana Association for Gifted & Talented Education	www.mtagate.org/
Nebraska Association for the Gifted	www.nebraskagifted.org
Nevada Association for the Gifted & Talented	www.nevadagt.org
New Hampshire Association for Gifted Education	www.nhage.org
New Jersey Association for Gifted Children	www.njagc.org
AGATE-NY	www.agateny.org
NC Association for the Gifted & Talented	www.ncagt.org
Ohio Association for Gifted Children	www.oagc.com
Oklahoma Association of Gifted, Creative, & Talented	www.oagct.org
Oregon Association for Talented & Gifted	www.oatag.org
Pennsylvania Association for Gifted Education	www.penngifted.org/
Rhode Island Advocates for Gifted Education	www.riage.org
South Carolina Consortium for Gifted Education	www.scgifted.org
South Dakota Association for Gifted Children	www.sd-agc.org
Tennessee Association for the Gifted	www.tag-tenn.org
Texas Association for the Gifted and Talented	www.txgifted.org
Utah Association for Gifted Children	www.uagc.org
Vermont Council for Gifted Education	www.vcge.org/
Virginia Association for the Gifted	www.vagifted.org
Washington Association of Educ of the Talented & Gifted	www.waetag.net
West Virginia Association for Gifted & Talented	www.wvgifted.org
Wisconsin Association for Talented & Gifted	www.focol.org/watg/

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Questionnaire

2005 STATE OF THE STATES Gifted Education State Survey

1. Were you the primary contact for gifted education in your SEA in 2004-2005?
☐ Yes (skip to Q3)
☐ No
2. Please provide the contact information for the GT association in your state in 2004-2005.

STATE EDUCATION AGENCY

3. Under which department/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)
4. How many designated SEA personnel have 100% of their time allocated to gifted/talented education? (Enter a number.) _____
5. How many designated SEA personnel (non-support personnel) have partial responsibility for gifted/talented education? (Enter a number.) _____
6. Does the gifted education office in your state include responsibility for some general or other special programs or projects not specifically related to gifted/talented education?
☐ Yes
☐ No
7. Does the office for gifted education in the SEA have a supervisory role in any of the following programs? (Check all that apply.)

<input type="checkbox"/> College Board Advanced Placement courses and/or exams	<input type="checkbox"/> Credit by examination
<input type="checkbox"/> Int'l Baccalaureate program	<input type="checkbox"/> Academic or other competition
<input type="checkbox"/> College Correspondence courses	<input type="checkbox"/> Online learning opportunities
<input type="checkbox"/> Concurrent enrollment in college and public school course	<input type="checkbox"/> Virtual high school
	<input type="checkbox"/> None of the above
	<input type="checkbox"/> Other
8. (Please specify.) What are the three activities performed by the SEA designated personnel responsible for gifted education that consume the greatest amount of time in a regular work week? (Please rank 1, 2 and 3. You must use all three numbers.)

___ Providing technical assistance to LEAs in the field	___ Responding to parental Qs
___ Providing technical assistance by telephone	___ Serving on task forces and committees
___ Providing professional and staff development	___ Liaison to statewide association for the gifted
___ Monitoring program compliance	___ Grants management
	___ Other (Please specify.)

9. Does your state provide a gifted education professional(s) separate from the SEA staff previously mentioned who provides technical support and assistance to school-based educators? (For example at a regional or intermediate education agency, in a local school district, etc.)
☐ Yes
☐ No (skip to Q12)
10. How many of these gifted education professionals, separate from the SEA staff, are there in the state?
 Not applicable
 Number of Professionals _____
11. Where do these professionals deliver services? (Check all that apply.)
☐ Not applicable
☐ Regionally
☐ District level
☐ School building level
12. Does the state department publish an annual report on gifted and talented services in the state?
☐ Yes
☐ No (skip to Q15)
☐ As a percentage of a larger report (Please specify percent.) _____
13. Are there, or will there be, gifted and talented indicators on district report cards? (Such as the number of certified teachers of the gifted in the district, the percent of students identified for gifted education in the district or gifted student performance information)
☐ Yes
☐ No (skip to Q15)
14. What are the specific gifted and talented indicators reported on district report cards in your state? (Check all that apply.)
☐ Not applicable
☐ Identified students
☐ Cluster classrooms
☐ AP/IB classes
☐ Resources teachers
☐ Mentor programs
☐ Other (Please specify.)
15. In what areas does your state utilize advanced proficiency indicators? (Check all that apply.)
☐ None
☐ Language arts
☐ Math
☐ Science
☐ Social studies
☐ Fine arts
☐ Other (Please specify.)
16. Was the gifted and talented office involved in the development of these indicators?
☐ Yes
☐ No
17. In your opinion, how would you rate each of the following forces in terms of the positive or negative effects on the delivery of gifted education services in your state within the past two years?

	Rating: 1= negative; 7 = positive
Middle school reform	
Change in state funding for education	
State assessments	
Standards-based education	
Lack of state mandate	
No Child Left Behind	
Professional development initiatives in gifted ed	
State Accreditation	
Outcome-based education	
Site-based decision making	
Anti-ability grouping sentiment	
Nat'l Excellence: A Case for Developing America's Talent	
Change in state funding for gifted education	
Lack of compliance/monitoring	
Decrease in general education formula	

18. What other positive or negative forces are affecting gifted education in your state?

19. Please rate the degree of attention needed in each of the following areas of gifted education in order for gifted education services in your state to be optimal.

	Rating: 1 = negative; 7 = positive
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/endorsement	
Graduate level coursework in gifted education	
Curriculum that differentiates state standards	
State definition of gifted	

20. What other areas are in greatest need of attention in order for gifted education services to be optimal in your state?
21. Do SEA gifted education personnel work with a standing state advisory committee?
☐ Yes
☐ No (skip to Q27)
22. Is the gifted education advisory committee required by state law, regulation or policy?
☐ Not applicable
☐ Yes
☐ No
23. To whom does this standing state advisory committee for gifted and talented education report? (Check all that apply.)
☐ Not applicable
☐ Governor
☐ Legislature
☐ State superintendent/state board of education
☐ Other (Please specify.)
24. How often does this standing state advisory committee for gifted and talented education meet?
☐ Not applicable
☐ Monthly
☐ Bi-monthly
☐ Quarterly
☐ Annually
☐ Other (Please specify.)
25. Has the advisory committee produced a written report within the last three years?
☐ Not applicable
☐ Yes
☐ No (skip to Q27)
26. What is the title of this report and how can it be accessed?
27. Does your state require parent/guardian involvement in gifted and talented decisions? (Check all that apply.)
☐ No
☐ Yes, at the state level
☐ Yes, at the local level
☐ Yes, other (Please specify.)

DEFINITION OF GIFTED & TALENTED STUDENTS

28. Does your state have a definition of gifted/talented? (Check all that apply.)
☐ No definition (skip to Q34)
☐ Yes, in state statute
☐ Yes, in state rules & regulations
☐ Yes, in other (Please specify.)
29. What areas of giftedness are specifically addressed in your state statute definition of gifted/talented? (Check all that apply.)
- | | |
|--|---|
| <input type="checkbox"/> Not applicable | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Intellectually Gifted | <input type="checkbox"/> Performing/Visual Arts |
| <input type="checkbox"/> Academically Gifted | <input type="checkbox"/> Creatively Gifted |

- | | |
|--|--|
| <input type="checkbox"/> Highly Gifted | <input type="checkbox"/> Culturally Diverse |
| <input type="checkbox"/> Profoundly Gifted | <input type="checkbox"/> Disabled Gifted |
| <input type="checkbox"/> Underachieving | <input type="checkbox"/> ESL / ELL |
| <input type="checkbox"/> Vo-Tech | <input type="checkbox"/> Other (Please specify.) |
| <input type="checkbox"/> Geographically isolated/rural | |
30. What areas of giftedness are specifically addressed in your state rules and regulations' definition of gifted/talented? (Check all that apply.)
- | | |
|---|--|
| <input type="checkbox"/> Not applicable | <input type="checkbox"/> Underachieving |
| <input type="checkbox"/> Intellectually Gifted | <input type="checkbox"/> Vo-Tech |
| <input type="checkbox"/> Academically Gifted | <input type="checkbox"/> Geographically isolated/rural |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Culturally Diverse |
| <input type="checkbox"/> Performing/Visual Arts | <input type="checkbox"/> Disabled Gifted |
| <input type="checkbox"/> Creatively Gifted | <input type="checkbox"/> ESL / ELL |
| <input type="checkbox"/> Highly Gifted | <input type="checkbox"/> Other (Please specify.) |
| <input type="checkbox"/> Profoundly Gifted | |
31. Which culturally diverse groups are included in your state's definition? (Check all that apply.)
- | |
|--|
| <input type="checkbox"/> No groups specifically included |
| <input type="checkbox"/> Native American |
| <input type="checkbox"/> Hispanic |
| <input type="checkbox"/> Asian |
| <input type="checkbox"/> African American |
| <input type="checkbox"/> Other (Please specify.) |
32. Are LEAs required to follow the state definition?
- | |
|------------------------------|
| <input type="checkbox"/> Yes |
| <input type="checkbox"/> No |
33. What is the citation in the state statute/regulations for the state definition?

MANDATE FOR IDENTIFICATION AND GIFTED AND TALENTED SERVICES

34. Does your state have a mandate for gifted and talented education?
- | |
|---|
| <input type="checkbox"/> Yes |
| <input type="checkbox"/> No (skip to Q41) |
35. What areas are included in your state mandate? (Check all that apply.)
- | |
|--|
| <input type="checkbox"/> Not applicable |
| <input type="checkbox"/> Identification |
| <input type="checkbox"/> Services |
| <input type="checkbox"/> Other (Please specify.) |
36. Where is the authority for the state mandate? (Check all that apply.)
- | |
|--|
| <input type="checkbox"/> Not applicable |
| <input type="checkbox"/> State law specific to gifted education |
| <input type="checkbox"/> State law specific to disabled and gifted education |
| <input type="checkbox"/> Administrative rule |
| <input type="checkbox"/> SEA guidelines |
| <input type="checkbox"/> State Department of Education policy |
| <input type="checkbox"/> Other (Please specify.) |
37. What is the citation in the statute or regulation that governs gifted education policies in your state?
38. Is the mandate funded in your state?
- | | |
|---|--|
| <input type="checkbox"/> Not applicable | <input type="checkbox"/> Mandated with partial funding |
| <input type="checkbox"/> Mandated with full funding | <input type="checkbox"/> Mandated with no funding |

39. Which of the following does your state require for gifted and talented education? (Check all that apply.)

Strategy	As under IDEA	By state law difference from IDEA	Not Required	Not Applicable
Free appropriate public education				
Child Fine				
Individual Plan for gifted students				
Least restrictive environment				
Non-discriminatory testing				
Mediation				
Due process				
Related services				

40. Please describe the related services.

IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

41. Does your state require specific criteria/methods to identify gifted students?

- ☐ Yes
☐ No (skip to Q43)

42. Which of the following does your state require for identifying gifted students? (Check all that apply.)

- ☐ Not applicable
☐ IQ scores
☐ Achievement data
☐ Nominations
☐ Multiple criteria model
☐ Range of state-approved assessments from which LEAs may select
☐ Other (Please specify.)

43. Approximately what percent of LEAs identify gifted-talented students? _____%

44. Is the age or time at which students are identified for gifted programming mandated in your state?

- ☐ Yes
☐ No

45. When are students identified for gifted programming in your state? (Check all that apply.)

- ☐ Not applicable
☐ Elementary school (one time only)
☐ Elementary school (multiple times)
☐ Entering middle school
☐ Entering high school
☐ When students transfer from out of state
☐ When students transfer from in state
☐ Following parent referral
☐ Following teacher referral
☐ Following student referral
☐ When taking other assessments approved for GT identification
☐ Kindergarten or early entrance screening
☐ Other (Please specify.)

45.2 When are students usually identified for gifted programming in your state? (Check all that apply.)

- ☐ Not applicable
☐ Elementary school (one time only)
☐ Elementary school (multiple times)
☐ Entering middle school
☐ Entering high school

- ☐ When students transfer from out of state
☐ When students transfer from in state
☐ Following parent referral
☐ Following teacher referral
☐ Following student referral
- ☐ When taking other assessments approved for GT identification
☐ Kindergarten or early entrance screening
☐ Other (Please specify.)
46. Are LEAs throughout the state required to follow the same identification guidelines or uniform identification process?
- ☐ Yes (skip to Q48)
☐ No
☐ Combination of state and LEA policies (skip to Q48)
47. Why are LEAs not required to follow the same identification guidelines or uniform identification process?
- ☐ Not applicable
☐ State law does not specifically require
☐ There is no state law on identification process
☐ Other (Please specify.)
48. How many public school students are enrolled in your state in 2004-2005?
49. What is the total number of students identified as gifted and talented in your state? (Enter a number or enter "not collected.") _____ students
50. How is this number calculated?
- ☐ State-collected information
☐ Estimate
☐ District reports (not mandatory reporting)
☐ Data not collected
51. How many gifted and talented students, K – 12, were served in your state in 2004-2005? (Enter a number or enter "not collected.")
52. Is there a maximum number or percentage of students that a district may identify for gifted programs and services?
- ☐ Yes
☐ No (skip to Q54)
53. What is the maximum number or percentage of students that a district may identify for gifted programs and services?
54. Of students identified as gifted and talented, what percent are male and what percent are female? (Total must sum to 100%.)

	Percent
Male students identified as gifted and talented	_____ %
Female students identified as gifted and talented	_____ %
Data not collected	<input type="checkbox"/>

55. Of students identified as gifted and talented, what percent are in each of the following groups? (Total must sum to 100%.)

	Percent
African American students identified as gifted and talented	_____ %
Native American students identified as gifted and talented	_____ %
Asian students identified as gifted and talented	_____ %
Hispanic students identified as gifted and talented	_____ %
Caucasian students identified as gifted and talented	_____ %
Other (Please specify.)	_____ %
Data not collected	<input type="checkbox"/>

PROGRAMMING AND ACCOUNTABILITY

56. At which grades are gifted and talented services mandated in your state? (Check all that apply.)
- | | |
|---|-----------------------------------|
| <input type="checkbox"/> Does not apply | <input type="checkbox"/> Grade 5 |
| <input type="checkbox"/> Pre-K to 12 | <input type="checkbox"/> Grade 6 |
| <input type="checkbox"/> Up to LEA to determine | <input type="checkbox"/> Grade 7 |
| <input type="checkbox"/> Pre-K | <input type="checkbox"/> Grade 8 |
| <input type="checkbox"/> K | <input type="checkbox"/> Grade 9 |
| <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 10 |
| <input type="checkbox"/> Grade 2 | <input type="checkbox"/> Grade 11 |
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grade 12 |
| <input type="checkbox"/> Grade 4 | |
57. Does your state monitor/audit LEA programs for gifted/talented students? (Check the appropriate response.)
- ☐ Yes
☐ No
☐ Only when LEA applies for funds
58. Are LEAs required to report on effectiveness of gifted and talented education services through state accountability procedures or guidelines? (Check the appropriate response.)
- ☐ Yes
☐ No (skip to Q61)
☐ Only when LEA applies for funds
59. Which of the following criteria is required in the report?
- ☐ Not applicable
☐ Student performance
☐ Program performance
☐ A combination of student performance and program evaluation
☐ Teacher training
☐ Service Options
☐ Other (Please specify.)
60. How does the state ensure compliance?
61. Are school districts required to submit gifted education plans to the SEA?
- ☐ Yes
☐ No
☐ Only when LEA applies for funds
62. Must local gifted education plans be approved by the SEA?
- ☐ Yes
☐ No (skip to Q64)
☐ Only when LEA applies for funds
63. What are the components of the district gifted and talented plan that must be approved by the state? (Check all that apply.)
- ☐ Not applicable
☐ Identification
☐ Programming
☐ Funding
☐ Evaluation
☐ Teacher training
☐ Other (Please specify.)

64. Does your state require school districts to have a gifted education administrator?
☐ Yes
☐ No (skip to Q67)
65. Does the state require the gifted education administrator to have gifted and talented training (e.g., certification or endorsement)?
☐ Not applicable
☐ Yes
☐ No
66. Is the gifted education administrator required by the state to be a full-time position?
☐ Not applicable
☐ Yes
☐ No
67. Approximately what percentage of LEAs in the state have a full-time gifted education administrator?
68. Approximately what percent of LEAs in your state provide services to the gifted in each grade below.

	0%	1-19%	20-39%	40-59%	60-79%	80-100%	Do not collect or not available
Pre-Kindergarten							
Kindergarten							
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Grade 6							
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							

69. What are the top three delivery methods through which services are provided in **pre-K and kindergarten**? (Please rank 1, 2 and 3. You must use all three numbers.)
- | | |
|--------------------------------------|-------------------------------|
| _____ Continuous Progress Curriculum | _____ Telescoped Learning |
| _____ Independent Study | _____ Resource Room |
| _____ Magnet Schools | _____ Cluster Classrooms |
| _____ Regular Classroom | _____ Other (Please specify.) |
| _____ Self-Contained Classroom | _____ Estimate not possible |
| _____ Self-Paced Learning | |

70. What are the top three delivery methods through which services are provided in **early elementary**? (Please rank 1, 2 and 3. You must use all three numbers.)
- | | |
|--|---|
| <input type="checkbox"/> Continuous Progress Curriculum | <input type="checkbox"/> Self-Contained Classroom |
| <input type="checkbox"/> Independent Study | <input type="checkbox"/> Self-Paced Learning |
| <input type="checkbox"/> Magnet Schools | <input type="checkbox"/> Telescoped Learning |
| <input type="checkbox"/> Mentorships | <input type="checkbox"/> Resource Room |
| <input type="checkbox"/> Regional Math School | <input type="checkbox"/> Cluster Classrooms |
| <input type="checkbox"/> Regional Performing Arts School | <input type="checkbox"/> Other (Please specify.) |
| <input type="checkbox"/> Regular Classroom | <input type="checkbox"/> Estimate not possible |
71. What are the top three delivery methods through which services are provided in **upper elementary**? (Please rank 1, 2 and 3. You must use all three numbers.)
- | | |
|--|---|
| <input type="checkbox"/> Advanced Placement | <input type="checkbox"/> Regular Classroom |
| <input type="checkbox"/> Continuous Progress Curriculum | <input type="checkbox"/> Self-Contained Classroom |
| <input type="checkbox"/> Dual Enrollment (in college) | <input type="checkbox"/> Self-Paced Learning |
| <input type="checkbox"/> Independent Study | <input type="checkbox"/> Telescoped Learning |
| <input type="checkbox"/> Magnet Schools | <input type="checkbox"/> Resource Room |
| <input type="checkbox"/> Mentorships | <input type="checkbox"/> Cluster Classrooms |
| <input type="checkbox"/> Regional Math School | <input type="checkbox"/> Other (Please specify.) |
| <input type="checkbox"/> Regional Performing Arts School | <input type="checkbox"/> Estimate not possible |
72. What are the top three delivery methods through which services are provided in **middle school**? (Please rank 1, 2 and 3. You must use all three numbers.)
- | | |
|---|--|
| <input type="checkbox"/> Advanced Placement | <input type="checkbox"/> Regional Performing Arts School |
| <input type="checkbox"/> Continuous Progress Curriculum | <input type="checkbox"/> Regular Classroom |
| <input type="checkbox"/> Dual Enrollment (in college) | <input type="checkbox"/> Self-Contained Classroom |
| <input type="checkbox"/> Independent Study | <input type="checkbox"/> Self-Paced Learning |
| <input type="checkbox"/> IB | <input type="checkbox"/> Telescoped Learning |
| <input type="checkbox"/> Virtual High School | <input type="checkbox"/> Resource Room |
| <input type="checkbox"/> Magnet Schools | <input type="checkbox"/> Cluster Classrooms |
| <input type="checkbox"/> Mentorships | <input type="checkbox"/> Other (Please specify.) |
| <input type="checkbox"/> Regional Math School | <input type="checkbox"/> Estimate not possible |
73. What are the top three delivery methods through which services are provided in **high school**? (Please rank 1, 2 and 3. You must use all three numbers.)
- | | |
|---|--|
| <input type="checkbox"/> Advanced Placement | <input type="checkbox"/> Regional Performing Arts School |
| <input type="checkbox"/> Continuous Progress Curriculum | <input type="checkbox"/> Regular Classroom |
| <input type="checkbox"/> Dual Enrollment (in college) | <input type="checkbox"/> Self-Contained Classroom |
| <input type="checkbox"/> Independent Study | <input type="checkbox"/> Self-paced Learning |
| <input type="checkbox"/> IB | <input type="checkbox"/> Telescoped Learning |
| <input type="checkbox"/> Virtual High School | <input type="checkbox"/> Resource Room |
| <input type="checkbox"/> Magnet Schools | <input type="checkbox"/> Other (Please specify.) |
| <input type="checkbox"/> Mentorships | <input type="checkbox"/> Estimate not possible |
| <input type="checkbox"/> Regional Math School | |

OTHER POLICIES AND PRACTICES

74. Does your state have an early entrance to kindergarten policy in state statute or regulation?
- ☐ State policy specifically permits
 - ☐ State policy does not permit
 - ☐ State policy leaves LEA to determine
 - ☐ No state policy; up to LEA to determine
75. What is the age requirement (years and months) in your state for admission to kindergarten?
76. What is the cut off date requirement (for example, must be 5 by June 1) in your state for admission to kindergarten?
77. Does your state offer an alternate high school diploma or certificate for gifted students without sufficient units to qualify for a regular high school diploma?
- ☐ State policy specifically permits
 - ☐ State policy does not permit
 - ☐ State policy leaves LEA to determine
 - ☐ No state policy; up to LEA to determine
78. Please describe the basis on which the alternate diploma/certificate is offered. (For example, test results, portfolio, online high school courses.)
79. What is your state's minimum age requirement to obtain a GED?
80. Which of the following does your state fund at the state level? (Check all that apply.)
- ☐ School for Math and Science
 - ☐ School for the Fine and Performing Arts
 - ☐ School for the Humanities
 - ☐ Governor's School (Summer)
 - ☐ Governor's School (school year)
 - ☐ Virtual High School
 - ☐ AP/IB Tests
 - ☐ ACT/SAT/Discover Test
 - ☐ Other (Please specify.)
 - ☐ None of the above
81. Under your state laws and regulations, are high school students allowed dual or concurrent enrollment in a community college, college or university?
- ☐ State policy specifically permits
 - ☐ State policy does not permit (skip to Q85)
 - ☐ State policy leaves LEA to determine
 - ☐ No state policy; up to LEA to determine
82. When can students begin dual or concurrent enrollment in a community college, college or university? (Check all that apply.)
- | | |
|---|--|
| <input type="checkbox"/> Not applicable | <input type="checkbox"/> Age 12 |
| <input type="checkbox"/> Left to LEA to determine | <input type="checkbox"/> Age 13 |
| <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Age 14 |
| <input type="checkbox"/> Grade 8 | <input type="checkbox"/> Age 15 |
| <input type="checkbox"/> Grade 9 | <input type="checkbox"/> Age 16 |
| <input type="checkbox"/> Grade 10 | <input type="checkbox"/> Age 17 |
| <input type="checkbox"/> Grade 11 | <input type="checkbox"/> Other (Please specify.) |
| <input type="checkbox"/> Grade 12 | |
83. Is high school credit given for courses completed at a community college, college or university?
- ☐ Not applicable
 - ☐ State policy specifically permits

- ☐ State policy does not permit
☐ State policy leaves LEA to determine
☐ No state policy; up to LEA to determine
84. Who pays the tuition for a high school student dually or concurrently enrolled at a community college, college or university? (Check all that apply.)
- ☐ Not applicable
☐ SEA
☐ LEA
☐ Parent/guardian
☐ Other (Please specify.)
85. Are middle school students permitted to be dually/concurrently enrolled in high school?
- ☐ State policy specifically permits
☐ State policy does not permit
☐ State policy leaves LEA to determine
☐ No state policy; up to LEA to determine
86. May middle school students receive credit toward high school graduation for the courses in which he/she is dually/concurrently enrolled?
- ☐ State policy specifically permits
☐ State policy does not permit
☐ State policy leaves LEA to determine
☐ No state policy; up to LEA to determine
87. Does your state allow proficiency-based promotion (demonstrate proficiency without seat time in that course) for gifted and talented students?
- ☐ State policy specifically permits
☐ State policy does not permit
☐ State policy leaves LEA to determine
☐ No state policy; up to LEA to determine
88. How does the student demonstrate proficiency? (Check all that apply.)
- ☐ Not applicable
☐ Multiple choice test
☐ Essay
☐ Lab experiments
☐ Oral exam
☐ Portfolio
☐ Performance
☐ Other (Please specify.)
89. Does your state allow credit towards high school graduation for demonstrated proficiency?
- ☐ State policy specifically permits
☐ State policy does not permit
☐ State policy leaves LEA to determine
☐ No state policy; up to LEA to determine
90. Once a student demonstrates proficiency, what are the options to accommodate his/her needs for advancement? (Check all that apply.)
- | | |
|---|--|
| <input type="checkbox"/> Not applicable | <input type="checkbox"/> Cluster grouping |
| <input type="checkbox"/> Individualized instruction | <input type="checkbox"/> Grade/course advancement |
| <input type="checkbox"/> Correspondence courses | <input type="checkbox"/> Individualized education programs |
| <input type="checkbox"/> Independent study | <input type="checkbox"/> Other (Please specify.) |
| <input type="checkbox"/> Dual/Concurrent enrollment | <input type="checkbox"/> Left to LEA to determine |
| <input type="checkbox"/> Cross-grade grouping | |

PERSONNEL PREPARATION

91. Does your state require gifted and talented training at the pre-service level?
☐ Yes
☐ No (skip to Q93)
92. What are the gifted and talented pre-service level requirements in your state?
93. Does your state require gifted and talented credentialing (certification/endorsement)?
☐ Yes
☐ No
94. Does your state require professionals working in specialized programs for gifted and talented students to have certification or endorsement?
☐ Yes
☐ No (skip to Q97)
95. How are hours earned for certification or endorsement? (Check all that apply.)
☐ Not applicable
☐ Course semester credit hours
☐ Continuing education units (CEUs)
☐ Staff development
☐ Other (Please specify.)
96. How many course semester credit hours, CEUs or staff development hours are required for certification or endorsement?
97. What percentage of professionals working with gifted children in specialized programs had a gifted and talented endorsement or certification in 2004-2005 in your state?

<input type="checkbox"/> Data not collected (skip to 99)	<input type="checkbox"/> 41-50 %
<input type="checkbox"/> 0%	<input type="checkbox"/> 51-60 %
<input type="checkbox"/> 1-10 %	<input type="checkbox"/> 61-70 %
<input type="checkbox"/> 11-20 %	<input type="checkbox"/> 71-80%
<input type="checkbox"/> 21-30 %	<input type="checkbox"/> 81-90%
<input type="checkbox"/> 31-40 %	<input type="checkbox"/> 91-100%
98. Is this based on:
☐ Not applicable
☐ An estimate
☐ Collected data
99. Are regular classroom teachers in your state required to have coursework in gifted and talented education?
☐ Yes
☐ No (skip to Q101)
100. How many course semester credit hours are required?
101. What is the percentage of regular classroom teachers in your state who have three or more course semester credit hours (or its equivalent) in gifted/talented education?

<input type="checkbox"/> Data not collected (skip to Q99)	<input type="checkbox"/> 41-50 %
<input type="checkbox"/> 0%	<input type="checkbox"/> 51-60 %
<input type="checkbox"/> 1-10 %	<input type="checkbox"/> 61-70 %
<input type="checkbox"/> 11-20 %	<input type="checkbox"/> 71-80%
<input type="checkbox"/> 21-30 %	<input type="checkbox"/> 81-90%
<input type="checkbox"/> 31-40 %	<input type="checkbox"/> 91-100%

102. Is this based on:
- ☐ Not applicable
 - ☐ Estimate
 - ☐ Collected data
103. Does your state require annual staff development hours in gifted education for regular teachers?
- ☐ Yes
 - ☐ No (skip to Q105)
 - ☐ Left to LEA
104. How many hours of staff development are required?
105. What percentage of regular teachers and staff statewide do you estimate receive annual staff development in gifted education?
106. Does your state require annual staff development hours in gifted education for teachers working in specialized programs for the gifted and talented?
- ☐ Yes
 - ☐ No (skip to Q108)
 - ☐ Left to LEA
107. What percentage of teachers and staff working in specialized programs for the gifted and talented statewide do you estimate receive annual staff development in gifted education?
108. Who provides the professional development? (Check all that apply.)
- ☐ Not applicable
 - ☐ SEA
 - ☐ LEA staff
 - ☐ State Association Convention
 - ☐ Consultants
 - ☐ Other (Please specify.)
109. Does your state have written competencies other than endorsement or certification standards for teachers of the gifted in specialized programs?
- ☐ Yes
 - ☐ No
110. Are graduate degrees with an emphasis in gifted education offered at universities in your state?
- ☐ Yes
 - ☐ No (skip to Q113)
111. At which levels are they offered? (Check all that apply.)
- ☐ Not applicable
 - ☐ Master's
 - ☐ Specialist's
 - ☐ Ph.D.
 - ☐ Ed.D.

STATE AND NATIONAL FUNDING

112. Are state funds allocated specifically for services to gifted and talented students?

- ☐ Yes
- ☐ No (skip to Q118)
- ☐ Other (Please specify.) _____ (skip to Q118)

113. How is gifted and talented education funded in your state?

- ☐ Not applicable
- ☐ Funding available from the state through grants
- ☐ Funding available from the state through formula or other allocation
- ☐ Other (Please specify.)

114. What is the type of funding formula for gifted education in your state? (Select all that apply.)

(SOURCE: Evaluating State Funding for Gifted Education Programs: An Update Report Prepared for NAGC, October 2002, by Bruce Baker, Ph.D. and Reva Friedman-Nimz, Ph.D., University of Kansas)

- ☐ Not applicable
- ☐ Discretionary funding: Districts apply for state funds; send a plan for how funds will be used.
- ☐ Weighted funding: State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.
- ☐ Flat grant: A state provides a specific amount per student, with all districts receiving the same amount.
- ☐ Percentage reimbursement: State provides a specific percentage of the prior year's budget.
- ☐ Resource based: Funding is figured based on the specific education resources, such as staff or classroom units.
- ☐ Other (Please specify.)

115. Is there a cap on the state funds?

- ☐ Not applicable
- ☐ Yes
- ☐ No (skip to Q118)

116. What is the basis for the cap? (Select all that apply.)

- ☐ Not applicable
- ☐ Percent of identified students
- ☐ Percent of Average Daily Attendance (ADA)
- ☐ Teacher units
- ☐ Other (Please specify.)

117. How are state funds channeled (Check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Not applicable | <input type="checkbox"/> Competitive Grants |
| <input type="checkbox"/> To all LEAs by mandate | <input type="checkbox"/> Gov's schools and summer programs |
| <input type="checkbox"/> To LEAs through discretionary funding, based on application | <input type="checkbox"/> Residential schools for the gifted and talented |
| <input type="checkbox"/> To all LEAs as part of general funding to districts | <input type="checkbox"/> Virtual High School |
| | <input type="checkbox"/> Other (Please specify.) |

118. Please indicate the amount of the state funding for gifted/talented education for each of the following years?

2002-2003 _____
2003-2004 _____
2004-2005 _____

124.5 Are there any clarifications to your responses that you would like to make? (Please include reference to the question number in your answer.)

Appendix A

Table 1: State Agencies—Staffing

	Reporting Department (Q3)	Full-Time/Part-Time Staff (Q4 and Q5)	Other Responsibilities In Addition to Gifted (Q6)	Programs with Supervisory Role (Q7)
Alabama	Special Education Curriculum and Instruction	Full-time: 2 Part-time: 0	No	None
Alaska	Teaching & Learning Support	Full-time: 0 Part-time: 1	Yes	None
Arizona	Academic Achievement	Full-time: 1 Part-time: .25	No	Administer fee waivers for AP and IB tests
Arkansas	General Education Gifted and Talented (Separate from special or general education)	Full-time: 2 Part-time: 0	No	College Board Advanced Placement courses and/or exams International Baccalaureate program
California	Curriculum and Instruction	Full-time: .5 Part-time: 1	Yes	None
Colorado	Exceptional Students	Full-time: 1 Part-time: 2	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Academic or other competition Post Secondary Options Education
Connecticut	Curriculum and Instruction	Full-time: 1 Part-time: 0	Yes	College Board Advanced Placement courses and/or exams
Delaware	Curriculum and Instruction	Full-time: 0 Part-time: 1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Academic or other competition
District of Columbia				
Florida	Exceptional Students	Full-time: 1 Part-time: 2	No	None
Georgia	Curriculum and Instruction	Full-time: 1 Part-time: 0	No	None
Guam	Special Education	Full-time: 3 Part-time: 1	No	Academia or other competition
Hawaii	General Education	Full-time: 1 Part-time: 1	Yes	College Board Advanced Placement courses and/or exams College correspondence courses Concurrent enrollment in college and public school course

	Reporting Department (Q3)	Full-Time/Part-Time Staff (Q4 and Q5)	Other Responsibilities In Addition to Gifted (Q6)	Programs with Supervisory Role (Q7)
				Online learning opportunities Virtual high school
Idaho	Special Education	Full-time: 1 Part-time: 1	Yes	College Board Advanced Placement courses and/or exams
Illinois	Federal Grants and Programs	Full-time: 0 Part-time: 1	Yes	None
Indiana	Exceptional Students	Full-time: 1 Part-time: 2	Yes	None
Iowa	Curriculum and Instruction	Full-time: 0 Part-time: 1	Yes	Advanced Placement and Online learning opportunities associated with federal grants.
Kansas	Special Education	Full-time: 0 Part-time: 4	Yes	None
Kentucky	Exceptional Students	Full-time: 1 Part-time: 2	No	None
Louisiana	Special Education	Full-time: 1 Part-time: 9	No	None
Maine	Standards, Assessment & Regional Services	Full-time: 0 Part-time: 1	Yes	College Board Advanced Placement courses and/or exams Virtual high school
Maryland	Curriculum and Instruction	Full-time: 1 Part-time: 1	No	College Board Advanced Placement courses and/or exams Maryland Summer Centers for Gifted and Talented Students
Massachusetts	Curriculum and Instruction	Full-time: 0 Part-time: 2	Yes	College Board Advanced Placement courses and/or exams Concurrent enrollment in college and public school course Academic or other competition Standards development
Michigan	Gifted and Talented (Separate from special or general education)	Full-time: 0 Part-time: 5	Yes	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 Academic or other competition Online learning opportunities Virtual high school

	Reporting Department (Q3)	Full-Time/Part-Time Staff (Q4 and Q5)	Other Responsibilities In Addition to Gifted (Q6)	Programs with Supervisory Role (Q7)
				Grant Administration
Minnesota	Academic Standards & Professional Development	Full-time: 1 Part-time: 0	No	None
Mississippi	Curriculum and Instruction	Full-time: 1 Part-time: 2	No	None
Missouri	Curriculum and Instruction	Full-time: 1 Part-time: 0	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Concurrent enrollment in college and public school course
Montana	Educational Opportunity and Equity	Full-time: 0 Part-time: 1	No	College Board Advanced Placement courses and/or exams Online learning opportunities
Nebraska	Curriculum and Instruction	Full-time: 1 Part-time: 0	No	None
Nevada				
New Hampshire				
New Jersey	General Education Curriculum and Instruction	Full-time: 0 Part-time: 3	Yes	None
New Mexico	Special Education	Full-time: 0 Part-time: 1	Yes	None
New York	Curriculum and Instruction	Full-time: 0 Part-time: 1	Yes	None
North Carolina	Special Education	Full-time: 1 Part-time: 0	No	None
North Dakota	Special Education	Full-time: 0 Part-time: 0	Yes	None
Ohio	Exceptional Students	Full-time: 4 Part-time: 3	No	None
Oklahoma	Curriculum and Instruction	Full-time: 2 Part-time: 0	No	College Board Advanced Placement courses and/or exams International Baccalaureate program Credit by examination

	Reporting Department (Q3)	Full-Time/Part-Time Staff (Q4 and Q5)	Other Responsibilities In Addition to Gifted (Q6)	Programs with Supervisory Role (Q7)
Oregon	Curriculum and Instruction	Full-time: 0 Part-time: 1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program
Pennsylvania	Special Education Curriculum and Instruction	Full-time: 1 Part-time: 1	No	None
Puerto Rico				
Rhode Island	Special Education	Full-time: 0 Part-time: 1	No	None
South Carolina	Curriculum and Instruction	Full-time: 1 Part-time: 0	No	College Board Advanced Placement courses and/or exams International Baccalaureate program
South Dakota	Volunteer position	Full-time: 0 Part-time: 0	No	None
Tennessee	Special Education	Full-time: 2 Part-time: 1	No	None
Texas	Curriculum and Instruction	Full-time: 1 Part-time: 1	Yes	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 Academic or other competition GEAR UP
Utah	Gifted and Talented (Separate from special or general education)	Full-time: 0 Part-time: 1	No	College Board Advanced Placement courses and/or exams International Baccalaureate program
Vermont				
Virginia	Curriculum and Instruction	Full-time: 2 Part-time: 0	No	None
Washington	Learning and Teaching	Full-time: 0 Part-time: 2	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Academic or other competition
West Virginia	Special Education	Full-time: 0 Part-time: 1	Yes	None

	Reporting Department (Q3)	Full-Time/Part-Time Staff (Q4 and Q5)	Other Responsibilities In Addition to Gifted (Q6)	Programs with Supervisory Role (Q7)
Wisconsin				
Wyoming	Special Needs	Full-time: Part-time:	No	None
Summary	Curriculum and Instruction = 19 Special Education = 12 Exceptional Students = 5 General Education = 3 Other = 9	Number of States with full- time Gifted and Talented Staff: 27 Number of states with part-time only staff: 17	Number of full- time Gifted and Talented Staff with Other Responsibil- ities: 8	College Board Advancement Placement courses and/or exams: 18 International Baccalaureate program: 11 College correspondence courses: 3 Concurrent enrollment in college and in public school course: 5 Credit by exam: 3 Academic or other competition: 7 Online learning opportunities: 3 Virtual high school: 3 Other: 7 None: 26

Table 2: State Agencies—Staffing (continued)

	Ranked Major Responsibilities of SEA Designated Personnel (Q8)	Dedicated SEA Staff to Provide Support to School- Based Educators No. of Staff Separate from SEA (Q9 and Q10))	Where SEA Staff Supporting School- Based Educators Deliver Services (Q11)
Alabama	1 - Providing technical assistance by telephone 2 - Monitoring program compliance 3 - Providing professional and staff development	No	
Alaska	1 - Providing technical assistance to LEAs in the field 2- Monitoring program compliance 3- Providing technical assistance by telephone	No	
Arizona	1 - Providing technical assistance by telephone 2- Monitoring program compliance 3 - Responding to parental questions	No	
Arkansas	1- Providing technical assistance by telephone 2- Monitoring program compliance 3- Grants management	Yes No. of Staff Separate from SEA: 15	Regionally
California	1 - Grants management 2 - Providing technical assistance by telephone 3- Monitoring program compliance	No	
Colorado	1- Providing technical assistance by telephone 2- Providing technical assistance to LEAs in the field 3- Serving on task forces and committees	Yes No. of Staff Separate from SEA: 6	Regionally District Level
Connecticut	1- Grants management 2- Providing technical assistance to LEAs in the field 3- Providing professional and staff development	No	
Delaware	1- Providing technical assistance to LEAs in the field 2- Providing professional and staff development 3- Liaison to statewide association for the gifted	Yes No. of Staff: 1	District level
District of Columbia			
Florida	1- Providing technical assistance by telephone 2- Responding to parental questions 3- Grants management	No	

	Ranked Major Responsibilities of SEA Designated Personnel (Q8)	Dedicated SEA Staff to Provide Support to School- Based Educators No. of Staff Separate from SEA (Q9 and Q10))	Where SEA Staff Supporting School- Based Educators Deliver Services (Q11)
Georgia	1- Providing technical assistance to LEAs in the field 2- Providing technical assistance by telephone 3- Providing professional and staff development	No	
Guam	1- Providing technical assistance to LEAs in the field 2- Providing professional and staff development 3- Providing technical assistance by telephone	Yes No. of Staff Separate from SEA: 42	District Level School Building Level
Hawaii	1- Providing professional and staff development 2- Providing technical assistance to LEAs in the field 3- Monitoring program compliance	Yes No. of Staff Separate from SEA: 14	District level
Idaho	1- Email 2- Providing technical assistance by telephone 3- Grants management	No	
Illinois	1- Grants management 2- Providing technical assistance by telephone 3- Responding to parental questions	No	
Indiana	1- Grants management 2- Providing technical assistance to LEAs in the field 3- Serving on task forces and committees	Yes No. of Staff Separate from SEA: 1	
Iowa	1- Providing technical assistance to LEAs in the field 2- Providing professional and staff development 3- Grants management	Yes No. of Staff Separate from SEA: 9	Regionally District Level School Building Level
Kansas	1- Monitoring program compliance 2- Responding to parental questions 3- Providing technical assistance to LEAs in the field	No	
Kentucky	1- Monitoring program compliance 2- Technical assistance by email 3- Liaison to statewide association for the gifted	No	
Louisiana	1- Grants management 2- Monitoring program compliance	No	

	Ranked Major Responsibilities of SEA Designated Personnel (Q8)	Dedicated SEA Staff to Provide Support to School- Based Educators No. of Staff Separate from SEA (Q9 and Q10))	Where SEA Staff Supporting School- Based Educators Deliver Services (Q11)
	3- Providing technical assistance to LEAs in the field		
Maine	1- Monitoring program compliance 2- Liaison to statewide association for the gifted 3 - Providing technical assistance by telephone	No	
Maryland	1- Providing technical assistance by telephone 2- Providing professional and staff development 3- Grants management	No	
Massachusetts	1- Grants management 2- Providing technical assistance by telephone 3- Responding to parental questions	No	
Michigan	1- Responding to parental questions 2- Providing technical assistance by telephone 3- Grants management	Yes No. of Staff Separate from SEA: 45	Regionally
Minnesota	1- Providing professional and staff development 2- Providing technical assistance to LEAs in the field 3- Providing technical assistance by telephone	No	
Mississippi	1- Allocating and funding gifted teacher units 2- Monitoring program compliance 3- Providing technical assistance by telephone	No	
Missouri	1- Grants management 2- Providing technical assistance by telephone 3- Monitoring program compliance	No	
Montana	1- Grants management 2- Providing technical assistance by telephone 3- Program development	No	
Nebraska	1- Providing technical assistance to LEAs in the field 2- Providing technical assistance by telephone 3- Providing professional and staff development	Yes No. of Staff Separate from SEA: 10	Regionally

	Ranked Major Responsibilities of SEA Designated Personnel (Q8)	Dedicated SEA Staff to Provide Support to School- Based Educators No. of Staff Separate from SEA (Q9 and Q10))	Where SEA Staff Supporting School- Based Educators Deliver Services (Q11)
Nevada			
New Hampshire			
New Jersey	1- Responding to parental questions 2- Providing technical assistance by telephone 3- Providing technical assistance to LEAs in the field	Yes No. of Staff Separate from SEA: 3	Regionally
New Mexico	1- Grants management 2- Serving on task forces and committees 3- Providing technical assistance by telephone	No	
New York	1- Responding to parental questions 2- Providing technical assistance by telephone 3- Liaison to statewide association for the gifted	Yes No. of Staff Separate from SEA: 40-50	Regionally District Level School Building Level
North Carolina	1- Gifted Licensure Program 2- Grants management 3- Providing technical assistance to LEAs in the field	No	
North Dakota	1- Responding to parental questions 2- Review & issue credentials 3- Providing technical assistance by telephone	No	
Ohio	1- Providing technical assistance by telephone 2- Data related activities- including district reporting and analysis 3- Developing and publishing communications products and policies	No	
Oklahoma	1- Providing technical assistance by telephone 2- Providing professional and staff development 3- Responding to parental questions	No	
Oregon	1- Responding to parental questions 2- Providing technical assistance to LEAs in the field 3- Monitoring program compliance	No	
Pennsylvania	1- Providing technical assistance by telephone 2- Responding to parental questions 3- Providing professional and staff development	Yes No. of Staff Separate from SEA: 16	Regionally

	Ranked Major Responsibilities of SEA Designated Personnel (Q8)	Dedicated SEA Staff to Provide Support to School- Based Educators No. of Staff Separate from SEA (Q9 and Q10))	Where SEA Staff Supporting School- Based Educators Deliver Services (Q11)
Puerto Rico			
Rhode Island	1- Liaison to statewide association for the gifted 2- Responding to parental questions 3- Providing technical assistance to LEAs in the field	No	
South Carolina	1- Providing professional and staff development 2- Monitoring program compliance 3- Policy	No	
South Dakota	1- Providing technical assistance by telephone 2 - Responding to parental questions 3- Liaison to statewide association for the gifted	No	
Tennessee	1- Responding to parental questions 2- Providing technical assistance to LEAs in the field 3- Serving on task forces and committees	No	
Texas	1- Providing technical assistance by telephone 2- Responding to parental questions 3- Grants management	Yes No. of Staff Separate from SEA: 21	Regionally
Utah	1- Providing professional and staff development 2- Grants management 3- Responding to parental questions	No	
Vermont			
Virginia	1- Providing technical assistance by telephone 2- Responding to parental questions 3- Monitoring program compliance	No	
Washington	1- Grants management 2- Providing technical assistance by telephone 3- Monitoring program compliance	No	
West Virginia	1- Responding to parental questions 2- Providing technical assistance by telephone 3 - Providing professional and staff development	No	

	Ranked Major Responsibilities of SEA Designated Personnel (Q8)	Dedicated SEA Staff to Provide Support to School- Based Educators No. of Staff Separate from SEA (Q9 and Q10))	Where SEA Staff Supporting School- Based Educators Deliver Services (Q11)
Wisconsin			
Wyoming	Gifted and talented one of several responsibility areas	No - Some districts provide that position, but are not funded by the state.	
Summary	<p>Cited in Top Three:</p> <p>Providing technical assistance by telephone: 30</p> <p>Responding to parental questions: 19</p> <p>Grants management: 19</p> <p>Providing technical assistance to LEAs in the field: 18</p> <p>Monitoring program compliance: 17</p> <p>Providing professional and staff development: 15</p> <p>Liaison to statewide association for the gifted: 6</p> <p>Other – 5</p> <p>Serving on task forces and committees – 4</p>	<p>States with Dedicated Staff Other than SEA Who Provide Technical Support and Assistance to School-Based Educators: 13</p>	<p>Regionally: 9</p> <p>District Level: 6</p> <p>School Building Level: 3</p>

Table 3: State Agencies—Report Cards

	State-Published Report (Q12)	Gifted and Talented Indicators on District Report Cards (Q 13 and Q14)	Areas Advanced Proficiency Indicators Used (Q15)	State Gifted and Talented Office Involved in Advanced Proficiency Indicator Development (Q16)
Alabama	No	No	None	
Alaska	No	No	None	
Arizona	No	No	None	No
Arkansas	No	Yes Identified students AP/IB classes	Language arts Math	No
California	No	Yes Subgroup test results	Language arts Math Science Social studies	
Colorado	Yes	No	Language arts Math Science	No
Connecticut	No	Yes Identified students	None	
Delaware	No	No	Fine arts	Yes
District of Columbia				
Florida	As a percentage of a larger report – 10%	Yes Identified students Prevalence to general population by race/ethnicity Average state assessment score Free/reduced lunch and LEP proportion	None	No
Georgia	No	Yes Identified students AP/IB classes	Language arts Math Science Social studies	No
Guam	No		None	No
Hawaii	Yes	No	Language arts Math Science	No

	State-Published Report (Q12)	Gifted and Talented Indicators on District Report Cards (Q 13 and Q14)	Areas Advanced Proficiency Indicators Used (Q15)	State Gifted and Talented Office Involved in Advanced Proficiency Indicator Development (Q16)
			Social studies Fine Arts Other - Health, PE, world language	
Idaho	Yes	Yes Identified students		
Illinois	No	No	None	No
Indiana	As a percentage of a larger report – unknown	Yes Identified students	None	
Iowa	No	Yes Identified students AP/IB classes	None	No
Kansas	As a percentage of a larger report – 5%	No	State Assessment Performance Standards Advanced & Exemplary	No
Kentucky	Yes	No	Language arts Math Science Social studies Fine arts Practical Living/Vocational Studies	Yes
Louisiana	Yes	No	Language arts Math Science Social studies	No
Maine	No	No	Language arts Math Science Social studies Fine arts	No
Maryland	No	No	The Maryland Voluntary State Curriculum is for all students. The State Assessments report performance at the Basic, Proficient, and Advanced levels.	
Massachusetts	No	No	Language arts Math	Yes

	State-Published Report (Q12)	Gifted and Talented Indicators on District Report Cards (Q 13 and Q14)	Areas Advanced Proficiency Indicators Used (Q15)	State Gifted and Talented Office Involved in Advanced Proficiency Indicator Development (Q16)
			Science Social studies	
Michigan	No	Yes Identified students Cluster classrooms AP/IB classes Resources teachers Mentor programs	Language arts Math Science Social studies	Yes
Minnesota	Yes	Yes AP/IB classes Gifted and talented staff development	Language arts Math	No
Mississippi	No		Language arts Math Science Social studies	No
Missouri	No	Yes Local district determines		No
Montana	No	No		No
Nebraska	Yes	Yes Identified students		No
Nevada				
New Hampshire				
New Jersey	No	No	Language arts Math Science	No
New Mexico	No	Yes AP/IB classes		No
New York	No	No	Any for a Regents diploma with advanced designation	No
North Carolina	No	No	Language arts Math	No
North Dakota	No	No		No
Ohio	As a percentage of a larger	Yes	Language arts	No

	State-Published Report (Q12)	Gifted and Talented Indicators on District Report Cards (Q 13 and Q14)	Areas Advanced Proficiency Indicators Used (Q15)	State Gifted and Talented Office Involved in Advanced Proficiency Indicator Development (Q16)
	report – 2%	Identified students Percent of gifted identified students who scored at each level on state assessments	Math Science Social studies	
Oklahoma	Yes	No		No
Oregon	No	No		No
Pennsylvania	No	No	Language arts Math Science	No
Puerto Rico				
Rhode Island	No	No		No
South Carolina	No	Yes Percent eligible for gifted and talented	Language arts Math Science Social studies	No
South Dakota	No	No	Language arts Math	No
Tennessee	No	No	Language arts Math Science Social studies	Yes
Texas	No	No	Language arts Math Science Social studies	No
Utah	No	No		No
Vermont				
Virginia	Yes	Yes Number/percentage of students in academic-year governor's schools		No
Washington	Yes	No	Language arts Math Science Social studies Fine arts	Yes

	State-Published Report (Q12)	Gifted and Talented Indicators on District Report Cards (Q 13 and Q14)	Areas Advanced Proficiency Indicators Used (Q15)	State Gifted and Talented Office Involved in Advanced Proficiency Indicator Development (Q16)
			Health and Fitness	
West Virginia	As a percentage of a larger report		Language arts Math Science Social studies	No
Wisconsin				
Wyoming	Yes	No	This decision is left up to LEAs	State has statewide task force developing guidelines for services and identifications.
Summary	No: 31 Yes: 11 As percentage of larger report: 5	Yes: 16 No: 28	Number of states with advanced proficiency indicators: 26	Yes: 6 No: 33

Table 4: State Agencies—State Advisory Committee

	Standing State Advisory Committee (Q21)	Standing State Advisory Committee Required by State Law, Regulation or Policy (Q22)	Standing State Advisory Committee Reports To (Q23)	Frequency of Standing State Advisory Committee Meetings (Q24)	Written Advisory Committee Report Produced Within Last Three Years (Q25)	Report Title and Access (Q26)	State Requirement for Parent/Guardian Involvement in Gifted and Talented Decisions (Q27)
Alabama	No						No
Alaska	No						Yes, at the state level
Arizona	No						Parents must give permission for testing
Arkansas	Yes	Yes	Governor Legislature State superintendent/state board of education	Quarterly	Yes	Annual Report of the Governor's Advisory Council. Call and request a copy.	Yes, at the local level
California	No						District and school levels
Colorado	Yes	No	State superintendent/state board of education	Quarterly	Yes	Gifted Education State Advisory for Gifted and Talented Student Education - Report to the State Board of Education CDE webpage	Yes, at the state level
Connecticut	Yes	No	Advisory Board members provide feedback to the state consultant who, in turn, informs the Commissioner of Education and Board members, if appropriate	As needed	No		No
Delaware	Yes	No	State superintendent/state board of education	Quarterly	No		Yes, at the local level
District of Columbia							
Florida	No						Parent is a member of the team writing the educational plan for students.
Georgia	No						Yes, at the local level

	Standing State Advisory Committee (Q21)	Standing State Advisory Committee Required by State Law, Regulation or Policy (Q22)	Standing State Advisory Committee Reports To (Q23)	Frequency of Standing State Advisory Committee Meetings (Q24)	Written Advisory Committee Report Produced Within Last Three Years (Q25)	Report Title and Access (Q26)	State Requirement for Parent/Guardian Involvement in Gifted and Talented Decisions (Q27)
Guam	No						No
Hawaii	Yes	Yes	State superintendent/state board of education	Monthly	No		Yes, at the local level
Idaho	No						Yes, at the local level
Illinois	Yes	Yes	State superintendent/state board of education	Quarterly			No
Indiana	No						Yes, at the local level
Iowa	No						No
Kansas	No						Special education process per state regulation
Kentucky	Yes	Yes	State superintendent/state board of education	Quarterly	Yes	The State Advisory Council for Gifted and Talented Education Annual Report. Inquiries can be made to gtkde@kde.state.ky.us	Yes, at the local level
Louisiana	No						Parents have input as members of the IEP team but there is no requirement that they serve on an advisory committee for gifted/talented policy making.
Maine	No						Student level only
Maryland	Yes	No	State superintendent/state board of education	Quarterly	Yes		No
Massachusetts	Yes	Yes	State superintendent/state board of education	Quarterly	Yes	Available by mail from Susan Whelple, MA Department of Education,	No

	Standing State Advisory Committee (Q21)	Standing State Advisory Committee Required by State Law, Regulation or Policy (Q22)	Standing State Advisory Committee Reports To (Q23)	Frequency of Standing State Advisory Committee Meetings (Q24)	Written Advisory Committee Report Produced Within Last Three Years (Q25)	Report Title and Access (Q26)	State Requirement for Parent/Guardian Involvement in Gifted and Talented Decisions (Q27)
						350 Main Street, Malden, MA 02148	
Michigan	No	Yes	State superintendent/state board of education The committee is not in practice	The committee is not in practice	No		No
Minnesota	Yes	No		Monthly	First report anticipated 11/2005		No
Mississippi	No						No
Missouri	No						No
Montana	No						Yes, at the local level
Nebraska	Yes	Yes	State superintendent/state board of education	3 times per year	Yes		No
Nevada							
New Hampshire							
New Jersey	Yes	Yes	State superintendent/state board of education	Commission has concluded its recommendations as of the time of this survey	Yes	New Jersey's standards may be accessed on the web at: http://www.state.nj.us/njded/stass/g_and_t_req.htm . The Commission Report including findings and recommendations is entitled NJ Commission on Programs for Gifted Students - January 2005 and may be accessed via contacting the State Department of Education.	No

	Standing State Advisory Committee (Q21)	Standing State Advisory Committee Required by State Law, Regulation or Policy (Q22)	Standing State Advisory Committee Reports To (Q23)	Frequency of Standing State Advisory Committee Meetings (Q24)	Written Advisory Committee Report Produced Within Last Three Years (Q25)	Report Title and Access (Q26)	State Requirement for Parent/Guardian Involvement in Gifted and Talented Decisions (Q27)
New Mexico	Yes	No		As requested	No		Yes, at the state level Yes, at the local level Other: IEP development
New York	Yes	No		Bi-annually	No		No
North Carolina	No						Recommends
North Dakota	No						No
Ohio	Yes	No	Gifted education staff	2-3 times per year	No		Yes, at the state level Yes, at the local level
Oklahoma	No						Yes, at the local level
Oregon	No						Yes, at the local level
Pennsylvania	No						Yes, at the local level
Puerto Rico							
Rhode Island	Yes	Yes	State superintendent/state board of education	Bi-monthly	No		Yes, at the local level
South Carolina	Yes	No	State superintendent/state board of education	Annually	No		Yes, for referrals, removal
South Dakota	No						No
Tennessee	Yes	Yes	State superintendent/state board of education	Annually	No		No
Texas	Yes	No	State superintendent/state board of education	Quarterly	No		Yes, at the local level
Utah	No						No
Vermont							

	Standing State Advisory Committee (Q21)	Standing State Advisory Committee Required by State Law, Regulation or Policy (Q22)	Standing State Advisory Committee Reports To (Q23)	Frequency of Standing State Advisory Committee Meetings (Q24)	Written Advisory Committee Report Produced Within Last Three Years (Q25)	Report Title and Access (Q26)	State Requirement for Parent/Guardian Involvement in Gifted and Talented Decisions (Q27)
Virginia	Yes	Yes	State superintendent/state board of education	Quarterly	Yes	23rd Annual Report of the VACEG - contact department	Through appeals process - local advisory committees
Washington	Yes	Yes	State superintendent/state board of education	Quarterly			To approve testing and entrance
West Virginia	No						No
Wisconsin							
Wyoming	No						No
Summary	Yes: 21 No: 26	Yes: 12		Quarterly: 10 Other: 5 Monthly: 2 Annually: 2 Bi-monthly: 2 As needed: 1	Yes: 8		No: 20 Local level: 15 Yes (Other): 11 State level: 4

Table 5: State Agencies—Positive and Negative Forces on Gifted Education – Part 1

	Middle School Reform (Q17)	Change in State Funding for Education (Q17)	State Assessments (Q17)	Standards-based Education (Q17)	Lack of State Mandate (Q17)	No Child Left Behind (Q17)	Professional Development Initiatives in Gifted Education (Q17)	State Accreditation (Q17)
Scale is 1 = Negative through 7 = Positive								
Alabama	3	4	3	3	4	3	6	4
Alaska								
Arizona	4	2	2	2	4	2	5	4
Arkansas	2	2	2	4		2	7	7
California	4	4	4	4	4	3	4	4
Colorado	6	1	5	7	1	1	7	7
Connecticut	6	4	4	6	4	4	6	4
Delaware	4	4	2	4	1	1	5	5
District of Columbia								
Florida	3	3	1	2	4	1	3	4
Georgia	5	4	3	6	4	3	6	4
Guam	4	4	4	4		1	5	4
Hawaii	5	1	4	4		2		4
Idaho	6	3	4	5	4	4	6	6
Illinois	4	1	4	4	1	4	4	4
Indiana	4	3	4	4	1	2	6	4
Iowa	4	4	4	4	4	2	4	4
Kansas	4	4	5	1	4	6	4	5
Kentucky	5	4	5	7	4	2	7	7
Louisiana	4	3	3	4	4	3	7	4

	Middle School Reform (Q17)	Change in State Funding for Education (Q17)	State Assessments (Q17)	Standards-based Education (Q17)	Lack of State Mandate (Q17)	No Child Left Behind (Q17)	Professional Development Initiatives in Gifted Education (Q17)	State Accreditation (Q17)
Maine	4	6	4	4	4	3	5	4
Maryland	4	4	2	4	4	2	2	2
Massachusetts	2	6	6	6	4	4	5	4
Michigan	6	2	6	6	2	7	5	7
Minnesota	2	1	3	4	2	7	4	4
Mississippi	1	4	4	4	3	5	4	4
Missouri	4	1	3	4	1	3	4	6
Montana	4	2	5	5	4	1	5	4
Nebraska	6	6	7	7	3	2	6	6
Nevada								
New Hampshire								
New Jersey	4	2	5	5	2	1	7	4
New Mexico	5	4	3	3	4	3	6	4
New York	4	3	3	4	1	2	6	4
North Carolina	6	6	5	6	4	6	7	6
North Dakota	4	3	4	4	4	2	4	4
Ohio	4	3	3	4	2	3	6	4
Oklahoma	4	2	5	5	4	2	4	7
Oregon	4	2	4	4	2	4	5	4
Pennsylvania	2	2	2	5	1	2	7	2
Puerto Rico								
Rhode Island	4	1	5	5	1	4	6	4

	Middle School Reform (Q17)	Change in State Funding for Education (Q17)	State Assessments (Q17)	Standards-based Education (Q17)	Lack of State Mandate (Q17)	No Child Left Behind (Q17)	Professional Development Initiatives in Gifted Education (Q17)	State Accreditation (Q17)
South Carolina	4	2	3	6	4	4	6	4
South Dakota	4	3	3	5	1	3	4	4
Tennessee	2	2	4	4	3	5	5	4
Texas	3	2	2	5	4	3	6	2
Utah	4	4	4	4	4	4	4	4
Vermont								
Virginia	5	4	4	4		4	6	4
Washington	3	4	4	4	4	3	4	4
West Virginia	4		3	4		3		5
Wisconsin								
Wyoming					1			
Summary	1 – Negative: 0 2: 5 3: 4 4 – Neutral: 25 5: 5 6: 6 7 – Positive: 0 Mean: 4.067 N = 45	1 – Negative: 8 2: 10 3: 8 4 – Neutral: 14 5: 0 6: 4 7 – Positive: 0 Mean: 3.000 N = 44	1 – Negative: 1 2: 6 3: 11 4 – Neutral: 17 5: 7 6: 2 7 – Positive: 1 Mean: 3.733 N = 45	1 – Negative: 0 2: 2 3: 2 4 – Neutral: 23 5: 9 6: 6 7 – Positive: 3 Mean: 4.533 N = 45	1 – Negative: 12 2: 4 3: 2 4 – Neutral: 23 5: 0 6: 0 7 – Positive: 0 Mean: 2.878 N = 41	1 – Negative: 6 2: 12 3: 13 4 – Neutral: 11 5: 1 6: 1 7 – Positive: 1 Mean: 2.911 N = 45	1 – Negative: 0 2: 2 3: 1 4 – Neutral: 8 5: 10 6: 14 7 – Positive: 8 Mean: 5.326 N = 43	1 – Negative: 0 2: 3 3: 0 4 – Neutral: 31 5: 2 6: 4 7 – Positive: 5 Mean: 4.222 N = 45

Table 6: State Agencies—Positive and Negative Forces on Gifted Education—Part 2

	Outcome-Based Education (Q17)	Site-Based Decision Making (Q17)	Anti Ability Grouping Sentiment (Q17)	National Excellence: A Case for Developing America's Talent (Q17)	Change in State Funding for Gifted Education (Q17)	Lack of Compliance/ Monitoring (Q17)	Decrease in General Education Formula (Q17)
Scale is 1 = Negative through 7 = Positive							
Alabama	4	3	2	5	4	4	4
Alaska							
Arizona	4	2	2	4	4	4	2
Arkansas	4	3	3	5	1		4
California	4	4	4	4	4	4	4
Colorado	4	3	3	4	6	1	2
Connecticut	4	4	4	7	3	2	2
Delaware	4	3	5	4	4	4	4
District of Columbia							
Florida	3	1	1	4	4	3	2
Georgia	4	3	4	4	4	2	3
Guam	4	2	1	4	4	2	3
Hawaii	4	2	2	4	1	1	4
Idaho	6	5	3	5	3	4	4
Illinois	4	4	4	4	1	4	1
Indiana	4	3	3	4	4	4	3
Iowa	4	6	3	4	6	4	4
Kansas	5	4	4	4	4	4	3
Kentucky	4	5	4	4	4	3	2
Louisiana	4	3	2	5	4	6	4

	Outcome-Based Education (Q17)	Site-Based Decision Making (Q17)	Anti Ability Grouping Sentiment (Q17)	National Excellence: A Case for Developing America's Talent (Q17)	Change in State Funding for Gifted Education (Q17)	Lack of Compliance/ Monitoring (Q17)	Decrease in General Education Formula (Q17)
Maine	4	4	4	4	6	4	4
Maryland	4	4	1	4	2	1	4
Massachusetts	4	4	4	4	6	4	4
Michigan	5	6	4	5	1	4	4
Minnesota	4	4	1	7	7	1	4
Mississippi	4	4	3	4	3	4	4
Missouri	4	4	3	4	3	4	4
Montana	4	4	2	4	4	1	1
Nebraska	6	6	4	7	7	4	4
Nevada							
New Hampshire							
New Jersey	4	6	2	6	4	3	3
New Mexico	5	1	2	5	4	3	4
New York	4	4	4		1	3	3
North Carolina	6	6	6	7	6	6	3
North Dakota	4	4	4	4	4	4	3
Ohio	4	3	3	4	2	4	3
Oklahoma	4	7	3	4	1	4	4
Oregon	4	4	4	5	2	2	4
Pennsylvania	4	4	1	7	2	1	1
Puerto Rico							
Rhode Island	4	4	3	4	4	4	4

	Outcome-Based Education (Q17)	Site-Based Decision Making (Q17)	Anti Ability Grouping Sentiment (Q17)	National Excellence: A Case for Developing America's Talent (Q17)	Change in State Funding for Gifted Education (Q17)	Lack of Compliance/ Monitoring (Q17)	Decrease in General Education Formula (Q17)
South Carolina	4	2	3	5	4	3	3
South Dakota	4	4	3	5	1	4	3
Tennessee	4	3	2	2	3	4	4
Texas	5	2	2	5	3	1	3
Utah	4	4	4	4	4	4	4
Vermont							
Virginia	4	4	3	4	4	4	
Washington	4	3	3	5	4	2	4
West Virginia	5		3				
Wisconsin							
Wyoming							
	1 – Negative: 0 2: 0 3: 2 4 – Neutral: 35 5: 5 6: 6 7 – Positive: 0 Mean: 4.200 N = 45	1 – Negative: 2 2: 5 3: 9 4 – Neutral: 20 5: 2 6: 5 7 – Positive: 1 Mean: 3.773 N = 44	1 – Negative: 5 2: 9 3: 15 4 – Neutral: 14 5: 1 6: 1 7 – Positive: 0 Mean: 3.000 N = 45	1 – Negative: 0 2: 1 3: 0 4 – Neutral: 25 5: 12 6: 1 7 – Positive: 5 Mean: 4.614 N = 44	1 – Negative: 8 2: 4 3: 5 4 – Neutral: 20 5: 0 6: 5 7 – Positive: 2 Mean: 3.523 N = 44	1 – Negative: 6 2: 4 3: 6 4 – Neutral: 25 5: 0 6: 2 7 – Positive: 0 Mean: 3.345 N = 43	1 – Negative: 6 2: 3 3: 11 4 – Neutral: 24 5: 0 6: 0 7 – Positive: 0 Mean: 3.205 N = 44

Table 7: State Agencies—Areas Needing Attention in Gifted Education—Part 1

	Representation of Minority Students in Gifted Education (Q19)	Funding for Gifted Education (Q19)	Funding for Professional Training in Gifted Education (Q19)	Mastery of the Disciplines Among Teachers of the Gifted (Q19)	National Mandate for Gifted Education (Q19)	Appropriate Program Evaluation in Gifted Education (Q19)
Scale is 1 = Least in Need of Attention through 7 = Most in Need of Attention						
Alabama	6	6	6	5	5	5
Alaska	6	7	7	6	7	6
Arizona	6	7	7	6	7	6
Arkansas	5	7	6	5	7	7
California	6	7	7	7	4	4
Colorado	7	7	7	6	7	6
Connecticut	7	7	6	6	4	7
Delaware	6	7	5	5	7	5
District of Columbia						
Florida	6	7	5	5	7	7
Georgia	5	4	5	5	1	7
Guam	3	7	7	7	7	6
Hawaii	4	7	7	6	7	7
Idaho	6	6	6	6	6	6
Illinois	5	7	7	5	6	6
Indiana	5	6	4	5	5	5
Iowa	7	7	7	7	4	7
Kansas	7	4	5	7	1	7
Kentucky	6	7	6	6	7	3
Louisiana	5			3	6	5
Maine	4	4	5	7	4	7

	Representation of Minority Students in Gifted Education (Q19)	Funding for Gifted Education (Q19)	Funding for Professional Training in Gifted Education (Q19)	Mastery of the Disciplines Among Teachers of the Gifted (Q19)	National Mandate for Gifted Education (Q19)	Appropriate Program Evaluation in Gifted Education (Q19)
Maryland	6	5	4	4	5	4
Massachusetts	7	7	2	7	1	6
Michigan	7	7	7	7	7	4
Minnesota	7	7	7	5	6	7
Mississippi	5	4	5	4	7	5
Missouri	6	7	5	4	7	6
Montana	5	7	6	5	7	7
Nebraska	6	6	6	7	7	7
Nevada						
New Hampshire						
New Jersey	5	7	6	6	6	6
New Mexico	6	4	6	7	7	6
New York	6	6	5	6	4	5
North Carolina	7	7	7	7	7	6
North Dakota	4	5	4	4	4	4
Ohio	6	7	4	1	3	5
Oklahoma	5	4	5	4	4	5
Oregon	5	7	7	5	4	5
Pennsylvania	5	7	7	7	6	7
Puerto Rico						
Rhode Island	5	6	5	1	1	7
South Carolina	6	7	6	6	6	6
South Dakota	5	6	6	4	4	4

	Representation of Minority Students in Gifted Education (Q19)	Funding for Gifted Education (Q19)	Funding for Professional Training in Gifted Education (Q19)	Mastery of the Disciplines Among Teachers of the Gifted (Q19)	National Mandate for Gifted Education (Q19)	Appropriate Program Evaluation in Gifted Education (Q19)
Tennessee	7	6	6	6	5	5
Texas	6	6	5	5	7	7
Utah	4	4	4	4	4	4
Vermont						
Virginia	7	5	6	6	1	5
Washington	7	7	6	5	4	5
West Virginia	6	6	7	6	5	5
Wisconsin						
Wyoming	6	7	7	6	6	6
	1 – Least in Need: 0 2: 0 3: 1 4 – Neutral: 4 5: 13 6: 17 7 - Most in Need: 11 Mean: 5.717 N = 46	1 – Least in Need: 0 2: 0 3: 0 4 – Neutral: 7 5: 3 6: 11 7 - Most in Need: 25 Mean: 6.174 N = 46	1 – Least in Need: 0 2: 1 3: 0 4 – Neutral: 5 5: 11 6: 15 7 - Most in Need: 14 Mean: 5.761 N = 46	1 – Least in Need: 2 2: 0 3: 1 4 – Neutral: 7 5: 12 6: 13 7 - Most in Need: 11 Mean: 5.391 N = 46	1 – Least in Need: 5 2: 0 3: 1 4 – Neutral: 11 5: 5 6: 8 7 - Most in Need: 16 Mean: 5.152 N = 46	1 – Least in Need: 0 2: 0 3: 1 4 – Neutral: 6 5: 13 6: 12 7 - Most in Need: 14 Mean: 5.696 N = 46

Table 8: State Agencies—Areas Needing Attention in Gifted Education—Part 2

	Appropriate Pre-Service Training at the Undergraduate Level in Gifted Education (Q19)	Professional Training for General Education Teachers to Provide Gifted/Talented Instruction (Q19)	Assessing Academic Growth in Gifted Students (Q19)	Teaching Standards for Licensure/Endorsement (Q19)	Graduate Level Coursework in Gifted Education (Q19)	Curriculum That Differentiates State Standards (Q19)	State Definition of Gifted (Q19)
Scale is 1 = Least in Need of Attention through 7 = Most in Need of Attention							
Alabama	5	5	5	4	5	5	4
Alaska							
Arizona	7	5	5	5	5	5	2
Arkansas	7	6	7	1	1	7	1
California	6	7	4	4	4	5	4
Colorado	7	7	6	7	7	7	7
Connecticut	6	6	7	5	5	4	7
Delaware	5	6	5	1	6	6	1
District of Columbia							
Florida	6	7	7	5	4	7	5
Georgia	5	6	6	5	4	5	1
Guam	7	7	6	5	7	5	1
Hawaii	7	7	4	6	7	7	4
Idaho	6	6	6	6	6	6	6
Illinois	6	6	6	5	6	5	5
Indiana	5	7	6	2	1	6	5
Iowa	7	7	6	4	6	4	4
Kansas	5	5	5	4	4	4	4
Kentucky	4	5	5	3	5	1	1

	Appropriate Pre-Service Training at the Undergraduate Level in Gifted Education (Q19)	Professional Training for General Education Teachers to Provide Gifted/Talented Instruction (Q19)	Assessing Academic Growth in Gifted Students (Q19)	Teaching Standards for Licensure/Endorsement (Q19)	Graduate Level Coursework in Gifted Education (Q19)	Curriculum That Differentiates State Standards (Q19)	State Definition of Gifted (Q19)
Louisiana	4	4	1	1	1	5	1
Maine	5	5	7	4	5	1	1
Maryland	5	7	3	5	6	7	4
Massachusetts	7	6	5	1	7	4	1
Michigan	7	7	7	7	7	7	7
Minnesota	6	6	6	6	7	7	6
Mississippi	6	4	4	6	6	6	4
Missouri	7	5	5	1	5	5	1
Montana	7	7	6	6	7	7	1
Nebraska	7	7	7	7	7	7	1
Nevada							
New Hampshire							
New Jersey	6	5	5	6	6	6	5
New Mexico	6	6	7	7	7	7	4
New York	4	6	2	2	3	5	1
North Carolina	7	7	7	4	6	7	4
North Dakota	5	5	4	4	4	4	4
Ohio	6	5	3	1	2	5	7
Oklahoma	7	7	6	1	7	5	1
Oregon	7	5	5	4	4	4	4
Pennsylvania	7	6	7	7	7	7	4
Puerto Rico							

	Appropriate Pre-Service Training at the Undergraduate Level in Gifted Education (Q19)	Professional Training for General Education Teachers to Provide Gifted/Talented Instruction (Q19)	Assessing Academic Growth in Gifted Students (Q19)	Teaching Standards for Licensure/Endorsement (Q19)	Graduate Level Coursework in Gifted Education (Q19)	Curriculum That Differentiates State Standards (Q19)	State Definition of Gifted (Q19)
Rhode Island	7	7	7	4	5	7	4
South Carolina	4	5	7	5	7	7	1
South Dakota	7	7	5	4	6	5	4
Tennessee	6	6	5	7	6	6	4
Texas	5	5	5	5	4	6	4
Utah	4	4	4	4	4	4	4
Vermont							
Virginia	7	7	6	4	6	6	6
Washington	6	6	7	5	5	5	4
West Virginia	6	5	4	4	4	5	4
Wisconsin							
Wyoming	6	7	7	4	5	5	7
	1 – Least in Need: 0 2: 0 3: 0 4 – Neutral: 5 5: 9 6: 14 7 - Most in Need: 18 Mean: 5.978 N = 46	1 – Least in Need: 0 2: 0 3: 0 4 – Neutral: 3 5: 13 6: 13 7 - Most in Need: 17 Mean: 5.957 N = 46	1 – Least in Need: 1 2: 1 3: 2 4 – Neutral: 6 5: 12 6: 11 7 - Most in Need: 13 Mean: 5.435 N = 46	1 – Least in Need: 7 2: 2 3: 1 4 – Neutral: 14 5: 10 6: 6 7 - Most in Need: 6 Mean: 4.304 N = 46	1 – Least in Need: 3 2: 1 3: 1 4 – Neutral: 9 5: 9 6: 11 7 - Most in Need: 12 Mean: 5.957 N = 46	1 – Least in Need: 2 2: 0 3: 0 4 – Neutral: 4 5: 15 6: 8 7 - Most in Need: 14 Mean: 5.457 N = 46	1 – Least in Need: 14 2: 1 3: 0 4 – Neutral: 19 5: 4 6: 3 7 - Most in Need: 5 Mean: 3.587 N = 46

Table 9: State Definitions of Giftedness

	Definition of Giftedness (Q28)	LEAs Required to Follow State Definition (Q32)	Citation in State Statute or Regulations for State Definition (Q33)	Areas of Giftedness Addressed in State Statute Definition (Q29)	Areas of Giftedness Addressed in State Rules and Regulations (Q 30)	Culturally Diverse Groups Included in State's Definition (Q31)
Alabama	In state rules and regulations	Yes	Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata and in all areas of human endeavor.	Intellectually Gifted	Intellectually Gifted	No groups specifically included
Alaska	In state rules and regulations	Yes	4 AAC 52.890		Intellectually Gifted Creatively Gifted	No groups specifically included
Arizona	In state statute	Yes	Title 15 Article 4.1 15-779	Intellectually Gifted Highly Gifted Profoundly Gifted		Students whose first language is other than English.
Arkansas	In state rules and regulations	Yes	http://arkedu.state.ar.u/rules/pdf/current_rules/rr_giftedtalented_99.pdf		Intellectually Gifted Academically Gifted Creatively Gifted	No groups specifically included
California	In state statute	No		Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted Highly Gifted Underachieving	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted Highly Gifted Underachieving	Native American Hispanic Asian African American White not Hispanic
Colorado	In state statute In state rules and regulations State guidelines	Yes	2220-R-8.02(1)(a)	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	Intellectually Gifted Academically Gifted Leadership Creatively Gifted	No groups specifically included
Connecticut	In state rules and regulations	Yes	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		Intellectually Gifted Performing/Visual Arts Creatively Gifted	No groups specifically included

	Definition of Giftedness (Q28)	LEAs Required to Follow State Definition (Q32)	Citation in State Statute or Regulations for State Definition (Q33)	Areas of Giftedness Addressed in State Statute Definition (Q29)	Areas of Giftedness Addressed in State Rules and Regulations (Q 30)	Culturally Diverse Groups Included in State's Definition (Q31)
			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.)			
Delaware	In state statute	Yes	TITLE 14 Education PART I Free Public Schools CHAPTER 31. EXCEPTIONAL PERSONS Subchapter IV. Gifted or Talented	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts	No groups specifically included

	Definition of Giftedness (Q28)	LEAs Required to Follow State Definition (Q32)	Citation in State Statute or Regulations for State Definition (Q33)	Areas of Giftedness Addressed in State Statute Definition (Q29)	Areas of Giftedness Addressed in State Rules and Regulations (Q 30)	Culturally Diverse Groups Included in State's Definition (Q31)
			Persons 3126. Rules and regulations. The extent of programs and facilities provided for persons determined to be gifted or talented shall be in accordance with the rules and regulations of the Department as approved by the State Board of Education. (48 Del. Laws, c. 194, 2; 14 Del. C. 1953, 3102; 51 Del. Laws, c. 287, 2; 61 Del. Laws, c. 190, 7; 71 Del. Laws, c. 180, 153.)	Creatively Gifted	Creatively Gifted	
District of Columbia						
Florida	In state rules and regulations	Yes	1003.01 gifted as part of ESE - mandate 6A-6.03019 definition and eligibility criteria		Intellectually Gifted Academically Gifted Leadership Creatively Gifted	low SES and LEP
Georgia	In state rules and regulations	Yes	State Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS		Intellectually Gifted	No groups specifically included
Guam	In state statute	Yes	Public Law 13-76 Section 1::20	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	No groups specifically included
Hawaii	In state statute In state rules and regulations	Yes	HRS 296-12, 301-33, 301-34 Chapter 51 GT Board of Education Policy # 2102	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	Intellectually Gifted Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	No groups specifically included
Idaho	In state statute In state rules and regulations	Yes	33-2001	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	No groups specifically included
Illinois	No definition					
Indiana	State definition of	No	IC 20-10.1-5.1-2 and 511 IAC 6-9.1-1 (h)	Intellectually Gifted Academically Gifted	Intellectually Gifted Academically Gifted	No groups specifically included

	Definition of Giftedness (Q28)	LEAs Required to Follow State Definition (Q32)	Citation in State Statute or Regulations for State Definition (Q33)	Areas of Giftedness Addressed in State Statute Definition (Q29)	Areas of Giftedness Addressed in State Rules and Regulations (Q 30)	Culturally Diverse Groups Included in State's Definition (Q31)
	high ability learner			Performing/Visual Arts Creatively Gifted	Performing/Visual Arts Creatively Gifted	
Iowa	In state statute	Yes	Iowa Code 257.44 Gifted and talented children defined. Gifted and talented children are those identified as possessing outstanding abilities who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination: 1. General intellectual ability. 2. Creative thinking. 3. Leadership ability. 4. Visual and performing arts ability. 5. Specific ability aptitude. 89 Acts, ch 135, § 44	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	No groups specifically included
Kansas	In state rules and regulations	Yes	91-40-1(cc)			No groups specifically included
Kentucky	In state statute In state rules and regulations	Yes	704 KAR 3:285 KRS 157.200(1)(n) KRS 157.224(1) KRS 157.230	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted Underachieving	No groups specifically included
Louisiana	In state rules and regulations	Yes	Subsection 313 of Bulletin 1508	Intellectually Gifted Academically Gifted Performing/Visual Arts	Intellectually Gifted Academically Gifted Performing/Visual Arts	No groups specifically included
Maine	In state statute In state rules and regulations	Yes	Educational Programs for Gifted and Talented Children, Chapter 104.		Intellectually Gifted Academically Gifted Performing/Visual Arts Creatively Gifted Highly Gifted	No groups specifically included
Maryland	In state statute In state rules and regulations		Maryland Annotated Code Section 8.201 - 202.	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	all cultural groups

	Definition of Giftedness (Q28)	LEAs Required to Follow State Definition (Q32)	Citation in State Statute or Regulations for State Definition (Q33)	Areas of Giftedness Addressed in State Statute Definition (Q29)	Areas of Giftedness Addressed in State Rules and Regulations (Q 30)	Culturally Diverse Groups Included in State's Definition (Q31)
Massachusetts	No definition	No				No groups specifically included
Michigan	In state statute	No	The term [gifted and talented students] means children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities. ESEA as amended by Public Law 100-297	Academically Gifted	Academically Gifted	No groups specifically included
Minnesota	Waiting for approval	No	n/a	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted		No groups specifically included
Mississippi	In state statute In state rules & regulations	Yes	Mississippi Gifted Education Act of 1989 - Intellectually gifted shall mean children who are found to have an exceptionally high degree of intellect; Academically gifted children shall mean children who are found to have an exceptionally high degree of academic ability; Artistically gifted shall mean children who are found to have an exceptionally high degree of artistic ability; Creatively gifted shall mean children who are found to have an exceptionally high degree of creative ability.	Intellectually Gifted Academically Gifted Performing/Visual Arts Creatively Gifted	Intellectually Gifted Academically Gifted Performing/Visual Arts Creatively Gifted	No groups specifically included
Missouri	In state statute	No	162.675 RSMo	Intellectually Gifted Academically Gifted	Intellectually Gifted Academically Gifted Performing/Visual Arts Creatively Gifted Profoundly Gifted	No groups specifically included
Montana	In state statute	Yes	Montana Code Annotated, Part 9: 20-7-901 through 904			No groups specifically included
Nebraska	In state rules and regulations	No	Title 92 Nebraska Department of Education, Chapter 3-Regulations Governing High Ability Learners	Intellectually Gifted Academically Gifted Performing/Visual Arts	Intellectually Gifted Academically Gifted Performing/Visual Arts	No groups specifically included

	Definition of Giftedness (Q28)	LEAs Required to Follow State Definition (Q32)	Citation in State Statute or Regulations for State Definition (Q33)	Areas of Giftedness Addressed in State Statute Definition (Q29)	Areas of Giftedness Addressed in State Rules and Regulations (Q 30)	Culturally Diverse Groups Included in State's Definition (Q31)
				Creatively Gifted	Creatively Gifted	
Nevada						
New Hampshire						
New Jersey	In state rules and regulations	Yes	NJAC 6A:8-3.1			No groups specifically included
New Mexico	In state statute In state rules and regulations	Yes	http://www.conwaygreene.com/nmsu/lp_ext.dll?f=templates&fn=main-h.htm&2.0 22-13-6.1. Gifted children; determination	Intellectually Gifted Academically Gifted Creatively Gifted	Intellectually Gifted Academically Gifted Creatively Gifted	No groups specifically included
New York	In state statute	No	New York State, Chapter 740 of the Laws of 1982	Intellectually Gifted Academically Gifted Performing/Visual Arts	Intellectually Gifted Academically Gifted Performing/Visual Arts	No groups specifically included
North Carolina	In state statute	No	Article 9B	Intellectually Gifted Academically Gifted	Intellectually Gifted Academically Gifted	All cultures
North Dakota	No definition					
Ohio	In state statute In state rules and regulations	Yes	Ohio Revised Code 3324.01-04 & 3324.06 (state statute) Ohio Administrative Code 3301-51-15 (A) and (C) (state regulations)	Intellectually Gifted Academically Gifted Performing/Visual Arts Creatively Gifted	Intellectually Gifted Academically Gifted Performing/Visual Arts Creatively Gifted	Native American Hispanic Asian African American Multiracial
Oklahoma	In state statute In state rules and regulations	Yes	70 OS 1210.301-307 (state and statutes); Section 904-910.1 Education of Gifted School Act (State School Law Book)	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted		No groups specifically included
Oregon	In state statute In state rules and regulations	Yes	ORS 343.407, ORS 343.409	Intellectually Gifted Academically Gifted	Intellectually Gifted Academically Gifted Performing/Visual Arts Creatively Gifted	No groups specifically included
Pennsylvania	In state rules and regulations	Yes	§ 16.1 Gifted student: A student who is exceptional under section 1371 of School Code. 24 P.S. 13-1371 Children with exceptionalities include students who are gifted and who, by reason thereof, need specially designed instruction § 16.1 Mentally gifted-outstanding intellectual and creative	Intellectually Gifted Academically Gifted	Intellectually Gifted Academically Gifted	No groups specifically included

	Definition of Giftedness (Q28)	LEAs Required to Follow State Definition (Q32)	Citation in State Statute or Regulations for State Definition (Q33)	Areas of Giftedness Addressed in State Statute Definition (Q29)	Areas of Giftedness Addressed in State Rules and Regulations (Q 30)	Culturally Diverse Groups Included in State's Definition (Q31)
			ability the development of which requires specially designed programs, support services or both, not ordinarily provided in the regular education program 16.21(d)...mentally gifted includes a person who has an IQ of 130 or higher and when multiple criteria as set forth in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile strongly indicate gifted ability.			
Puerto Rico						
Rhode Island	In state statute In state rules and regulations	Yes	Chapter 16-42, General Laws of Rhode Island	Intellectually Gifted Academically Gifted Performing/Visual Arts Creatively Gifted	Intellectually Gifted Academically Gifted Performing/Visual Arts Creatively Gifted	No groups specifically included
South Carolina	In state rules and regulations	Yes	SC State Board of Education Regulation 43-220	Academically Gifted Performing/Visual Arts	Academically Gifted Performing/Visual Arts	No groups specifically included
South Dakota	No definition					
Tennessee	In state rules and regulations	Yes		Intellectually Gifted Leadership Creatively Gifted	Intellectually Gifted Leadership Creatively Gifted	No groups specifically included
Texas	In state statute In state rules and regulations	Yes	Texas Education Code 29.121	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	No groups specifically included
Utah	In state rules and regulations	Yes	R277-711-1			No groups specifically included
Vermont						
Virginia	In state rules and regulations	Yes	8VAC 20-40-10 through 8VAC 20-40-70		Intellectually Gifted Academically Gifted Performing/Visual Arts	No groups specifically included
Washington	In state rules and regulations	Yes	WAC 392-170	Intellectually Gifted Academically Gifted	Intellectually Gifted Academically Gifted	No groups specifically included

	Definition of Giftedness (Q28)	LEAs Required to Follow State Definition (Q32)	Citation in State Statute or Regulations for State Definition (Q33)	Areas of Giftedness Addressed in State Statute Definition (Q29)	Areas of Giftedness Addressed in State Rules and Regulations (Q 30)	Culturally Diverse Groups Included in State's Definition (Q31)
				Highly Gifted	Highly Gifted	
West Virginia	In state rules and regulations	Yes	Policy 2419 Regulations for the Education of Exceptional Students 126-16-4.1.3.f	Intellectually Gifted Academically Gifted	Intellectually Gifted Academically Gifted	No groups specifically included
Wisconsin						
Wyoming	In state statute		Wyoming State Statute 21-9-10100	Intellectually Gifted Academically Gifted		No groups specifically included
Summary	No definition: 4 In state statute: 25 In state rules & regulations: 30 Other: 2	Yes: 33 No: 9		Intellectually Gifted: 30 Academically Gifted: 29 Leadership: 13 Performing/Visual Arts: 20 Creatively Gifted: 19 Highly Gifted: 3 Profoundly Gifted: 1 Underachieving: 1	Intellectually Gifted: 34 Academically Gifted: 30 Leadership: 12 Performing/Visual Arts: 22 Creatively Gifted: 24 Highly Gifted: 3 Profoundly Gifted: 1 Underachieving: 2	

Table 10: Mandate to Identify and Serve Gifted Students—Part 1

	State Mandate for Gifted and Talented Education (Q34)	Areas Included in State Mandate (Q35)	Authority for State Mandate (Q36)	Citation in Statute or Regulation (Q37)	Mandate Funding (Q38)
Alabama	Yes	Identification Services	State law specific to disabled and gifted education Administrative rule	Exceptional children means persons between the ages of six and twenty-one years who have been certified under regulations of the State Board of Education by a specialist as being ...unable to be educated...adequately in...regular programs including, but not limited to: the intellectually gifted. Alabama Code, Title 1b, Chapter 39, Section 3	Mandated with no funding
Alaska	Yes	Identification Services	State law specific to gifted education	Alaska Statute 14.30.352, 4 AAC 52.800-890	Mandated with full funding
Arizona	Yes	Identification Services	State law specific to gifted education Administrative rule	Title 15 Article 4.1	Mandated with partial funding
Arkansas	Yes	Identification Services Other Program evaluation	Administrative rule SEA guidelines State department of education policy	6.2.22OS Monitoring of Expenditures (Act 61 of 2003)	Mandated with partial funding
California	No			Education Code 52200-52212 Title 5 Regulations, Chapter 4 Section 3820-3870	
Colorado	No			Statute: Title 22 C.R.S. Article 20; Rules: 2220-R-8.00	
Connecticut	No				
Delaware	No				
District of Columbia					
Florida	Yes	Identification Services	State law specific to disabled and gifted education	1003.21 age to start school 6A.6.0311 Eligible special programs for exceptional students 6A-6.0334 Temporary assignment of transferring exceptional students 6A.6.030191 Development of Educational Plans for exceptional students who are gifted 6A-6.03313 Procedural safeguards for exceptional students who are gifted	Mandated with no funding
Georgia	Yes	Identification Services	State law specific to disabled and gifted education Administrative rule SEA guidelines	official Code of Georgia Annotated (OCGA) 120-2-152 SPECIAL EDUCATION SERVICES State Board of Education (SBOE) Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS SBOE Regulations for Gifted Education Programs	Mandated with full funding
Guam	Yes	Identification Services	State law specific to gifted education	Public Law 13-76 Section 1::20	Mandated with partial funding

	State Mandate for Gifted and Talented Education (Q34)	Areas Included in State Mandate (Q35)	Authority for State Mandate (Q36)	Citation in Statute or Regulation (Q37)	Mandate Funding (Q38)
		In-service training			
Hawaii	Yes	Identification Services Recordkeeping	State law specific to gifted education SEA guidelines State Department of Education policy SEA guidelines State Department of Education policy	HRS 296-12, 301-33, 301-34 Chapter 51 GT Board of Education Policy #2102	Mandated with partial funding
Idaho	Yes	Identification Services	State law specific to gifted education Administrative rule	33-2203, IDAPA 999	Mandated with partial funding
Illinois	No				
Indiana	No				
Iowa	Yes	Services	Administrative rule	Chapter 12 General Accreditation Standards Iowa Administrative Code School Rules of Iowa General accreditation standards are intended to fulfill the state's responsibility for making available an appropriate program that has high expectations for all students in Iowa. 12.5(12) Provisions for gifted and talented students. Each school district shall incorporate gifted and talented programming into its comprehensive school improvement plan as required by Iowa Code section 257.43. The comprehensive school improvement plan shall include the following gifted and talented program provisions: valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population; goals and performance measures; a qualitatively differentiated program to meet the students' cognitive and affective needs; staffing provisions; an in-service design; a budget; and qualifications of personnel administering the program. Each school district shall review and evaluate its gifted and talented programming. This subrule does not apply to accredited nonpublic schools.	Mandated with full funding
Kansas	Yes	Identification Services	State law specific to disabled and gifted education Administrative rule SEA guidelines State Department of Education policy	KSA 72-961 et seq. KS Special Education for Exceptional Children Act Article 40 of KS Adm. Regulations apply to students identified as gifted *all references to exceptional students/children apply to students identified as gifted.	Mandated with partial funding

	State Mandate for Gifted and Talented Education (Q34)	Areas Included in State Mandate (Q35)	Authority for State Mandate (Q36)	Citation in Statute or Regulation (Q37)	Mandate Funding (Q38)
Kentucky	Yes	Identification Services Evidence of determination of eligibility for services, Program evaluation and Procedural Safeguards.	State law specific to gifted education Administrative rule	704 KAR 3:285 KRS 157.230 KRS 157.224(1) KRS 157.200(1)(n)	Mandated with partial funding
Louisiana	Yes	Identification Services	State law specific to disabled and gifted education	ACT 1977, No. 754	Mandated with partial funding
Maine	Yes	Identification Services Evaluation	State law specific to gifted education Administrative rule	Administrative Letter & Statute #40	Mandated with partial funding
Maryland	Yes		State law specific to gifted education: LEAs must include goals, objectives, and strategies for g/t students in their systemic Master Plans which are approved by the State Supt. Maryland Annotated Code Section 5.401		
Massachusetts	No				
Michigan	No				
Minnesota	No				
Mississippi	Yes	Identification Services	State law specific to gifted education	MS Code 37-23-171 through 37-23-181	Mandated with full funding
Missouri	No				
Montana	Yes	Identification Services	Administrative rule SEA guidelines	Administrative Rules of Montana 10.55.804	Mandated with partial funding
Nebraska	Yes	Identification	Administrative rule	Title 92, Chapter 3, 001.01D	Mandated with full funding
Nevada					
New Hampshire					

	State Mandate for Gifted and Talented Education (Q34)	Areas Included in State Mandate (Q35)	Authority for State Mandate (Q36)	Citation in Statute or Regulation (Q37)	Mandate Funding (Q38)
New Jersey	Yes	Identification Services	Administrative rule	N.J.A.C. 6A: 8, et. seq.	Mandated with no funding
New Mexico	Yes	Identification Services	State law specific to disabled and gifted education SEA guidelines	22-13-5. Special education. definitions. 22-13-6.1 Gifted children; determination. 22-13-7 Special education; responsibility. 22-13-6 Special education;	Mandated with partial funding
New York	No				
North Carolina	Yes	Identification Services Screening, Identification, Evaluation, Professional Development, Names and Roles of Personnel, Community Involvement, Procedure to Resolve Disagreement, Additional Information	State law specific to gifted education	Article 9B	Mandated with partial funding
North Dakota	No				
Ohio	Yes	Identification	State law specific to gifted education Administrative rule	Ohio Revised Code 3324 and Ohio Administrative Code 3301-51-15	Mandated with partial funding
Oklahoma	Yes	Identification Services Program evaluation; Local advisory committee	State law specific to gifted education	70 OS 1210.301-307	Mandated with full funding
Oregon	Yes	Identification Services	State law specific to gifted education	ORS 343.391 - ORS 343.409 OAR 581-015-0805 to 0811; 581-022-1310 to 1330	Mandated with no funding
Pennsylvania	Yes	Identification Services	State law specific to gifted education	Rules and Regulations Title 22 -- Education State Board of Education 22 PA. Code Chapter 16: Special Education for Gifted Students	Mandated with no funding
Puerto Rico					
Rhode Island	No				
South Carolina	Yes	Identification Services Reporting	State law specific to gifted education State Department of Education policy	59-29-170 Program for Talented Students, Code of Laws of SC 1976, amended 1986 State Board of Education Regulation 43-220	Mandated with partial funding

	State Mandate for Gifted and Talented Education (Q34)	Areas Included in State Mandate (Q35)	Authority for State Mandate (Q36)	Citation in Statute or Regulation (Q37)	Mandate Funding (Q38)
South Dakota	No				
Tennessee	Yes	Identification Services	State Department of Education policy		Mandated with partial funding
Texas	Yes	Identification Services Professional Development, Family and Community Involvement	State law specific to gifted education Administrative rule State Department of Education policy	Texas Education Code §§ 29.121 - 29.123 Texas Administrative Code §§ 89.1 - 89.5	Mandated with partial funding
Utah	No				
Vermont					
Virginia	Yes	Identification Services Curriculum differentiation and teacher training	Administrative rule	8VAC20-40-10 through 8VAC 20-40-70	Mandated with partial funding
Washington	No				
West Virginia	Yes	Identification Services	State Department of Education policy	WV Policy 2419: Regulations for the Education of Exceptional Students 126-16-1.7 and WV Constitution article XII. 2 WV Code 18-20	
Wisconsin					
Wyoming	Yes	Identification Services	State law specific to disabled and gifted education		Mandated with partial funding
Summary	Yes: 31 No: 16	Identification: 29 Services: 28 Other: 10	State law specific to gifted education: 16 State law specific to disabled and gifted education: 7 Administrative rule: 15 SEA guidelines: 7 State Department of Education Policy: 8 Other: 1		Mandate with full funding: 6 Mandate with partial funding: 18 Mandate with no funding: 5

Table 11: Mandate to Identify and Serve Gifted Students—Part 2

	Free Appropriate Public Education (Q39)	Child Find (Q39)	Individual Plan for Gifted Students (Q39)	Least Restrictive Environment (Q39)	Non-Discriminatory Testing (Q39)	Mediation (Q39)	Due Process (Q39)
Alabama			By state law different from IDEA	Not required	Not required	Not required	Not required
Alaska	Not required	Not required	By state law different from IDEA	Not required		Not required	Not required
Arizona		Not Required	Not Required	Not Required	By state law different from IDEA	Not Required	Not Required
Arkansas			Not required		By state law different from IDEA		By state law different from IDEA
California					By state law different from IDEA		
Colorado	Not Required	Not Required	By state law different from IDEA	Not Required	Not Required	Not Required	As Under IDEA
Connecticut							
Delaware	By state law different from IDEA	Not Required	Not Required	By state law different from IDEA	Not Required	Not Required	Not Required
District of Columbia							
Florida	As Under IDEA	Not Required	By state law different from IDEA	As Under IDEA	As Under IDEA	As Under IDEA	By state law different from IDEA
Georgia		By state law different from IDEA	Not Required		By state law different from IDEA	Not Required	By state law different from IDEA
Guam	By state law different from IDEA						
Hawaii	By state law different from IDEA	By state law different from IDEA	Not required	Not required		By state law different from IDEA	As under IDEA
Idaho							
Illinois							
Indiana							
Iowa							
Kansas	As Under IDEA	As Under IDEA	As Under IDEA	Not Required	As Under IDEA	As Under IDEA	As Under IDEA

	Free Appropriate Public Education (Q39)	Child Find (Q39)	Individual Plan for Gifted Students (Q39)	Least Restrictive Environment (Q39)	Non-Discriminatory Testing (Q39)	Mediation (Q39)	Due Process (Q39)
Kentucky	By state law different from IDEA	Not Required	By state law different from IDEA	By state law different from IDEA	By state law different from IDEA	By state law different from IDEA	By state law different from IDEA
Louisiana	By state law different from IDEA	By state law different from IDEA	By state law different from IDEA	By state law different from IDEA	By state law different from IDEA	By state law different from IDEA	By state law different from IDEA
Maine							
Maryland	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
Massachusetts	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
Michigan	As Under IDEA	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
Minnesota							
Mississippi		By state law different from IDEA	Not Required	Not Required	Not Required	Not Required	Not Required
Missouri							
Montana	By state law different from IDEA	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
Nebraska			Not Required	Not Required	By state law different from IDEA	By state law different from IDEA	By state law different from IDEA
Nevada							
New Hampshire							
New Jersey	As Under IDEA	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
New Mexico	As Under IDEA	As Under IDEA	As Under IDEA	As Under IDEA	As Under IDEA	As Under IDEA	As Under IDEA
New York							
North Carolina	By state law different from IDEA	By state law different from IDEA	By state law different from IDEA	Not Required	Not Required	By state law different from IDEA	Not Required
North Dakota							
Ohio	Not Required	Not Required	By state law different from IDEA	Not Required	By state law different from IDEA	Not Required	By state law different from IDEA

	Free Appropriate Public Education (Q39)	Child Find (Q39)	Individual Plan for Gifted Students (Q39)	Least Restrictive Environment (Q39)	Non-Discriminatory Testing (Q39)	Mediation (Q39)	Due Process (Q39)
Oklahoma	Not Required	Not Required	Not Required	Not Required	Not Required		
Oregon	By state law different from IDEA	By state law different from IDEA	Not Required	Not Required	By state law different from IDEA	Not Required	Not Required
Pennsylvania	As Under IDEA	By state law different from IDEA	By state law different from IDEA	Not Required	By state law different from IDEA	By state law different from IDEA	By state law different from IDEA
Puerto Rico							
Rhode Island	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
South Carolina							
South Dakota							
Tennessee	As Under IDEA	By state law different from IDEA	As Under IDEA				As Under IDEA
Texas	Not Required	Not Required	Not Required	Not Required	By state law different from IDEA	Not Required	By state law different from IDEA
Utah	As Under IDEA	Not Required	Not Required	As Under IDEA	As Under IDEA	As Under IDEA	As Under IDEA
Vermont							
Virginia	By state law different from IDEA	Not required	Not required	Not required	By state law different from IDEA	Not required	Not required
Washington							
West Virginia	As Under IDEA	As Under IDEA	As Under IDEA	As Under IDEA	As Under IDEA		As Under IDEA
Wisconsin							
Wyoming			Not required				
Summary	As under IDEA: 9 By state law different from IDEA: 9 Not required: 9	As under IDEA: 3 By state law different from IDEA: 8 Not required: 17	As under IDEA: 4 By state law different from IDEA: 9 Not required: 19	As under IDEA: 4 By state law different from IDEA: 3 Not required: 21	As under IDEA: 5 By state law different from IDEA: 12 Not required: 12	As under IDEA: 4 By state law different from IDEA: 6 Not required: 17	As under IDEA: 7 By state law different from IDEA: 9 Not required: 14

Table 12: Identification of Gifted Students—State Criteria

	State Criteria to Identify Gifted Students (Q41)	Required Methods of Identifying Gifted Students (Q42)	Approximate percent of LEAs that Identify Gifted and Talented Students (Q43)	All LEAs Required to Follow Same Identification Guidelines or Uniform Identification Process (Q46)	Reasons LEAs Not Required to Follow Uniform Process (Q47)
Alabama	Yes	IQ scores Nominations Multiple criteria model Multiple sources and types of data	90%	Yes	
Alaska	No		100%	No	State law does not specifically require
Arizona	Yes	Range of state-approved assessments from which LEAs may select	90%	Combination of state and LEA policies	
Arkansas	Yes	Nominations Multiple criteria model	100%	Yes	
California	Yes	Multiple criteria model	80%	No	There is no state law on identification process
Colorado	Yes	Achievement data Multiple criteria model Cognitive, achievement, performance and characteristics data	90%	Yes	
Connecticut	Yes	IQ scores Achievement data Nominations Multiple criteria model	75%	No	State law does not specifically require
Delaware	No		63%	No	There is no state law on identification process
District of Columbia					
Florida	Yes	IQ scores Achievement data Nominations establishment of a need for service	100%	Combination of state and LEA policies	
Georgia	Yes	Multiple criteria model Range of state-approved assessments from which LEAs may select	100%	Combination of state and LEA policies	
Guam	Yes	IQ score Achievement data Nominations Multiple criteria model	100%	Yes	
Hawaii	Yes	Achievement data	75%	No	State law does not specifically require

	State Criteria to Identify Gifted Students (Q41)	Required Methods of Identifying Gifted Students (Q42)	Approximate percent of LEAs that Identify Gifted and Talented Students (Q43)	All LEAs Required to Follow Same Identification Guidelines or Uniform Identification Process (Q46)	Reasons LEAs Not Required to Follow Uniform Process (Q47)
		Nominations Multiple criteria model Range of state-approved assessments from which LEAs may select			
Idaho	Yes	Multiple criteria model	90%	No	Each district writes own district plan using multiple criteria for identification.
Illinois	No			No	
Indiana	No		98%	No	If LEA identifies high ability students they must use a multi-faceted approach using performance-based, potential-based, and other forms of assessment.
Iowa	No		100%	No	State law does not specifically require
Kansas	Yes	Achievement data Multiple criteria model Preponderance of data to establish exceptionality and need	100%	Yes	
Kentucky	Yes	IQ scores Achievement data Nominations Multiple criteria model Surveys, checklists, portfolios, and observations.	15%	Yes	
Louisiana	Yes	IQ scores Achievement data	98%	Yes	
Maine	Yes	Multiple criteria model	100%	No	Tools are flexible
Maryland	No			No	State law does not specifically require
Massachusetts	No		10%	No	There is no state law on identification process
Michigan	No		25%	No	There is no state law on identification process
Minnesota	No *		75%	No	There is no state law on identification process
Mississippi	Yes	IQ scores Achievement data Nominations Multiple criteria model	99%	Yes	

	State Criteria to Identify Gifted Students (Q41)	Required Methods of Identifying Gifted Students (Q42)	Approximate percent of LEAs that Identify Gifted and Talented Students (Q43)	All LEAs Required to Follow Same Identification Guidelines or Uniform Identification Process (Q46)	Reasons LEAs Not Required to Follow Uniform Process (Q47)
		Range of state-approved assessments from which LEAs may select			
Missouri	No	Multiple criteria model	57%	No	Because there is no mandate for services, the State rules establish minimum criteria and districts may set more stringent criteria if they choose.
Montana	No		7%	No	Local control
Nebraska	Yes	Multiple criteria model	100%	No	State law does not specifically require
Nevada					
New Hampshire					
New Jersey	No		80%	No	State law does not specifically require
New Mexico	Yes	IQ scores Achievement data Multiple criteria model	90%	Yes	
New York	No		50%	No	State law does not specifically require
North Carolina	No	LEAs determine	100%	No	State law does not specifically require
North Dakota	No			No	
Ohio	Yes	IQ scores Achievement data Multiple criteria model Range of state-approved assessments from which LEAs may select performance assessment	100%	Yes	
Oklahoma	Yes	Districts must develop and submit a local Gifted Education Plan, which details the referral, identification and programming options for gifted and talented education.	100%	Combination of state and LEA policies	
Oregon	Yes	IQ scores Achievement data Nominations Multiple criteria model		No	State law does not specifically require
Pennsylvania	Yes	IQ scores Achievement data Multiple criteria model	99%	No	State law does not specifically require

	State Criteria to Identify Gifted Students (Q41)	Required Methods of Identifying Gifted Students (Q42)	Approximate percent of LEAs that Identify Gifted and Talented Students (Q43)	All LEAs Required to Follow Same Identification Guidelines or Uniform Identification Process (Q46)	Reasons LEAs Not Required to Follow Uniform Process (Q47)
Puerto Rico					
Rhode Island	Yes	minimum of three identification devices including performance in the regular classroom		No	State law does not specifically require
South Carolina	Yes	Achievement data Aptitude, state performance assessment (STAR)	100%	Yes	
South Dakota	No		0%	No	There is no state law on identification process
Tennessee	Yes	IQ scores Achievement data	97%	Yes	
Texas	Yes	Multiple criteria model	100%	Yes	
Utah	No			No	State law does not specifically require
Vermont					
Virginia	Yes	Multiple criteria model	100%	No	State law does not specifically require
Washington	Yes	IQ scores Achievement data Nominations Multiple criteria model	77.7%	Yes	
West Virginia	Yes	IQ scores Achievement data	100%	Yes	
Wisconsin					
Wyoming	No	Left to LEA		No	There is no state law on identification process
Summary	Yes: 29 No: 18	IQ scores: 14 Achievement data: 17 Nominations: 10 Multiple criteria model: 21 Range of state-approved assessments from which LEAs may select: 5 Other: 11	Range: 0% - 100%	Yes: 15 No: 28 Combination of state and LEA policies: 4	

* New **Minnesota** law, effective for the 2005-2006 school year permits districts to use state “gifted and talented revenue” to adopt guidelines for assessing and identifying students. The guidelines should include the use of (1) multiple and objective criteria and (2) assessments and procedures that are valid and reliable, fair, and based on current theory and research.

Table 13: Identification of Gifted Students—When Students Are Identified

	Identification Age Mandated (Q44)	When Students are Identified (Q45)	When Students Are Usually Identified (Q45.2)
Alabama	Yes	Elementary school (multiple times) When students transfer from out of state Following parent referral Following teacher referral Following student referral Any time grades K-12; Varies by LEA decision	Elementary school (multiple times) When students transfer from out of state
Alaska	No	Could be at any time, depending on criteria set at each district	
Arizona	No		Elementary school (one time only) Following parent referral
Arkansas	Yes	Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification Kindergarten or early entrance screening Identification is ongoing at any time during a student's school career	Elementary school (multiple times)
California	No	Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification District determined	Elementary school (multiple times) Following parent referral Following teacher referral
Colorado	No	Elementary school (one time only) Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification Kindergarten or early entrance screening	Elementary school (one time only) Elementary school (multiple times) Entering middle school When students transfer from out of state When taking assessments approved for GT identification

	Identification Age Mandated (Q44)	When Students are Identified (Q45)	When Students Are Usually Identified (Q45.2)
Connecticut	Yes	K-12	Elementary school (multiple times) Following teacher referral
Delaware	No		Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification Kindergarten or early entrance screening
District of Columbia			
Florida	No		
Georgia	Yes	Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification Kindergarten or early entrance screening Students in grades K-12 may be referred for possible gifted program placement at any time. All students are screened periodically (automatic referral process) on district-wide tests. Local school districts set evaluation/reconsideration calendars.	Elementary school (multiple times) Following parent referral Following teacher referral When taking assessments approved for GT identification
Guam	No	Elementary school (multiple times) When students transfer from out of state Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification Kindergarten or early entrance screening	
Hawaii	No	Elementary school (one time only) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following student referral	

	Identification Age Mandated (Q44)	When Students are Identified (Q45)	When Students Are Usually Identified (Q45.2)
Idaho	Yes	Any time	
Illinois	No		Elementary school (one time only) Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state
Indiana	No		
Iowa	No	local school district decision	
Kansas	No	Elementary school (multiple times) When students transfer from out of state When students transfer from in state When taking assessments approved for GT identification The talent pool for potentially gifted students is for k-3. For identification of gifted and talented behaviors is for students in grades 4-12.	
Kentucky	Yes		Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state When taking assessments approved for GT identification
Louisiana	No	Elementary school (one time only) Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification Kindergarten or early entrance screening	Following parent referral Following teacher referral Following student referral
Maine	Yes		Elementary school (one time only) Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral

	Identification Age Mandated (Q44)	When Students are Identified (Q45)	When Students Are Usually Identified (Q45.2)
			When taking assessments approved for GT identification
Maryland	No		Elementary school (multiple times) Entering middle school Entering high school Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification
Massachusetts	No		
Michigan	No		Elementary school (one time only) Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification
Minnesota	No	Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state Following parent referral Following teacher referral Following student referral	Elementary school (one time only) Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification
Mississippi	Yes	Elementary school (one time only) Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification Kindergarten or early entrance screening	Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state Following parent referral Following teacher referral Following student referral
Missouri	No	K-12 identification mandated (compliance varies by LEA)	Elementary school (one time only)

	Identification Age Mandated (Q44)	When Students are Identified (Q45)	When Students Are Usually Identified (Q45.2)
			When students transfer from out of state When students transfer from in state
Montana	Yes	Elementary school (one time only) Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification Kindergarten or early entrance screening	Elementary school (multiple times)
Nebraska	No		Elementary school (one time only) Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification
Nevada			
New Hampshire			
New Jersey	Yes	Elementary school (multiple times) When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification Child Find requires K-12 opportunities	Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification
New Mexico	Yes	When students transfer from out of state When students transfer from in state Kindergarten or early entrance screening	
New York	Yes	Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state	

	Identification Age Mandated (Q44)	When Students are Identified (Q45)	When Students Are Usually Identified (Q45.2)
		Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification Kindergarten or early entrance screening	
North Carolina	No		Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification
North Dakota	No	When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification districts must identify K-12, must provide at least 2 opportunities per year for testing based on referral, and must provide an equal opportunity for all students to access the identification process	
Ohio	Yes	Elementary school (multiple times) When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral May be identified at any time from school entry through high school graduation	
Oklahoma	No	Elementary school (multiple times) Entering middle school Entering high school Following parent referral Following teacher referral Following student referral	Elementary school (multiple times) When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral
Oregon	No	Ongoing K - 12 that can be at school or parent request for evaluation.	Elementary school (multiple times) Following parent referral Following teacher referral
Pennsylvania	Yes		Elementary school (multiple times) Following parent referral Following teacher referral

	Identification Age Mandated (Q44)	When Students are Identified (Q45)	When Students Are Usually Identified (Q45.2)
Puerto Rico			
Rhode Island	No	Elementary school (multiple times) Following parent referral Following teacher referral Following student referral When taking assessments approved for GT identification	
South Carolina	Yes		
South Dakota	No	Elementary school (one time only) When students transfer from out of state Following parent referral Following teacher referral Kindergarten or early entrance screening	
Tennessee	Yes	Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral Kindergarten or early entrance screening Details vary from district to district, but ID must occur at least once /year	Elementary school (one time only) When students transfer from out of state Following parent referral Following teacher referral
Texas	Yes		Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral
Utah	No		
Vermont		Note: Kindergarten through grade 12 anytime the student is referred. We do not require non-enrolled student to be assessed. So five is the lowest age. Elementary school (multiple times) Following parent referral Following teacher referral	
Virginia	Yes		Elementary school (multiple times) Following parent referral Following teacher referral

	Identification Age Mandated (Q44)	When Students are Identified (Q45)	When Students Are Usually Identified (Q45.2)
Washington	No	Elementary school (multiple times) Following parent referral Following teacher referral Following student referral	Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral Kindergarten or early entrance screening
West Virginia	Yes		Elementary school (multiple times) Following parent referral Following teacher referral Following student referral
Wisconsin		Decision is left to LEAs	
Wyoming	No		
Summary	Yes: 19 No: 28	Elementary school (one time only): 6 Elementary school (multiple times): 19 Entering middle school: 12 Entering high school: 12 When students transfer from out of state: 19 When students transfer from in state: 14 Following parent referral: 20 Following teacher referral: 20 Following student referral: 19 When taking other assessments approved for GT identification: 13 Kindergarten or early entrance screening: 11 Other: 16	Elementary school (one time only): 9 Elementary school (multiple times): 24 Entering middle school: 13 Entering high school: 12 When students transfer from out of state: 16 When students transfer from in state: 12 Following parent referral: 20 Following teacher referral: 21 Following student referral: 13 When taking other assessments approved for GT identification: 11 Kindergarten or early entrance screening: 2

Table 14: Identification of Gifted Students—Numbers of Students Identified and Served

	Number of Public School Students Enrolled in 2004-2005 (Q48)	Number of Students Identified as Gifted and Talented in 2004-2005 (Q49)	How Number of Gifted and Talented Students is Calculated (Q50)	Number of Gifted and Talented Served in 2004-2005 (Q51)	Maximum Number or Percentage of Students a District May Identify for Gifted and Talented (Q52 and Q53)	Students Identified as Gifted and Talented by Gender (Q54)	Students Identified as Gifted and Talented by Culturally Diverse Group (Q55)
Alabama	734,058	32,390	State-collected information	32,390	No	Data not collected	African American: 17.76% Native American: .87% Asian: 1.85% Hispanic: 1.23% Caucasian: 78.05% Unknown 0.24%
Alaska	132,970	Not collected	Data not collected	not collected	No	Data not collected	
Arizona	1, 043,000	72,945	State-collected information	72,945	No	Male: 52% Female: 48%	African American: 3% Native American: 4% Asian: 5% Hispanic: 18% Caucasian: 70%
Arkansas	450,000	42,950	State-collected information	42,950	No	Male: 45% Female: 55%	African American: 16.33% Native American: .36% Asian: 1.5% Hispanic: 1.7% Caucasian: 80.0%
California	6,322,000	482,000	State-collected information	not collected	No	Male: 49% Female: 51%	African American: 4% Native American: 1% Asian: 17% Hispanic: 26% Caucasian: 47% Pacific Islander: 1% Filipino: 4%
Colorado	742,000	52,000	State-collected information	52,000	No	Male: 52% Female: 48%	African American: 6% Native American: 1% Asian: 3% Hispanic: 14% Caucasian: 76%
Connecticut	577,407	22,333	State-collected information	11,879	No	Male: 48.2% Female: 51.8%	African American: 5.8% Native American: .3% Asian: 5.7% Hispanic: 5.3% Caucasian: 82.9%
Delaware	116,287	5,057	District reports (not mandatory)	5,057	No	Male: 48% Female: 52%	African American: 20% Native American: 0%

	Number of Public School Students Enrolled in 2004-2005 (Q48)	Number of Students Identified as Gifted and Talented in 2004-2005 (Q49)	How Number of Gifted and Talented Students is Calculated (Q50)	Number of Gifted and Talented Served in 2004-2005 (Q51)	Maximum Number or Percentage of Students a District May Identify for Gifted and Talented (Q52 and Q53)	Students Identified as Gifted and Talented by Gender (Q54)	Students Identified as Gifted and Talented by Culturally Diverse Group (Q55)
			reporting)				Asian: 3% Hispanic: 7% Caucasian: 70%
District of Columbia							
Florida	2,648,156	116,880	State-collected information	116,880	No	Male: 51% Female: 49%	African American: 10% Native American: 0% Asian: 4% Hispanic: 20% Caucasian: 63% Multi-racial: 3%
Georgia	1,553,437	153,712	State-collected information	141,675	No	Male: 51% Female: 49%	African American: 15% Native American: 0% Asian: 6% Hispanic: 2% Caucasian: 75% Multi-racial: 2%
Guam	30,600	1,826	State-collected information	1,826	No	Data not collected	African American: 1% Native American: 1% Asian: 20% Hispanic: 0% Caucasian: 5% Pacific Islander: 73%
Hawaii	181,897	18,000	State-collected information	18,000	No		
Idaho	248,660	13,224	State-collected information	13,224	No	Male: 51% Female: 49%	African American: 1% Native American: 1.5% Asian: 1.29% Hispanic: 13.16% Caucasian: 83.05%
Illinois	2,028,281 in K-12	not collected	Data not collected	not collected	No	Data not collected	Data not collected
Indiana	1,021,234	91,415 (2003-04. Reports not in yet for 2004-05)	District reports (not mandatory reporting)	Data not due until July 29, 2005	No	Data not collected	Data not collected
Iowa	485,011	not collected	Data not collected	not collected	No	Data not collected	Data not collected

	Number of Public School Students Enrolled in 2004-2005 (Q48)	Number of Students Identified as Gifted and Talented in 2004-2005 (Q49)	How Number of Gifted and Talented Students is Calculated (Q50)	Number of Gifted and Talented Served in 2004-2005 (Q51)	Maximum Number or Percentage of Students a District May Identify for Gifted and Talented (Q52 and Q53)	Students Identified as Gifted and Talented by Gender (Q54)	Students Identified as Gifted and Talented by Culturally Diverse Group (Q55)
Kansas	466,037	15,649	State-collected information	15,649	No	Male: 55% Female: 45%	African American: 3% Native American: 1% Asian: 4% Hispanic: 3% Caucasian: 89%
Kentucky	635,653	99,483	State-collected information	99,483	No	Male: 47.23% Female: 52.77%	African American: 1.34% Native American: .01% Asian: 1.4% Hispanic: .67% Caucasian: 92.46% Other: 1.03%
Louisiana	732,971	25,274	State-collected information	25,274	No	Male: 50.2% Female: 49.8%	African American: 25% Native American: 1% Asian: 4% Hispanic: 2% Caucasian: 68%
Maine	Not collected	5%	Estimate	Not collected	Yes 5%	Data not collected	Data not collected
Maryland	867,000	not collected	Data not collected	not collected	No	Data not collected	Data not collected
Massachusetts	990,000	not collected	Data not collected	not collected	No	Data not collected	Data not collected
Michigan	1,800,000	not collected, it is assumed 5%	State-collected information	not collected	No	Data not collected	Data not collected
Minnesota	n/a, estimated 2005-06 is 820, 381	not collected	Data not collected	not collected	No	Data not collected	Data not collected
Mississippi	494,590	Not collected	Data not collected	Not collected	No		
Missouri	893,270	Information not collected	Data not collected	32,673	No	Data not collected	Data not collected
Montana	147,655	10,263	State-collected information	not collected	No	Male: 49% Female: 51%	African American: 2% Native American: 2% Asian: 2% Hispanic: 1% Caucasian: 92% Native Hawaiian/Pacific Islander: 1%

	Number of Public School Students Enrolled in 2004-2005 (Q48)	Number of Students Identified as Gifted and Talented in 2004-2005 (Q49)	How Number of Gifted and Talented Students is Calculated (Q50)	Number of Gifted and Talented Served in 2004-2005 (Q51)	Maximum Number or Percentage of Students a District May Identify for Gifted and Talented (Q52 and Q53)	Students Identified as Gifted and Talented by Gender (Q54)	Students Identified as Gifted and Talented by Culturally Diverse Group (Q55)
Nebraska	284,181 for 2003-2004	38,716	State-collected information	not collected yet	No	Male: 48% Female: 52%	African American: 9.72% Native American: 5.69% Asian: 17.74% Hispanic: 5.42% Caucasian: 61.43%
Nevada							
New Hampshire							
New Jersey	1,396,975	Not Collected	Data not collected	Not Collected	No	Data not collected	Data not collected
New Mexico	326,083	12,827	State-collected information	12,827	No	Data not collected	African American: 1.57 Native American: 3.23 Asian: 3.31 Hispanic: 30.02 Caucasian: 61.87
New York	2.8 million	not collected	Data not collected	not collected	No	Data not collected	Data not collected
North Carolina	1,325,707	148,989	State-collected information	148,989	No	Male: 47% Female: 53%	African American: 10% Native American: 1% Asian: 3% Hispanic: 2% Caucasian: 82% Multi-cultural: 2%
North Dakota	99,324	not collected	Data not collected	not collected	No	Data not collected	Data not collected
Ohio	1,775,272	285,246	State-collected information	83,149 served in one or more category of identification (may be partial service); 56,997 served in all identification categories in which they are identified (full service)	No	Male: 51.1% Female: 48.9%	African American: 7.4% Native American: .1% Asian: 2.1% Hispanic: .9% Caucasian: 88% Multi-racial: 1.4%
Oklahoma	629,145	99,783	State-collected information	99,783	No	Male: 48% Female: 52%	African American: 6.9% Native American: 14.62% Asian: 2.65% Hispanic: 3.86%

	Number of Public School Students Enrolled in 2004-2005 (Q48)	Number of Students Identified as Gifted and Talented in 2004-2005 (Q49)	How Number of Gifted and Talented Students is Calculated (Q50)	Number of Gifted and Talented Served in 2004-2005 (Q51)	Maximum Number or Percentage of Students a District May Identify for Gifted and Talented (Q52 and Q53)	Students Identified as Gifted and Talented by Gender (Q54)	Students Identified as Gifted and Talented by Culturally Diverse Group (Q55)
							Caucasian: 71.97%
Oregon	552,320	not collected yet for 2004-05	State-collected information	not collected	No	Data not collected	Data not collected
Pennsylvania	1,820,136	76,549 Gifted identification only; there may be others who have a primary identification of disabled.	State-collected information	76,549	No	Data not collected	Data not collected
Puerto Rico							
Rhode Island	158,592	not collected	Data not collected	not collected	No	Data not collected	Data not collected
South Carolina	694,584	not collected	Data not collected	71,095	No	Male: 47.1% Female: 52.9%	African American: 16% Native American: 0% Asian: 0% Hispanic: 0% Caucasian: 81% Unspecified: 3%
South Dakota	123,940	not collected	Data not collected	not collected	No	Data not collected	Data not collected
Tennessee	Unknown	not collected (date for 2004-2005 not complete at this time)	State-collected information	not collected	No	Male: 55% Female: 45%	African American: 15% Native American: 2% Asian: 18% Hispanic: 5% Caucasian: 60%
Texas	4,328,028	335,844	State-collected information	335,844	No	Male: 49% Female: 51%	African American: 8.55% Native American: 0% Asian: 0% Hispanic: 30.15% Caucasian: 55.11% Native American & Asian: 6.19%
Utah	386,586	not collected	State-collected information	not collected	No	Data not collected	Data not collected
Vermont							
Virginia	1,204,808	159,377	state-collected	159,377	No	Male: 48.32%	African American: 9.92%

	Number of Public School Students Enrolled in 2004-2005 (Q48)	Number of Students Identified as Gifted and Talented in 2004-2005 (Q49)	How Number of Gifted and Talented Students is Calculated (Q50)	Number of Gifted and Talented Served in 2004-2005 (Q51)	Maximum Number or Percentage of Students a District May Identify for Gifted and Talented (Q52 and Q53)	Students Identified as Gifted and Talented by Gender (Q54)	Students Identified as Gifted and Talented by Culturally Diverse Group (Q55)
			information			Female: 51.68%	Native American: .24% Asian: 9.02% Hispanic: 12.52% Caucasian: 68.15%
Washington	1.1 million	not collected	State-collected information	49,476	Yes 2% is funded by the state. Districts may fund more.	Male: 49.1% Female: 50.9%	African American: 2.1% Native American: 1.2% Asian: 8.1% Hispanic: 7.5% Caucasian: 80.2%
West Virginia	279,457	5,802	State-collected information	5,802	No	Data not collected	Data not collected
Wisconsin							
Wyoming	85,121	8,325	State-collected information	8,325	No	Data not collected	Data not collected
Summary:	Range: 30,600 – 6,322,000	Range: 1,826 – 482,000	State-collected data: 30 Data not collected: 14 Districts (not mandatory): 2 Estimate: 1	Range: 1,826 – 335,844	Yes: 2 No: 45		

Table 15: Services for Gifted Students

	Grades Mandated for Gifted and Talented Services (Q56)	Percent of LEAs Providing Services in Each Grade (Q68)	Top Delivery Methods in Pre-K and Kindergarten (Q69)	Top Delivery Methods in Early Elementary (Q70)	Top Delivery Methods in Upper Elementary (Q71)	Top Delivery Methods in Middle School (Q72)	Top Delivery Methods in High School (Q73)
Alabama	Grades K - 12	Pre-Kindergarten: 0% Kindergarten: 1%-19% Grade 1: 1%-19% Grade 2: 1%-19% Grade 3: 80%-100% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 40%-59% Grade 8: 40%-59% Grade 9: 1%-19% Grade 10: 1%-19% Grade 11: 1%-19% Grade 12: 1%-19%	Estimate Not Possible	1- Regular Classroom 2- Cluster Classrooms 3- Resource Room	1- Resource Room 2- Cluster Classrooms 3- Regular Classroom	1- Advanced Placement 2- Resource Room 3- Cluster Classrooms	1- Advanced Placement 2- IB 3- Dual Enrollment (in college)
Alaska	Up to LEA to determine		Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible
Arizona	Grades K - 12	Pre-Kindergarten: 0% Kindergarten: 1%-19% Grade 1: 20%-39% Grade 2: 60%-79% Grade 3: 80%-100% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 60%-79% Grade 7: 60%-79% Grade 8: 60%-79% Grade 9: 40%-59% Grade 10: 40%-59% Grade 11: 60%-79% Grade 12: 60%-79%	1 - Regular Classroom 2- Independent Study 3- Continuous Progress Curriculum	1- Resource Room 2- Regular Classroom 3- Self-Paced Learning	1- Resource Room 2- Regular Classroom 3- Self-Paced Learning	1- Regular Classroom 2- Resource Room 3- Self-Paced Learning	1- Advanced Placement 2- Regular Classroom 3- Dual Enrollment (in college)
Arkansas	Grades K - 12	Pre-Kindergarten: 80%-100% Kindergarten: 80%-100% Grade 1: 80%-100% Grade 2: 80%-100% Grade 3: 80%-100% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100%	1- Regular Classroom 2- Resource Room 3- Cluster Classrooms	1- Regular Classroom 2- Resource Room 3- Cluster Classrooms	1- Resource Room 2- Regular Classroom 3- Cluster Classrooms	1- Regular Classroom 2- Pre-AP 3- Resource Room	1- Regular Classroom 2- Advanced Placement 3- Pre-AP

	Grades Mandated for Gifted and Talented Services (Q56)	Percent of LEAs Providing Services in Each Grade (Q68)	Top Delivery Methods in Pre-K and Kindergarten (Q69)	Top Delivery Methods in Early Elementary (Q70)	Top Delivery Methods in Upper Elementary (Q71)	Top Delivery Methods in Middle School (Q72)	Top Delivery Methods in High School (Q73)
		Grade 7: 80%-100% Grade 8: 80%-100% Grade 9: 80%-100% Grade 10: 80%-100% Grade 11: 80%-100% Grade 12: 80%-100%					
California	Does not apply	Pre-Kindergarten: 0% Kindergarten: 1%-19% Grade 1: 1%-19% Grade 2: 20%-39% Grade 3: 40%-59% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 80%-100% Grade 8: 80%-100% Grade 9: 80%-100% Grade 10: 80%-100% Grade 11: 80%-100% Grade 12: 80%-100%	1- Self-Contained Classroom 2- Self-Paced Learning 3- Cluster Classrooms	1- Regular Classroom 2- Cluster Classrooms 3- Self-Paced Learning	1- Regular Classroom 2- Cluster Classrooms 3- Self-Paced Learning	1- Regular Classroom 2- Cluster Classrooms 3- Honors Classes	1- Advanced Placement 2- Regular Classroom 3- Self-Paced Learning
Colorado	Does not apply	Pre-Kindergarten: 1%-19% Kindergarten: 1%-19% Grade 1: 40%-59% Grade 2: 40%-59% Grade 3: 80%-100% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 60%-79% Grade 8: 60%-79% Grade 9: 1%-19% Grade 10: 1%-19% Grade 11: 1%-19% Grade 12: 1%-19%	1- Regular Classroom 2- Continuous Progress Curriculum 3- Self-Paced Learning	1- Regular Classroom 2- Resource Room 3- Continuous Progress Curriculum	1- Regular Classroom 2- Resource Room Continuous 3- Progress Curriculum	1- Regular Classroom 2- Advanced Placement 3- Self-Paced Learning	1- Advanced Placement 2- Continuous Progress Curriculum 3- Self-Paced Learning
Connecticut	Does not apply	Data not collected or Not applicable	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Advanced Placement Regular Classroom Magnet Schools
Delaware	Does not apply	Pre-Kindergarten: 0% Kindergarten: 1%-19% Grade 1: 1%-19% Grade 2: 1%-19% Grade 3: 60%-79%	1- Regular Classroom 2- Cluster Classrooms 3- Resource Room	1- Regular Classroom 2- Cluster Classrooms 3- Resource	1- Regular Classroom 2- Cluster Classrooms 3- Resource Room	1- Regular Classroom 2- Cluster Classrooms 3- Resource Room	1- Advanced Placement 2- Magnet Schools 3- IB

	Grades Mandated for Gifted and Talented Services (Q56)	Percent of LEAs Providing Services in Each Grade (Q68)	Top Delivery Methods in Pre-K and Kindergarten (Q69)	Top Delivery Methods in Early Elementary (Q70)	Top Delivery Methods in Upper Elementary (Q71)	Top Delivery Methods in Middle School (Q72)	Top Delivery Methods in High School (Q73)
		Grade 4: 60%-79% Grade 5: 60%-79% Grade 6: 60%-79% Grade 7: 20%-39% Grade 8: 20%-39% Grade 9: 1%-19% Grade 10: 1%-19% Grade 11: 1%-19% Grade 12: 1%-19%		Room			
District of Columbia							
Florida	Grades K - 12	Pre-Kindergarten: 0% Kindergarten: 20%-39% Grade 1: 80%-100% Grade 2: 80%-100% Grade 3: 80%-100% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 80%-100% Grade 8: 80%-100% Grade 9: 60%-79% Grade 10: 60%-79% Grade 11: 60%-79% Grade 12: 60%-79%		1- Resource Room 2- Cluster Classrooms 3- Self-Contained Classroom	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible
Georgia	Grades K - 12	Pre-Kindergarten: 0% Kindergarten: 80%-100% Grade 1: 80%-100% Grade 2: 80%-100% Grade 3: 80%-100% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 80%-100% Grade 8: 80%-100% Grade 9: 80%-100% Grade 10: 80%-100% Grade 11: 80%-100% Grade 12: 80%-100%	1- Resource Room 2- Collaboration/Consultant Model 3- Cluster Classrooms	1- Resource Room 2- Cluster Classrooms 3- Collaboration/Consultant Model	1- Resource Room 2- Cluster Classrooms 3- Collaboration/Consultant Model	1- Collaborative/Consultant Model 2- Cluster Classrooms 3- Academic/Honors Classes (other than College Board AP)	1- Honors/Advanced Classes 2- Advanced Placement 3- Dual Enrollment (in college)
Guam	Grades Pre-K to 12	Pre-Kindergarten: 80% - 100% Kindergarten: 80% - 100%	1- Self-Contained Classroom 2- Resource Room	1- Resource Room 2- Continuous	1- Resource Room 2- Advanced Placement	1- Resource Room 2- Continuous Progress Curriculum	Estimate Not Possible

	Grades Mandated for Gifted and Talented Services (Q56)	Percent of LEAs Providing Services in Each Grade (Q68)	Top Delivery Methods in Pre-K and Kindergarten (Q69)	Top Delivery Methods in Early Elementary (Q70)	Top Delivery Methods in Upper Elementary (Q71)	Top Delivery Methods in Middle School (Q72)	Top Delivery Methods in High School (Q73)
		Grade 1: 80% - 100% Grade 2: 80% - 100% Grade 3: 80% - 100% Grade 4: 80% - 100% Grade 5: 80% - 100% Grade 6: 40%-59% Grade 7: 40%-59% Grade 8: 40%-59% Grade 9: 1% - 19% Grade 10: 1% - 19% Grade 11: 1% - 19% Grade 12: 1% - 19%	3- Continuous Progress Curriculum	Progress 3- Curriculum Independent Study	3- Continuous Progress Curriculum	3- Independent Study	
Hawaii	Up to LEA to determine	Pre-Kindergarten: 0% Kindergarten: 0% Grade 1: 0% Grade 2: 0% Grade 3: 60%-79% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 80%-100% Grade 8: 80%-100% Grade 9: 80%-100% Grade 10: 80%-100% Grade 11: 80%-100% Grade 12: 80%-100%	Estimate Not Possible	1- Regular Classroom 2- Pull-out 3- Continuous Progress Curriculum	1- Self-Contained Classroom 2- Pull-out 3- Continuous Progress Curriculum	1- Regular Classroom 2- Continuous Progress Curriculum 3- Cluster Classrooms	1- Self-Contained Classroom 2- Advanced Placement 3- Dual Enrollment (in college)
Idaho	Grades K - 12	Pre-Kindergarten: 0% Kindergarten: 80%-100% Grade 1: 80%-100% Grade 2: 80%-100% Grade 3: 80%-100% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 80%-100% Grade 8: 80%-100% Grade 9: 80%-100% Grade 10: 80%-100% Grade 11: 80%-100% Grade 12: 80%-100%	1- Regular Classroom 2- Self-Contained Classroom 3- Resource Room	1- Regular Classroom 2- Self-Contained Classroom 3- Resource Room	1- Regular Classroom 2- Self-Contained Classroom 3- Resource Room	1- Regular Classroom 2- Self-Contained Classroom 3- Resource Room	1- Regular Classroom 2- Advanced Placement 3- Dual Enrollment (in college)
Illinois	Does not apply	Data not collected or Not applicable	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible

	Grades Mandated for Gifted and Talented Services (Q56)	Percent of LEAs Providing Services in Each Grade (Q68)	Top Delivery Methods in Pre-K and Kindergarten (Q69)	Top Delivery Methods in Early Elementary (Q70)	Top Delivery Methods in Upper Elementary (Q71)	Top Delivery Methods in Middle School (Q72)	Top Delivery Methods in High School (Q73)
Indiana	Does not apply	Data not collected or Not applicable Kindergarten: 1%-19% Grade 1: 40%-59% Grade 2: 40%-59% Grade 3: 60%-79% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 80%-100% Grade 8: 80%-100% Grade 9: 80%-100% Grade 10: 80%-100% Grade 11: 80%-100% Grade 12: 80%-100%	1- Regular Classroom 2- Resource Room 3- Cluster Classrooms	1- Regular Classroom 2- Cluster Classrooms 3- Resource Room	1- Regular Classroom 2- Cluster Classrooms 3- Resource Room	1-Regular Classroom 2- Self-Contained Classroom 3- Cluster Classrooms	1- Self-Contained Classroom 2- Advanced Placement 3- Dual Enrollment (in college)
Iowa	Grades K - 12	Data not collected or Not applicable	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible
Kansas	Grades K - 12	Data not collected or Not applicable Kindergarten: 80%-100% Grade 1: 80%-100% Grade 2: 80%-100% Grade 3: 80%-100% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 80%-100% Grade 8: 80%-100% Grade 9: 80%-100% Grade 10: 80%-100% Grade 11: 80%-100% Grade 12: 80%-100%	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible
Kentucky	Grades K - 12	Data not collected or Not applicable Grade 10: 80%-100% Grade 11: 80%-100% Grade 12: 80%-100%	1- Regular Classroom 2- Cluster Classrooms 3- Independent Study	1- Cluster Classrooms 2- Regular Classroom 3- Enrichment during school day	1- Cluster Classrooms 2- Resource Room 3- During school day	1- Cluster Classrooms 2- Regular Classroom 3- Enrichment during the day	1- Advanced Placement 2- Regular Classroom 3- Cluster Grouping

	Grades Mandated for Gifted and Talented Services (Q56)	Percent of LEAs Providing Services in Each Grade (Q68)	Top Delivery Methods in Pre-K and Kindergarten (Q69)	Top Delivery Methods in Early Elementary (Q70)	Top Delivery Methods in Upper Elementary (Q71)	Top Delivery Methods in Middle School (Q72)	Top Delivery Methods in High School (Q73)
Louisiana	Pre-K to 12	Pre-Kindergarten: 1%-19% Kindergarten: 1%-19% Grade 1: 20%-39% Grade 2: 40%-59% Grade 3: 80%-100% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 80%-100% Grade 8: 80%-100% Grade 9: 40%-59% Grade 10: 40%-59% Grade 11: 20%-39% Grade 12: 20%-39%	1- Self-Contained Classroom 2- Regular Classroom 3- Resource Room	1- Regular Classroom 2- Resource Room 3- Self-Contained Classroom	1- Regular Classroom 2- Resource Room 3- Self-Contained Classroom	1- Regular Classroom 2- Resource Room 3- Magnet Schools	1- Regular Classroom 2- Magnet Schools 3- Resource Room
Maine	Grades K - 12	Pre-Kindergarten: 0% Data not collected or Not applicable		1- Regular Classroom 2- Resource Room 3- Self-Paced Learning	1- Regular Classroom 2- Resource Room 3- Cluster Classrooms	1- Resource Room 2- Regular Classroom 3- Cluster Classrooms	1- Regular Classroom 2- Honors Classes 3- Advanced Placement
Maryland		Pre-Kindergarten: 0% Kindergarten: 1%-19% Grade 1: 1%-19% Grade 2: 1%-19% Grade 3: 40%-59% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 80%-100% Grade 8: 80%-100% Grade 9: 80%-100% Grade 10: 80%-100% Grade 11: 80%-100% Grade 12: 80%-100%	1- Regular Classroom 2- Differentiation 3- Acceleration	1- Regular Classroom 2- Cluster Classrooms 3- Resource Room	1- Regular Classroom 2- Resource Room 3- Self-Contained Classroom	1- Self-Contained Classroom 2- Resource Room 3- Telescoped Learning	1- Advanced Placement 2- Magnet Schools 3- Mentorships
Massachusetts	Does not apply	Data not collected or Not applicable Grade 9: 80%-100% Grade 10: 80%-100% Grade 11: 80%-100% Grade 12: Grade 12: 80%-100%	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	1- Advanced Placement 2- Virtual High School 3- Regional Math School

	Grades Mandated for Gifted and Talented Services (Q56)	Percent of LEAs Providing Services in Each Grade (Q68)	Top Delivery Methods in Pre-K and Kindergarten (Q69)	Top Delivery Methods in Early Elementary (Q70)	Top Delivery Methods in Upper Elementary (Q71)	Top Delivery Methods in Middle School (Q72)	Top Delivery Methods in High School (Q73)
Michigan	Does not apply	Data not collected or Not applicable	1- Magnet Schools 2- Resource Room 3- Continuous Progress Curriculum	1- Continuous Progress Curriculum 2- Resource Room 3- Magnet Schools	1- Magnet Schools 2- Continuous Progress Curriculum 3- Resource Room	1- Regular Classroom 2- Continuous Progress Curriculum 3- Magnet Schools	1- Advanced Placement 2- Regional math/science center 3- Dual Enrollment (in college)
Minnesota	Does not apply	Data not collected or Not applicable	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible
Mississippi	Grades 2 - 6	Pre-Kindergarten: 0% Kindergarten: 0% Grade 1: 0% Grade 2: 80%-100% Grade 3: 80%-100% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 60%-79% Grade 8: 60%-79% Grade 9: 20%-39% Grade 10: 20%-39% Grade 11: 20%-39% Grade 12: 20%-39%	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	1- Advanced Placement 2- Regional Math School 3- Regional Performing Arts School
Missouri	Up to LEA to determine	Data not collected or Not applicable Kindergarten: 40%-59% Grade 1: 40%-59% Grade 2: 40%-59% Grade 3: 40%-59% Grade 4: 40%-59% Grade 5: 40%-59% Grade 6: 40%-59% Grade 7: 40%-59% Grade 8: 40%-59% Grade 9: 40%-59% Grade 10: 40%-59% Grade 11: 40%-59% Grade 12: 40%-59%	1- Resource Room 2- Regular Classroom 3- Magnet Schools	1- Resource Room 2- Regular Classroom 3- Magnet Schools	1- Resource Room 2- Regular Classroom 3- Magnet Schools	1- Self-Contained Classroom 2- Resource Room 3- Magnet Schools	1- Self-Contained Classroom 2- Resource Room 3- Magnet Schools
Montana	Grades K - 12	Data not collected or Not applicable	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Honors

	Grades Mandated for Gifted and Talented Services (Q56)	Percent of LEAs Providing Services in Each Grade (Q68)	Top Delivery Methods in Pre-K and Kindergarten (Q69)	Top Delivery Methods in Early Elementary (Q70)	Top Delivery Methods in Upper Elementary (Q71)	Top Delivery Methods in Middle School (Q72)	Top Delivery Methods in High School (Q73)
							Advanced Placement Self-Paced Learning
Nebraska	Does not apply	Data not collected or Not applicable Kindergarten: 20%-39% Grade 1: 20%-39% Grade 2: 20%-39% Grade 3: 60%-79% Grade 4: 60%-79% Grade 5: 60%-79% Grade 6: 60%-79% Grade 7: 40%-59% Grade 8: 40%-59% Grade 9: 20%-39% Grade 10: 20%-39% Grade 11: 20%-39% Grade 12: 20%-39%	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	1- Advanced Placement 2- Dual Enrollment (in college) 3- IB
Nevada							
New Hampshire							
New Jersey	Grades K - 12	Data not collected or Not applicable	Estimate Not Possible	1- Self-Paced Learning 2- Independent Study 3- Cluster Classrooms	1- Independent Study 2- Self-Paced Learning 3- Self-Contained Classroom	1- Independent Study 2- Self-Paced Learning 3- Regular Classroom	Regular Classroom
New Mexico	Grades K - 12	Pre-Kindergarten: 0% Kindergarten: 1%-19% Grade 1: 20%-39% Grade 2: 60%-79% Grade 3: 60%-79% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 60%-79% Grade 8: 60%-79% Grade 9: 40%-59% Grade 10: 20%-39% Grade 11: 20%-39%	1- Regular Classroom 2- Resource Room 3- Cluster Classrooms	1- Resource Room 2- Cluster Classrooms 3- Regular Classroom	1- Resource Room 2- Cluster Classrooms 3- Regular Classroom	1- Resource Room 2- Independent Study 3- Regular Classroom	1- Advanced Placement 2- Dual Enrollment (in college) 3- Mentorships

	Grades Mandated for Gifted and Talented Services (Q56)	Percent of LEAs Providing Services in Each Grade (Q68)	Top Delivery Methods in Pre-K and Kindergarten (Q69)	Top Delivery Methods in Early Elementary (Q70)	Top Delivery Methods in Upper Elementary (Q71)	Top Delivery Methods in Middle School (Q72)	Top Delivery Methods in High School (Q73)
		Grade 12: 1%-19%					
New York	Does not apply	Data not collected or Not applicable	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible
North Carolina	Grades K - 12	Data not collected or Not applicable Kindergarten: 20%-39% Grade 1: 40%-59% Grade 2: 40%-59% Grade 3: 60%-79% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 80%-100% Grade 8: 80%-100% Grade 9: 80%-100% Grade 10: 80%-100% Grade 11: 80%-100% Grade 12: 80%-100%	Regular Classroom Cluster Classrooms Resource Room	1- Regular Classroom 2- Cluster Classrooms 3- Resource Room	1- Cluster Classrooms 2- Resource Room 3- Regular Classroom	1- Cluster Classrooms 2- Regular Classroom 3- Resource Room	1- Advanced Placement 2- Dual Enrollment (in college) 3- Magnet Schools
North Dakota	Does not apply	Data not collected or Not applicable	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible
Ohio	Does not apply	Data not collected or Not applicable Kindergarten: 1%-19% Grade 1: 1%-19% Grade 2: 20%-39% Grade 3: 40%-59% Grade 4: 60%-79% Grade 5: 60%-79% Grade 6: 60%-79% Grade 7: 40%-59% Grade 8: 40%-59% Grade 9: 20%-39% Grade 10: 20%-39% Grade 11: 20%-39% 20%-39%	1- Self-Contained Classroom 2- Regular Classroom 3- Resource Room	1- Resource Room 2- Regular Classroom 3- Cluster Classrooms	1- Resource Room 2- Self-Contained Classroom 3- Cluster Classrooms	1- Regular Classroom 2- Resource Room 3- Self-Contained Classroom	1- Regular Classroom 2- Advanced Placement 3- Self-Contained Classroom
Oklahoma	Grades Pre-K - 12	Kindergarten: 80%-100% Grade 1: 80%-100% Grade 2: 80%-100% Grade 3: 80%-100%	1- Regular Classroom 2- Telescoped Learning	1- Regular Classroom 2- Resource Room	1- Resource Room 2- Regular Classroom 3- Self-Paced	1- Resource Room 2- Regular Classroom 3- Self-Paced	1- Advanced Placement 2- Regular Classroom 3- Self-Paced Learning

	Grades Mandated for Gifted and Talented Services (Q56)	Percent of LEAs Providing Services in Each Grade (Q68)	Top Delivery Methods in Pre-K and Kindergarten (Q69)	Top Delivery Methods in Early Elementary (Q70)	Top Delivery Methods in Upper Elementary (Q71)	Top Delivery Methods in Middle School (Q72)	Top Delivery Methods in High School (Q73)
		Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 80%-100% Grade 8: 80%-100% Grade 9: 80%-100% Grade 10: 80%-100% Grade 11: 80%-100% 80%-100%	3- Self-Contained Classroom	3- Self-Paced Learning	Learning	Learning	
Oregon	Grades K - 12	Data not collected or Not applicable	1- Regular Classroom 2- Resource Room 3- Magnet Schools	1- Regular Classroom 2- Resource Room 3- Cluster Classrooms	1- Regular Classroom 2- Resource Room 3- Magnet Schools	1- Regular Classroom 2- Resource Room 3- Cluster Classrooms	1- Regular Classroom 2- Advanced Placement 3- IB
Pennsylvania	Grades K - 12	Data not collected or Not applicable Kindergarten: 60%-79% Grade 1: 60%-79% Grade 2: 80%-100% Grade 3: 80%-100% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 80%-100% Grade 8: 80%-100% Grade 9: 80%-100% Grade 10: 80%-100% Grade 11: 80%-100% 80%-100%	1- Self-Contained Classroom 2- Regular Classroom 3- Resource Room	1- Resource Room 2- Regular Classroom 3- Self-Contained Classroom	1- Resource Room 2- Regular Classroom 3- Content Acceleration	1- Resource Room 2- Regular Classroom 3- Content acceleration/grade skip	1- Advanced Placement 2- Resource Room 3- Content Acceleration
Puerto Rico							
Rhode Island	Does not apply	Data not collected or Not applicable	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible
South Carolina	Grades 1 - 12	Data not collected or Not applicable Data not collected or Not applicable Data not collected or Not applicable	Estimate Not Possible	1- Resource Room 2- Special Class 3- School within a School	1- Resource Room 2- Special Class 3- School within a School	1- Cluster Classrooms 2- Resource Room 3- Special Class	1- Special Class 2- Advanced Placement 3- IB

	Grades Mandated for Gifted and Talented Services (Q56)	Percent of LEAs Providing Services in Each Grade (Q68)	Top Delivery Methods in Pre-K and Kindergarten (Q69)	Top Delivery Methods in Early Elementary (Q70)	Top Delivery Methods in Upper Elementary (Q71)	Top Delivery Methods in Middle School (Q72)	Top Delivery Methods in High School (Q73)
		Grade 2: 1%-19% Grade 3: 80%-100% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 80%-100% Grade 8: 80%-100% Grade 9: 80%-100% Grade 10: 80%-100% Grade 11: 80%-100% 80%-100%					
South Dakota	Does not apply	Data not collected or Not applicable	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible
Tennessee	Pre-K to 12	Pre-Kindergarten: 1%-19% Kindergarten: 1%-19% Grade 1: 20%-39% Grade 2: 20%-39% Grade 3: 40%-59% Grade 4: 40%-59% Grade 5: 60%-79% Grade 6: 60%-79% Grade 7: 60%-79% Grade 8: 60%-79% Grade 9: 60%-79% Grade 10: 80%-100% Grade 11: 80%-100% Grade 12: 80%-100%	1- Regular Classroom 2- Resource Room 3- Magnet Schools	Estimate Not Possible	1- Continuous Progress Curriculum 2- Regular Classroom 3- Dual Enrollment (in college)	1- Regular Classroom 2- Self-Paced Learning 3- Resource Room	1- Regular Classroom 2- Dual Enrollment (in college) 3- Self-Paced Learning
Texas	Grades K - 12	Pre-Kindergarten: 1%-19% Kindergarten: 80%-100% Grade 1: 80%-100% Grade 2: 80%-100% Grade 3: 80%-100% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 80%-100% Grade 8: 80%-100% Grade 9: 80%-100% Grade 10: 80%-100% Grade 11: 80%-100% Grade 12: 80%-100%	1- Regular Classroom 2- Pull-out Program 3- Self-Contained Classroom	1- Regular Classroom 2- Pull-out Program 3- Self-Contained Classroom	1- Regular Classroom 2- Pull-out Program 3- Self-Contained Classroom	1- Regular Classroom 2- Self-Contained Classroom 3- Advanced Placement	1- Advanced Placement 2- Self-Contained Classroom 3- Independent Study

	Grades Mandated for Gifted and Talented Services (Q56)	Percent of LEAs Providing Services in Each Grade (Q68)	Top Delivery Methods in Pre-K and Kindergarten (Q69)	Top Delivery Methods in Early Elementary (Q70)	Top Delivery Methods in Upper Elementary (Q71)	Top Delivery Methods in Middle School (Q72)	Top Delivery Methods in High School (Q73)
Utah	Does not apply	Data not collected or Not applicable	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible
Vermont							
Virginia	Grades K - 12	Pre-Kindergarten: 80%-100% Kindergarten: 80%-100% Grade 1: 80%-100% Grade 2: 80%-100% Grade 3: 80%-100% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 80%-100% Grade 8: 80%-100% Grade 9: 80%-100% Grade 10: 80%-100% Grade 11: 80%-100% Grade 12: 80%-100%	1- Content Acceleration 2- Cluster Classrooms 3- Resource Room	1- Content Acceleration 2- Cluster Classrooms/Regular Classrooms 3- Resource Room	1- Content Acceleration 2- Regular Classroom/Heterogeneous Classes 3- Grade Level Acceleration	1- Content Acceleration 2- Heterogeneous classes 3- Cluster, guidance services, honors/advanced math	1- Dual Enrollment (in college) 2- Honors or Advanced (separate from IB) 3- Content Acceleration
Washington	Does not apply	Data not collected or Not applicable Kindergarten: 1%-19% Grade 1: 20%-39% Grade 2: 20%-39% Grade 3: 60%-79% Grade 4: 60%-79% Grade 5: 80%-100% Grade 6: 60%-79% Grade 7: 60%-79% Grade 8: 40%-59% Grade 9: 20%-39% Grade 10: 20%-39% Grade 11: 20%-39% Grade 12: 20%-39%	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible	Estimate Not Possible
West Virginia	Grades 1 - 8	Grade 1: 80%-100% Grade 2: 80%-100% Grade 3: 80%-100% Grade 4: 80%-100% Grade 5: 80%-100% Grade 6: 80%-100% Grade 7: 80%-100%	Estimate Not Possible	1- Resource Room 2- Regular Classroom 3- Independent Study	1- Resource Room 2- Regular Classroom 3- Independent Study	1- Resource Room 2- Regular Classroom 3- Independent Study	Estimate Not Possible

	Grades Mandated for Gifted and Talented Services (Q56)	Percent of LEAs Providing Services in Each Grade (Q68)	Top Delivery Methods in Pre-K and Kindergarten (Q69)	Top Delivery Methods in Early Elementary (Q70)	Top Delivery Methods in Upper Elementary (Q71)	Top Delivery Methods in Middle School (Q72)	Top Delivery Methods in High School (Q73)
		Grade 8: 80%-100%					
Wisconsin							
Wyoming	Up to LEA to determine			1- Continuous Progress Curriculum 2- Magnet Schools 3- Regular Classroom	Dual Enrollment (in college)		
Summary	Up to LEA to determine: 4 PreK – 12: 4 Grades K – 12: 18 Grades 1 – 8: 1 Grades 2 – 6: 1 Grades 1 – 12: 1		Continuous Progress Curriculum: 4 Independent Study: 2 Magnet Schools: 3 Regular Classroom: 18 Self-Contained Classroom: 8 Self-Paced Learning: 2 Telescoped Learning: 1 Resource Room: 16 Cluster Classrooms: 9 Other: 4 Estimate not possible: 21	Continuous Progress Curriculum: 5 Independent Study: 3 Magnet Schools: 2 Regular Classroom: 23 Self-Contained Classroom: 5 Self-Paced Learning: 4 Resource Room: 24 Cluster Classrooms: 15 Other: 8 Estimate not possible: 17	Advanced Placement: 1 Continuous Progress Curriculum: 5 Dual Enrollment (in college): 2 Independent Study: 1 Magnet Schools: 2 Regular Classroom: 19 Self-Contained Classroom: 7 Self-Paced Learning: 3 Resource Room: 23 Cluster Classrooms: 11 Other: 10 Estimate not possible: 17	Advanced Placement: 3 Continuous Progress Curriculum: 3 Independent Study: 4 Magnet Schools: 3 Regular Classroom: 22 Self-Contained Classroom: 6 Self-Paced Learning: 5 Telescoped Learning: 1 Resource Room: 19 Cluster Classrooms: 11 Other: 8 Estimate not possible: 17	Advanced Placement: 26 Continuous Progress Curriculum: 1 Dual Enrollment (in college): 12 Independent Study: 1 IB: 5 Virtual High School: 1 Magnet Schools: 6 Mentorships: 1 Regional Math School: 2 Regional Performing Arts School: 1 Regular Classroom: 13 Self-Contained Classroom: 5 Self-Paced Learning: 5 Resource Room: 3 Cluster Classrooms: 11 Estimate not possible: 14

Table 16: Accountability—Monitoring and Reporting

	Monitor/Audit LEA Programs for Gifted/Talented Students (Q57)	LEAs Required to Report on Effectiveness of Gifted and Talented Education through State Accountability Procedures or Guidelines (Q58)	Criteria Required in Accountability Report (Q59)	How State Ensures Compliance (Q60)	School Districts Required to Submit Gifted Education Plans to SEA (Q61)	Local Gifted Plans Approved by SEA (Q62)	Components of District Gifted and Talented Plan Approved by the State (Q63)
Alabama	Yes	No			Yes	Yes	Identification Programming Teacher training Philosophy, Goals, child find activities,
Alaska	No	No			Yes	No	
Arizona	Yes	Yes	Program performance Service Options	Monitoring for compliance is conducted by the state Department of Gifted Education.	Yes	Yes	Identification Programming Evaluation
Arkansas	Yes	Yes	Program performance Service Options	On-site monitoring once every 3 years and annual written program application report	Yes	Yes	Identification Programming Evaluation Teacher training
California	Yes	Only when LEA applies for funds	Student performance Program performance A combination of student performance and program evaluation Teacher training	Coordinated Compliance Review	Only when LEA applies for funds	Only when LEA applies for funds	Identification Programming Funding Evaluation Teacher training
Colorado	Yes	Yes	A combination of student performance and program evaluation Service Options	Review and feedback of Administrative Unit Plans and Reports	Yes	Yes	Identification Programming Funding Evaluation Definition, Accountability, Reporting, Budget and Personnel
Connecticut	No	No			No	No	
Delaware	No	No			No	No	

	Monitor/Audit LEA Programs for Gifted/Talented Students (Q57)	LEAs Required to Report on Effectiveness of Gifted and Talented Education through State Accountability Procedures or Guidelines (Q58)	Criteria Required in Accountability Report (Q59)	How State Ensures Compliance (Q60)	School Districts Required to Submit Gifted Education Plans to SEA (Q61)	Local Gifted Plans Approved by SEA (Q62)	Components of District Gifted and Talented Plan Approved by the State (Q63)
District of Columbia							
Florida	Yes	No			Yes	No	
Georgia	No	No			Yes	No	
Guam	Yes	Yes	A combination of student performance and program evaluation	Funding contingent on quarterly reports	No	No	Identification Programming Funding Evaluation
Hawaii	Yes	No			No	No	
Idaho	Yes	No			Yes	Yes	Identification Programming Evaluation Definition, Philosophy, Goals
Illinois	No	No			Only when LEA applies for funds	Only when LEA applies for funds	Identification Programming Funding
Indiana	Only when LEA applies for funds	Only when LEA applies for funds	Teacher training Service Options Required plans by legislation, program goals, number of identified high ability students, Broad-Based Planning Committee data	There is no legislation to monitor. Have limited legislation that allows us to set program requirements through grant process. Must complete all components of grant process to comply.	Only when LEA applies for funds	Only when LEA applies for funds	Identification Programming Funding Evaluation
Iowa	Yes	Yes	Program performance Teacher training Service Options	Through the state comprehensive school improvement accreditation site visits and APR.	No	No	

	Monitor/Audit LEA Programs for Gifted/Talented Students (Q57)	LEAs Required to Report on Effectiveness of Gifted and Talented Education through State Accountability Procedures or Guidelines (Q58)	Criteria Required in Accountability Report (Q59)	How State Ensures Compliance (Q60)	School Districts Required to Submit Gifted Education Plans to SEA (Q61)	Local Gifted Plans Approved by SEA (Q62)	Components of District Gifted and Talented Plan Approved by the State (Q63)
Kansas	Yes	No			No	No	
Kentucky	Yes	Yes	Service Options Number of students identified in the five areas of giftedness and evidence that supports identification.	Compliance is ensured through a consolidated review. The data is analyzed and information gathered through a desk audit. If needed, a site visit or contact is made to the districts in question. If reports are not turned in, funding is withheld until completed.	Yes	No	
Louisiana	Yes	No			No	No	
Maine	Only when LEA applies for funds	Yes	A combination of student performance and program evaluation	Annual application.	Yes	Yes	Identification Programming Funding Evaluation
Maryland	Yes	No			Yes	Yes	
Massachusetts	No	No			Only when LEA applies for funds	Only when LEA applies for funds	Programming Funding
Michigan	No	No			Only when LEA applies for funds	No	
Minnesota	No	No			No	No	
Mississippi	Yes	Yes	Program performance	Monitoring	Yes	Yes	Identification Programming
Missouri	Only when LEA applies for funds	No			Only when LEA applies for funds	Only when LEA applies for funds	Identification Programming Funding Teacher training

	Monitor/Audit LEA Programs for Gifted/Talented Students (Q57)	LEAs Required to Report on Effectiveness of Gifted and Talented Education through State Accountability Procedures or Guidelines (Q58)	Criteria Required in Accountability Report (Q59)	How State Ensures Compliance (Q60)	School Districts Required to Submit Gifted Education Plans to SEA (Q61)	Local Gifted Plans Approved by SEA (Q62)	Components of District Gifted and Talented Plan Approved by the State (Q63)
Montana	No	Only when LEA applies for funds	Program performance Fiscal accountability	For non-compliance, future grant funds withheld.	No	No	
Nebraska	Only when LEA applies for funds	Yes	A combination of student performance and program evaluation Teacher training Service Options	LEAs are required to submit system plans when applying for funds. Director is required to make monitoring visits in 20% of the districts each year. This is done on a rotating basis.	Only when LEA applies for funds	Only when LEA applies for funds	Identification Programming Funding Evaluation Teacher training
Nevada							
New Hampshire							
New Jersey	Yes	Yes	Student performance Program performance	The process of monitoring G&T education is currently coordinated via the County Offices of Education during 7-year cycle monitoring. This process has been reconfigured by authority of State Statute in a centralized monitoring program, NJQSAC, set to pilot in 05-06.	No	No	
New Mexico	Yes	No	Identification practices	District data is collected and districts are clustered according to size and ranked by their reported percentage in each ethnic group for the population and the students identified for	No	No	

	Monitor/Audit LEA Programs for Gifted/Talented Students (Q57)	LEAs Required to Report on Effectiveness of Gifted and Talented Education through State Accountability Procedures or Guidelines (Q58)	Criteria Required in Accountability Report (Q59)	How State Ensures Compliance (Q60)	School Districts Required to Submit Gifted Education Plans to SEA (Q61)	Local Gifted Plans Approved by SEA (Q62)	Components of District Gifted and Talented Plan Approved by the State (Q63)
				gifted services. The districts that are the most out of balance for identification of students of color are visited and an improvement plan is developed.			
New York	No	No			No	No	
North Carolina	No	No			Yes	No	Identification Programming Evaluation Teacher training WE only review and comment - not approve - additional components Screening, placement, Name/Roles Descriptions/Additional Information
North Dakota	No	No			Only when LEA applies for funds	Only when LEA applies for funds	Teacher training
Ohio	Yes	No			Yes	Yes	Identification
Oklahoma	Yes	Yes	Program performance Teacher training Service Options	25 school districts are randomly selected for program monitoring each year	Yes	Yes	Identification Programming Funding Evaluation Teacher training Local gifted education advisory committee
Oregon	Only when LEA applies for funds	No			Only when LEA applies for funds	No	
Pennsylvania	No	No	Teacher training Service Options	The districts are required to place information about their gifted education in the	No	No	

	Monitor/Audit LEA Programs for Gifted/Talented Students (Q57)	LEAs Required to Report on Effectiveness of Gifted and Talented Education through State Accountability Procedures or Guidelines (Q58)	Criteria Required in Accountability Report (Q59)	How State Ensures Compliance (Q60)	School Districts Required to Submit Gifted Education Plans to SEA (Q61)	Local Gifted Plans Approved by SEA (Q62)	Components of District Gifted and Talented Plan Approved by the State (Q63)
				Strategic Plan that is sent to the Dept. The plan is a ready only; no qualitative commentary is made regarding the plan.			
Puerto Rico							
Rhode Island	No	No			Yes	Yes	only the components that select a limited number of students for participation - must meet regulations
South Carolina	Yes	Yes	Student performance	Reporting of data, submission of GT plans, written communication	Yes	Yes	Programming Evaluation Teacher training Social/emotional counseling
South Dakota	No	No			No	No	
Tennessee	Yes	No			Yes	Yes	Identification Programming
Texas	No	No		The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs. (TEC§7.027)	No	No	
Utah	No	No			Yes	Yes	
Vermont							

	Monitor/Audit LEA Programs for Gifted/Talented Students (Q57)	LEAs Required to Report on Effectiveness of Gifted and Talented Education through State Accountability Procedures or Guidelines (Q58)	Criteria Required in Accountability Report (Q59)	How State Ensures Compliance (Q60)	School Districts Required to Submit Gifted Education Plans to SEA (Q61)	Local Gifted Plans Approved by SEA (Q62)	Components of District Gifted and Talented Plan Approved by the State (Q63)
Virginia	Yes	No			Yes	Yes	Identification Programming Teacher training Curr., Parent/comm involvement
Washington	Yes	Yes	Student performance Program performance A combination of student performance and program evaluation Teacher training Service Options	reviews of districts	Yes	Yes	Identification Funding Evaluation
West Virginia	Yes	No			No	No	
Wisconsin							
Wyoming	No	No			No	No	
Summary	Yes: 24 No: 18 Only when LEA applies for funds: 5	Yes: 13 No: 31 Only when LEA applies for funds: 3	Student performance: 4 Program performance: 9 Combination of student performance and program performance: 6 Teacher training: 3 Service options: 10 Other: 4		Yes: 21 No: 17 Only when LEA applies for funds: 9	Yes: 16 No: 24 Only when LEA applies for funds: 7	Identification: 19 Programming: 19 Funding: 11 Evaluation: 13 Teacher training: 10 Other: 8

Table 17: Accountability—Required District Personnel

	State Required School Districts to Have District Administrator (Q64)	State Required Gifted Education Administrator to Have Gifted and Talented Training (Q65)	Gifted Education Administrator Required by State to be a Full-time Position (Q66)	Approximate percentage of LEAs with Full-Time Gifted Education Administrator (Q67)
Alabama	Yes	No	No	4%
Alaska			No	Do not know
Arizona	No			5%
Arkansas	Yes	Yes	No	50%
California	Yes	Yes	No	10%
Colorado	No			33%
Connecticut	No			10%
Delaware	No			8%
District of Columbia				
Florida	Yes	No	No	33%
Georgia	Yes	No	No	5%
Guam	No			100% (only 1 LEA in the state)
Hawaii	Yes	No	No	0%
Idaho	Yes	No	No	
Illinois	No			
Indiana	Yes	No	No	5%
Iowa	No			
Kansas	No			15%
Kentucky	Yes	No	No	
Louisiana	No			20%
Maine	Yes	No	No	0%
Maryland	Yes	No	No	40%

	State Required School Districts to Have District Administrator (Q64)	State Required Gifted Education Administrator to Have Gifted and Talented Training (Q65)	Gifted Education Administrator Required by State to be a Full-time Position (Q66)	Approximate percentage of LEAs with Full-Time Gifted Education Administrator (Q67)
Massachusetts	No			5%
Michigan	No			
Minnesota	No			50%
Mississippi	Yes	Yes	No	3%
Missouri	No			1%
Montana	No			1%
Nebraska	No			10%
Nevada				
New Hampshire				
New Jersey	No			
New Mexico	No			3%
New York	No			10%
North Carolina	Yes	No	No	
North Dakota	No			0%
Ohio	Yes	Yes	No	20%
Oklahoma	No			Unknown
Oregon	No			
Pennsylvania	No	No	No	50%
Puerto Rico				
Rhode Island	No			0%
South Carolina	No			20%
South Dakota	No			0%
Tennessee	No			20%

	State Required School Districts to Have District Administrator (Q64)	State Required Gifted Education Administrator to Have Gifted and Talented Training (Q65)	Gifted Education Administrator Required by State to be a Full-time Position (Q66)	Approximate percentage of LEAs with Full-Time Gifted Education Administrator (Q67)
Texas	No	Yes	No	25%
Utah	No			
Vermont				
Virginia	Yes	No	No	<10% - most wear at least two hats
Washington	No			
West Virginia	No			0%
Wisconsin				
Wyoming	No	No	No	Not collected
Summary:	Yes: 15 No: 31	Yes: 5 No: 13	Yes: 0 No: 19	Range: 0% - 100%

Table 18: Personnel Preparation—Pre-Service Training, Certification and Endorsement

	State Requires Gifted and Talented Training at Pre-Service Level (Q91)	Gifted and Talented Pre-Service level Requirements (Q92)	State Required Gifted and Talented Credentialing (Certification/Endorsement) (Q93)	Professionals in Specialized Programs for Gifted and Talented Required to Have Certification or Endorsement (Q94)	Methods Hours Are Earned for Certification or Endorsement (Q95)	Number of Course Semester Credit Hours, CEUs or Staff Development Hours for Certification or Endorsement (Q96)	Percentage of Professionals Working with Gifted and Talented in Specialized Program Endorsed or Certified in 2004-2005 (Q97)	How Percentage is Calculated (Q98)
Alabama	No		Yes	Yes	Course semester credit hours	18 semester hours if candidate already has a masters degree. If not, then a masters in gifted must be achieved.	Data not collected	
Alaska	No		No	Yes			Data not collected	
Arizona	No		Yes	Yes	Course semester credit hours Continuing education units (CEUs) Staff development	Six semester credit hours are required for a provisional gifted endorsement. Twelve semester credit hours are required for a provisional gifted endorsement.	51-60 %	An estimate
Arkansas	No	Yes	Yes		Course semester credit hours	Program of study at institutions of higher learning (18 hours)	91-100%	Collected data
California	No		No	No			Data not collected	
Colorado	No		No	No	Course semester credit hours	24 semester credit hours	Data not collected	
Connecticut	No		No	No			Data not collected	
Delaware	No		Yes	Yes	Course semester credit hours Continuing education units (CEUs) Staff development	15 graduate credits in a DOE approved course of study 90 CEU hours of staff development	Data not collected	
District of Columbia								
Florida	No		Yes	Yes	Course semester credit hours Continuing education units (CEUs)	15 hours - five courses	71-80%	Collected data

	State Requires Gifted and Talented Training at Pre-Service Level (Q91)	Gifted and Talented Pre-Service level Requirements (Q92)	State Required Gifted and Talented Credentialing (Certification/Endorsement) (Q93)	Professionals in Specialized Programs for Gifted and Talented Required to Have Certification or Endorsement (Q94)	Methods Hours Are Earned for Certification or Endorsement (Q95)	Number of Course Semester Credit Hours, CEUs or Staff Development Hours for Certification or Endorsement (Q96)	Percentage of Professionals Working with Gifted and Talented in Specialized Program Endorsed or Certified in 2004-2005 (Q97)	How Percentage is Calculated (Q98)
					Staff development			
Georgia	No		No	Yes	Course semester credit hours Continuing education units (CEUs)	A standards-based approach that is generally equivalent to four graduate courses	91-100%	Collected data
Guam	No		No				Data not collected	
Hawaii	No		No	No			Data not collected	
Idaho	No		Yes	Yes	Course semester credit hours	20 transcribed credits	Data not collected	
Illinois	No		No	No			Data not collected	
Indiana	No		No	No			1-10 %	An estimate
Iowa	No		Yes	Yes	graduate semester hours	12 graduate semester hours	Data not collected	
Kansas	Yes	Licensure standards for gifted available online at www.ksde.org	Yes	Yes	Course semester credit hours	varies by IHE	91-100%	Collected data
Kentucky	Yes	It depends on the institution granting the endorsement.	Yes	Yes	Course semester credit hours	It depends on the institution granting the endorsement.	Data not collected	
Louisiana	No		Yes	Yes	Course semester credit hours	15 hours of graduate coursework included in a master's degree program or added on to an existing master's.	71-80%	Collected data
Maine	No		Yes	Yes	Course semester credit hours Continuing education units (CEUs)	12	81-90%	An estimate

	State Requires Gifted and Talented Training at Pre-Service Level (Q91)	Gifted and Talented Pre-Service level Requirements (Q92)	State Required Gifted and Talented Credentialing (Certification/Endorsement) (Q93)	Professionals in Specialized Programs for Gifted and Talented Required to Have Certification or Endorsement (Q94)	Methods Hours Are Earned for Certification or Endorsement (Q95)	Number of Course Semester Credit Hours, CEUs or Staff Development Hours for Certification or Endorsement (Q96)	Percentage of Professionals Working with Gifted and Talented in Specialized Program Endorsed or Certified in 2004-2005 (Q97)	How Percentage is Calculated (Q98)
Maryland	No		No	No				
Massachusetts	No	not applicable	No	Yes	These teachers must be licensed, as all teachers must be. Legally they should possess the Academically Advanced license, initiated in 2003.	The determining factor is a passing score on the Massachusetts Test for Educator Licensure for the Teacher of the Academically Advanced license. Time spent in coursework is not a factor.	1-10 %	An estimate
Michigan	No		No	No			Data not collected	
Minnesota	No		No	No			Data not collected	
Mississippi	No		Yes	Yes	Course semester credit hours		91-100%	Collected data
Missouri	No		Yes	Yes	Course semester credit hours	15 credit hours	91-100%	Collected data
Montana	Yes	Very generalized. Addresses needs of all students, but is not effective in specifically addressing the needs of gifted and talented students.	No	No			Data not collected	
Nebraska	No		No	No			21-30 %	An estimate
Nevada								
New Hampshire								
New Jersey	No		No	No			Data not collected	
New Mexico	No		No	No			1-10 %	An estimate

	State Requires Gifted and Talented Training at Pre-Service Level (Q91)	Gifted and Talented Pre-Service level Requirements (Q92)	State Required Gifted and Talented Credentialing (Certification/Endorsement) (Q93)	Professionals in Specialized Programs for Gifted and Talented Required to Have Certification or Endorsement (Q94)	Methods Hours Are Earned for Certification or Endorsement (Q95)	Number of Course Semester Credit Hours, CEUs or Staff Development Hours for Certification or Endorsement (Q96)	Percentage of Professionals Working with Gifted and Talented in Specialized Program Endorsed or Certified in 2004-2005 (Q97)	How Percentage is Calculated (Q98)
New York	Yes	requirement for pedagogy in differentiated instruction	Yes	Yes	Course semester credit hours	12 hours plus a content specialty test	Data not collected	
North Carolina	No	NA	No	No	Course semester credit hours	180 hours	Data not collected	
North Dakota	No		Yes	Yes	Course semester credit hours	9 semester hours at graduate level	91-100%	Collected data
Ohio	Yes	These requirements are relatively new; therefore, the standards are still being developed. It will be several years before the first educators will be licensed based on these new standards.	Yes	Yes	Course semester credit hours	Gifted intervention specialist licensure and endorsement programs based on standards adopted by the SEA. In general, the # of req'd semester hours is left up to each institution of higher education (IHE), but there is a minimum of 18 hours req'd for an endorsement (many IHEs have a higher requirement), and since the license is a stand-alone credential, it will nearly always require more semester hours than the endorsement. The # for licensure could be in the upper 20s for a teacher who is already credentialed in another field, and be over 100 for an undergraduate pursuing licensure who does not hold licensure in any other area.	91-100%	Collected data
Oklahoma	No		No	No	Course semester credit hours	Is determined by universities offering gifted education programs.	1-10%	Collected data

	State Requires Gifted and Talented Training at Pre-Service Level (Q91)	Gifted and Talented Pre-Service level Requirements (Q92)	State Required Gifted and Talented Credentialing (Certification/Endorsement) (Q93)	Professionals in Specialized Programs for Gifted and Talented Required to Have Certification or Endorsement (Q94)	Methods Hours Are Earned for Certification or Endorsement (Q95)	Number of Course Semester Credit Hours, CEUs or Staff Development Hours for Certification or Endorsement (Q96)	Percentage of Professionals Working with Gifted and Talented in Specialized Program Endorsed or Certified in 2004-2005 (Q97)	How Percentage is Calculated (Q98)
Oregon	No		No	No			Data not collected	
Pennsylvania	No	None.	No	No			Data not collected	
Puerto Rico								
Rhode Island	No		No	No			Data not collected	
South Carolina	No		Yes	Yes	graduate credit	6 graduate hours (2 specific courses)	61-70 %	Collected data
South Dakota	No		No	No			Data not collected	
Tennessee	No		Yes	Yes	Course semester credit hours	6	Data not collected	
Texas	No		Yes	Yes	Course semester credit hours Continuing education units (CEUs) Staff development	Endorsement: 15 Graduate hours (no longer available after August 31, 2005) Supplemental Certification: Successful completion of TExES (supplementary certificate examination in GT) 30 Hour Certificate (all that is required by law): 30 initial PD hours plus 6 hour update annually	21-30 %	An estimate
Utah	No		Yes	Yes			91-100%	An estimate
Vermont								
Virginia	Yes		No	No	Course semester credit hours	15 hours	Full-time teachers of the gifted - 78%; Part-time teachers of the gifted - 6%	Collected data
Washington	No		No	No			Data not collected	
West Virginia	No state policy; up to LEA to determine		Yes	Yes	Course semester credit hours	15 hours required by the institution of higher ed.	71-80%	Collected data

	State Requires Gifted and Talented Training at Pre-Service Level (Q91)	Gifted and Talented Pre-Service level Requirements (Q92)	State Required Gifted and Talented Credentialing (Certification/Endorsement) (Q93)	Professionals in Specialized Programs for Gifted and Talented Required to Have Certification or Endorsement (Q94)	Methods Hours Are Earned for Certification or Endorsement (Q95)	Number of Course Semester Credit Hours, CEUs or Staff Development Hours for Certification or Endorsement (Q96)	Percentage of Professionals Working with Gifted and Talented in Specialized Program Endorsed or Certified in 2004-2005 (Q97)	How Percentage is Calculated (Q98)
Wisconsin								
Wyoming								
Summary:	Yes: 6 No: 39 No state policy; up to the LEA: 1		Yes: 21 No: 25	Yes: 23 No: 21			1-10%: 4 21-30%: 2 51-60%: 1 61-70%: 1 71-80%: 3 81-90%: 1 91-100%: 8 Other: 1 Data not collected: 24	An estimate: 8 Collected data: 13

Table 19: Personnel Preparation—Regular Education Teachers

	Regular Classroom Teachers Required to Have Coursework in Gifted and Talented Education (Q99 and 100)	Percentage of Regular Classroom Teachers Who Have 3 or More Course Semester Credit Hours in Gifted/Talented Education (Q101)	How Estimate Estimated (Q102)
Alabama	No	Data not collected	
Alaska	No	Data not collected	
Arizona	No	1-10 %	Estimate
Arkansas	No	Data not collected	
California	No	Data not collected	
Colorado	No	Data not collected	
Connecticut	No	Data not collected	
Delaware	No	Data not collected	
District of Columbia			
Florida	No	Data not collected	
Georgia	No	Data not collected	
Guam	No	Data not collected	
Hawaii	No	Data not collected	
Idaho	No	Data not collected	
Illinois	No	Data not collected	
Indiana	No	Data not collected	
Iowa	No	Data not collected	
Kansas	No	Data not collected	Collected data
Kentucky	No	Data not collected	
Louisiana	No	Data not collected	
Maine	No	11-20 %	Estimate
Maryland	No	Data not collected	

	Regular Classroom Teachers Required to Have Coursework in Gifted and Talented Education (Q99 and 100)	Percentage of Regular Classroom Teachers Who Have 3 or More Course Semester Credit Hours in Gifted/Talented Education (Q101)	How Estimate Estimated (Q102)
Massachusetts	No	Data not collected	
Michigan	No	Data not collected	
Minnesota	No	Data not collected	
Mississippi	No	Data not collected	
Missouri	No	Data not collected	
Montana	No	Data not collected	
Nebraska	No	31-40 %	Estimate
Nevada			
New Hampshire			
New Jersey	No	Data not collected	
New Mexico	No	Data not collected	
New York	No	Data not collected	
North Carolina	No	Data not collected	
North Dakota	No	Data not collected	
Ohio	No	Data not collected	
Oklahoma	No	1-10%	Collected data
Oregon	No	Data not collected	
Pennsylvania	No	Data not collected	
Puerto Rico			
Rhode Island	No	Data not collected	
South Carolina	No	Data not collected	
South Dakota	No	Data not collected	
Tennessee	No	Data not collected	

	Regular Classroom Teachers Required to Have Coursework in Gifted and Talented Education (Q99 and 100)	Percentage of Regular Classroom Teachers Who Have 3 or More Course Semester Credit Hours in Gifted/Talented Education (Q101)	How Estimate Estimated (Q102)
Texas	No	1-10 %	Estimate
Utah	No	Data not collected	
Vermont			
Virginia	No	1-10%	Collected data
Washington	Yes 1 credit	Data not collected	
West Virginia	No	Data not collected	
Wisconsin			
Wyoming			
Summary	Yes: 1 No: 45	Data not collected: 40 Range: 1 – 40%	

Table 20: Personnel Preparation—Staff Development Requirements

	Responsible for Professional Development (Q109)	Annual Staff Development Hours in Gifted Education Required for Regular Teachers (Q103)	Number of Staff Development Hours Required for Regular Teachers (Q104)	Percentage of Regular Teachers and Staff Estimated to Receive Annual Staff Development in Gifted Education (Q105)	State Requirement for Annual Staff Development Hours in Gifted Education for Teachers Working in Specialized Programs for Gifted and Talented (Q106)	Number of Staff Development Hours Required for Gifted and Talented Education Teachers (Q107)	Percentage of Gifted and Talented Teachers and Staff Estimated to Receive Annual Staff Development in Gifted Education (Q108)
Alabama	SEA LEA staff State Association Convention Consultants National conferences	No		25%	No		80%
Alaska	LEA staff Consultants	Left to LEA			Left to LEA		
Arizona	SEA LEA staff State Association Convention Consultants	No		5%	No	N/A	40%
Arkansas	LEA staff State Association Convention Consultants	No		75%	Yes	No set number of hours but would be within the new required 60 hours per teacher	100%
California	LEA staff State Association Convention Consultants	No		75%	No		80%
Colorado	SEA LEA staff State Association Convention Consultants	No		33%	Left to LEA		60%
Connecticut	SEA LEA staff Consultants	No		1%	No		5%
Delaware	SEA LEA staff State Association Convention	No		25%	Left to LEA		75%

	Responsible for Professional Development (Q109)	Annual Staff Development Hours in Gifted Education Required for Regular Teachers (Q103)	Number of Staff Development Hours Required for Regular Teachers (Q104)	Percentage of Regular Teachers and Staff Estimated to Receive Annual Staff Development in Gifted Education (Q105)	State Requirement for Annual Staff Development Hours in Gifted Education for Teachers Working in Specialized Programs for Gifted and Talented (Q106)	Number of Staff Development Hours Required for Gifted and Talented Education Teachers (Q107)	Percentage of Gifted and Talented Teachers and Staff Estimated to Receive Annual Staff Development in Gifted Education (Q108)
	Consultants						
District of Columbia							
Florida	SEA LEA staff State Association Convention Consultants	No		30%	No		30%
Georgia		No			No		
Guam	SEA LEA staff consultants	No		5%	Left to LEA		100%
Hawaii		Left to LEA		unable to determine	No		unable to determine
Idaho		No			No		
Illinois		No			No		
Indiana		No		9%	No		20%
Iowa	SEA LEA staff State Association Convention Consultants	No			Left to LEA		
Kansas	LEA staff State Association Convention Consultants	No			Yes	120 hours or 6 credit hours every 5 years	80%
Kentucky		No			Left to LEA		
Louisiana	SEA Consultants	No		5%	No		40%
Maine	SEA	No		10%	Left to LEA		

	Responsible for Professional Development (Q109)	Annual Staff Development Hours in Gifted Education Required for Regular Teachers (Q103)	Number of Staff Development Hours Required for Regular Teachers (Q104)	Percentage of Regular Teachers and Staff Estimated to Receive Annual Staff Development in Gifted Education (Q105)	State Requirement for Annual Staff Development Hours in Gifted Education for Teachers Working in Specialized Programs for Gifted and Talented (Q106)	Number of Staff Development Hours Required for Gifted and Talented Education Teachers (Q107)	Percentage of Gifted and Talented Teachers and Staff Estimated to Receive Annual Staff Development in Gifted Education (Q108)
	LEA staff State Assn Conv Consultants						
Maryland		No			No		
Massachusetts	LEA staff Consultants Higher education	No		10%	No	All licenses require 150 hours of professional development every 5 years	10%
Michigan		No			No		
Minnesota	SEA LEA staff State Assn Conv Consultants	No		50%	No		50%
Mississippi	SEA LEA staff State Assn Conv Consultants	No		10%	Yes		100%
Missouri	SEA LEA staff State Assn Conv Consultants	No		0%	No		90%
Montana		No		1%	No		0%
Nebraska	SEA LEA staff State Assn Conv Consultants	No		40%	Yes	1 3 hour college course or 10 clock hours of information regarding gifted education	100%
Nevada							
New Hampshire							
New Jersey	SEA LEA staff State Assn Conv	No		35%	No	No required G&T staff development - LEA determination	35%

	Responsible for Professional Development (Q109)	Annual Staff Development Hours in Gifted Education Required for Regular Teachers (Q103)	Number of Staff Development Hours Required for Regular Teachers (Q104)	Percentage of Regular Teachers and Staff Estimated to Receive Annual Staff Development in Gifted Education (Q105)	State Requirement for Annual Staff Development Hours in Gifted Education for Teachers Working in Specialized Programs for Gifted and Talented (Q106)	Number of Staff Development Hours Required for Gifted and Talented Education Teachers (Q107)	Percentage of Gifted and Talented Teachers and Staff Estimated to Receive Annual Staff Development in Gifted Education (Q108)
	Consultants						
New Mexico	SEA LEA staff State Assn Conv	No		10%	No		20%
New York	SEA LEA staff State Assn Conv Consultants	Left to LEA		15%	No		70%
North Carolina		No	NA		No	NA	
North Dakota		No			No		
Ohio		No			No		75%
Oklahoma	SEA LEA staff State Assn Conv Consultants Nat'l conferences	Yes	Unspecified in the statutes	25%	Yes	Unspecified in the statutes	75%
Oregon		No			No		
Pennsylvania	LEA determines	Yes	No specific number required.		Yes	No specific number of hours required.	
Puerto Rico							
Rhode Island		No		0%	No		10%
South Carolina	SEA LEA staff State Assn Conv Consultants	Yes	not stated	50%	Yes	not specified	70%
South Dakota		No			No		
Tennessee	SEA LEA staff Consultants	No		5%	No		5%

	Responsible for Professional Development (Q109)	Annual Staff Development Hours in Gifted Education Required for Regular Teachers (Q103)	Number of Staff Development Hours Required for Regular Teachers (Q104)	Percentage of Regular Teachers and Staff Estimated to Receive Annual Staff Development in Gifted Education (Q105)	State Requirement for Annual Staff Development Hours in Gifted Education for Teachers Working in Specialized Programs for Gifted and Talented (Q106)	Number of Staff Development Hours Required for Gifted and Talented Education Teachers (Q107)	Percentage of Gifted and Talented Teachers and Staff Estimated to Receive Annual Staff Development in Gifted Education (Q108)
Texas	LEA staff State Assn Conv Consultants Regional GT Specialists	No		20%	Yes	6	90%
Utah		No			Left to LEA		
Vermont							
Virginia	SEA LEA staff State Assn Conv Consultants Online/out-of-state conferences	Left to LEA	varies by division	23%	No		76%
Washington		No			No		
West Virginia		No			No		
Wisconsin							
Wyoming		No		not collected	No		
Summary	Consultants: 26 LEA staff: 26 SEA: 21 State Association Convention: 21 National conferences: 2 Other: 4	No: 40 Yes: 3 Left to LEA: 4		Range: 0 – 75%	No: 31 Yes: 8 Left to LEA: 8		Range: 0 – 100%

Table 21: Personnel Preparation—Written Competencies and Availability of Graduate Programs

	State Written Competencies Other than Endorsement or Certification Standards for Teachers in Specialized Gifted Programs (Q110)	Graduate Degrees with Emphasis in gifted Education Offered in State (Q111)	Levels of Graduate Degrees Offered (Q112)
Alabama	No	Yes	Master's Specialist's
Alaska	No	No	
Arizona	No	Yes	Master's Specialist's Ph.D. Ed.D.
Arkansas	No	Yes	Master's Ph.D.
California	No	Yes	Master's Specialist's
Colorado	No	Yes	Master's Specialist's Ph.D.
Connecticut	No	Yes	Master's Ph.D.
Delaware	Yes	Yes	Master's Specialist's
District of Columbia			
Florida	No	Yes	Master's
Georgia	No	Yes	Master's Specialist's Ph.D. Ed.D.
Guam	No	No	
Hawaii	No	No	
Idaho	No	No	
Illinois	No	No	
Indiana	No	Yes	Master's Ph.D.
Iowa	No	No	
Kansas	No	Yes	Master's

	State Written Competencies Other than Endorsement or Certification Standards for Teachers in Specialized Gifted Programs (Q110)	Graduate Degrees with Emphasis in gifted Education Offered in State (Q111)	Levels of Graduate Degrees Offered (Q112)
Kentucky	No	Yes	
Louisiana	No	Yes	Master's Ph.D.
Maine	No	No	
Maryland	No	Yes	Master's
Massachusetts	No	No	
Michigan	No	Yes	Master's Specialist's Ph.D. Ed.D.
Minnesota	No	Yes	Master's Specialist's Ph.D. Ed.D.
Mississippi	No	Yes	Master's Specialist's Ph.D.
Missouri	No	Yes	Master's
Montana	Yes	No	
Nebraska	No	Yes	Master's
Nevada			
New Hampshire			
New Jersey	No	No	
New Mexico	No	Yes	Specialist's Ph.D. Ed.D.
New York	Yes	Yes	Master's Specialist's Ph.D. Ed.D.
North Carolina	No	Yes	Master's Ph.D.
North Dakota	No	No	

	State Written Competencies Other than Endorsement or Certification Standards for Teachers in Specialized Gifted Programs (Q110)	Graduate Degrees with Emphasis in gifted Education Offered in State (Q111)	Levels of Graduate Degrees Offered (Q112)
Ohio	No	Yes	Master's Ph.D. Ed.D.
Oklahoma	No	Yes	Master's Ph.D. Ed.D.
Oregon	No	No	
Pennsylvania	No	No	
Puerto Rico			
Rhode Island	No	No	
South Carolina	Yes	Yes	Master's
South Dakota	No	Yes	
Tennessee	No	No	
Texas	No	Yes	Master's Ph.D.
Utah	No	Yes	
Vermont			
Virginia	Yes	Yes	Master's Ph.D. Ed.D.
Washington	No	Yes	Master's
West Virginia	No	Yes	Master's
Wisconsin			
Wyoming	No	No	
Summary	No: 42 Yes: 5	No: 16 Yes: 31	Ed.D: 9 Master's: 27 Ph.D.: 17 Specialist's: 11

Table 22: State Funding for Gifted and Talented Education—Allocation, Funding Formula and Funding Caps

	Activities Funded by State (Q80)	State Funds Allocated Specifically for Gifted and Talented Services (Q113)	How Gifted and Talented Education is Funded (Q114)	Funding Formula (Q115)	Cap on State Funds (Q116)	Basis for Cap (Q117)
Alabama	School for Math and Science School for the Fine and Performing Arts	No				
Alaska	None	Yes	From the state through formula or other allocation	The state formula provides each LEA with additional 20% of funding to serve "special populations," including gifted, special education, vocational education and bilingual students.	The state formula provides each LEA with additional 20% of funding to serve "special populations," including gifted, special education, vocational education and bilingual students.	
Arizona	The state will pay the cost of AP/IB tests for students on free and reduced lunch	Yes	From the state through formula or other allocation	Flat grant: A state provides a specific amount per student, with all districts receiving the same amount.	Yes	Percent of Average Daily Attendance (ADA)
Arkansas	School for Math and Science School for the Fine and Performing Arts Governor's School (Summer) Virtual High School AP/IB Tests	Arkansas has an expenditure requirement	Arkansas has an expenditure requirement	Weighted funding: State aid is allocated on a per- student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure. Local school districts shall spend from state and local revenues not less than the following amounts on gifted and talented programs, in accordance with rules and regulations promulgated by the State Board of Education - the previous year's average daily membership participating in gifted and talented programs, up to five percent of the previous year's average daily membership, multiplied by fifteen hundredths (.15) times the	Yes	Percent of identified students

	Activities Funded by State (Q80)	State Funds Allocated Specifically for Gifted and Talented Services (Q113)	How Gifted and Talented Education is Funded (Q114)	Funding Formula (Q115)	Cap on State Funds (Q116)	Basis for Cap (Q117)
				base local revenue per student.		
California	California Achievement Test 6 and California Content Standards Tests	Yes	From the state through grants	Discretionary funding: Districts apply for state funds and send a plan for how funds will be used. Funding for approved LEA applications based on a formula that used the total district average daily attendance reported at P2 for the prior year.	Yes	Formula based on ADA
Colorado	None	Yes	From the state through formula or other allocation	Weighted funding: State aid is allocated on a per- student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.	Yes	
Connecticut	AP/IB Tests	No	There is no funding for gifted and talented education in Connecticut.		No	
Delaware	School for Math and Science School for the Fine and Performing Arts Governor's School (Summer) AP/IB Tests ACT/SAT/Discover Test	No	From the state through formula or other allocation	Flat grant: A state provides a specific amount per student, with all districts receiving the same amount.		
District of Columbia						
Florida	Governor's School (Summer) Virtual High School	No	Funded through the FEFP at the same rate as basic education; In addition, each LEA receives a block of funds (ESE guaranteed allocation) to provide services to students with disabilities or students who are gifted according to the needs of the	Funded through the FEFP at the same rate as basic education; In addition, each LEA receives a block of funds (ESE guaranteed allocation) to provide services to students with disabilities or students who are gifted according to the needs of the district	No	

	Activities Funded by State (Q80)	State Funds Allocated Specifically for Gifted and Talented Services (Q113)	How Gifted and Talented Education is Funded (Q114)	Funding Formula (Q115)	Cap on State Funds (Q116)	Basis for Cap (Q117)
			district			
Georgia	Governor's School (Summer) Virtual High School AP/IB Tests PSAT	Yes	From the state through formula or other allocation	Weighted funding: State aid is allocated based on SEGMENTS of service in various instructional categories, one of which is Gifted Education. Funding is based on a SERVICE count, not a head count.	No	
Guam	None	Yes	From the state through formula or other allocation	Resource based: Funding is figured based on the specific education resources, such as staff or classroom units.		
Hawaii	Virtual High School	Yes	From the state through formula or other allocation			
Idaho	Virtual High School	No				
Illinois	School for Math and Science Virtual High School ACT/SAT/Discover Test	No	Local funds			
Indiana	School for Math and Science	Yes	From the state through grants	Discretionary funding: Districts apply for state funds and send a plan for how funds will be used. LEAs apply for funding through grant process. Grant amounts are based on a set funding formula with a base amount which all schools receive and there is an additional amount per total pupil enrollment.	Yes	Preset grant amount based upon funding formula.
Iowa	None	Yes	From the state through formula or other allocation	Funding formula is determined by the increase in allowable growth, multiplied by the districts certified student enrollment for the total K-12 student		

	Activities Funded by State (Q80)	State Funds Allocated Specifically for Gifted and Talented Services (Q113)	How Gifted and Talented Education is Funded (Q114)	Funding Formula (Q115)	Cap on State Funds (Q116)	Basis for Cap (Q117)
				population, and requires a 1/3 school district match.		
Kansas	None	Yes	From the state through formula or other allocation	Resource based: Funding is figured based on the specific education resources, such as staff or classroom units.	Yes	Teacher units amount of funds allocated by legislature
Kentucky	Governor's School (Summer) Virtual High School AP/IB Tests	Yes	From the state through formula or other allocation	Funding is allocated to districts based on number of students enrolled and a formula to determine the amount.		
Louisiana	School for Math and Science School for the Fine and Performing Arts Governor's School (Summer) Virtual High School ACT/SAT/Discover Test	Yes	From the state through formula or other allocation	Weighted funding: State aid is allocated on a per- student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.	No	
Maine	School for Math and Science PSAT - 10th grade	Yes	From the state through formula or other allocation	Percentage reimbursement: State provides a specific percentage of the prior year's budget.	No	
Maryland	AP/IB Tests Maryland Summer Centers for Gifted and Talented Students	The only funds specifically designated for gifted are for the Maryland Summer Centers	LEAs fund gifted education through the Bridge to Excellence state funding allocation			
Massachusetts	School for Math and Science	Yes	From the state through grants	Discretionary funding: Districts apply for state funds and send a plan for how funds will be used.	Yes	Legislative appropriation varies from year to year.
Michigan	School for Math and Science School for the Fine and Performing Arts School for the Humanities Virtual High School ACT/SAT/Discover Test MI is a local control state where each student has a	Yes	From the state through grants	Discretionary funding: Districts apply for state funds and send a plan for how funds will be used. Weighted funding: State aid is allocated on a per- student basis formula, which accounts for the	No	

	Activities Funded by State (Q80)	State Funds Allocated Specifically for Gifted and Talented Services (Q113)	How Gifted and Talented Education is Funded (Q114)	Funding Formula (Q115)	Cap on State Funds (Q116)	Basis for Cap (Q117)
	foundation grant of no less than \$6,850 hoe the lea uses that money is up to them			amount spent per pupil multiplied by the weighted figure. Flat grant: A state provides a specific amount per student, with all districts receiving the same amount. MI has both a categorical grant based on 5% of the LEA enrollment and a student foundation grant of no less than \$6,850		
Minnesota	School for Math and Science School for the Fine and Performing Arts AP/IB Tests Post Secondary Option-college credit for juniors & seniors enrolled concurrently in high school and college	2005-06 budget	Details not yet available	details to be released 7/15/05	Yes	details to be released 7/15/05
Mississippi	School for Math and Science School for the Fine and Performing Arts Governor's School (Summer)	Yes	From the state through formula or other allocation	Resource based: Funding is figured based on the specific education resources, such as staff or classroom units	Yes	Teacher units
Missouri	Governor's School (Summer)	Yes	From the state through formula or other allocation	Discretionary funding: Districts apply for state funds and send a plan for how funds will be used.	Yes	Percent of identified students
Montana	None	Yes	From the state through grants	LEAs apply for non-competitive state funds and send a plan for how funds will be used. Must show student need and measurable objective. Awards are weighted, based on total school population.		
Nebraska	None	Yes	From the state through grants	Discretionary funding: Districts apply for state funds and send a plan for how funds will be used.	Yes	Percent of identified students

	Activities Funded by State (Q80)	State Funds Allocated Specifically for Gifted and Talented Services (Q113)	How Gifted and Talented Education is Funded (Q114)	Funding Formula (Q115)	Cap on State Funds (Q116)	Basis for Cap (Q117)
				Weighted funding: 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	Governor's School (Summer) Virtual High School	No	LEA Budget			
New Mexico		Yes	From the state through formula or other allocation	Identified students are funded with state funds at the same level as other special education students. The funding is delivered to the districts through their operational budget.	No	
New York	Governor's School (Summer)	No		Weighted funding: 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 formula as of 2004 is bundled in a flex aid category - LEAs have discretion in how it is used	Yes	Percent of Average Daily Attendance (ADA)
North Carolina	School for Math and Science Governor's School (Summer) Virtual High School Learn and Earn - State Funding for Early college (Five years - Associate Degree	Yes	From the state through formula or other allocation	Weighted funding: State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure. 4% of the Average Daily Membership (ADM)	Yes	Percent of Average Daily Attendance (ADA)
North Dakota	Governor's School (Summer)	Yes	From the state through formula or other	Funding based on number (FTE) of credentialed GT	Yes	formula based on number of

	Activities Funded by State (Q80)	State Funds Allocated Specifically for Gifted and Talented Services (Q113)	How Gifted and Talented Education is Funded (Q114)	Funding Formula (Q115)	Cap on State Funds (Q116)	Basis for Cap (Q117)
			allocation	teachers		districts applying for funds
Ohio	Summer Honors Institutes and Essex School for the Gifted (summer program)	Yes	From the state through formula or other allocation	Weighted funding: State aid is allocated on a per- student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure. Resource based: Funding is figured based on the specific education resources, such as staff or classroom units. Competitive grants	Yes	Teacher units dollar amount in state budget
Oklahoma	School for Math and Science	Yes	From the state through formula or other allocation	Weighted funding: State aid is allocated on a per- student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.	Yes	Percent of identified students
Oregon	AP/IB Tests AP/IB Tests For income qualified students	No				
Pennsylvania	Governor's School (Summer) Regional Summer Schools of Excellence	No	No line item funding for gifted; funding for Governor's Schools and Regional Summer Schools of Excellence.			
Puerto Rico						
Rhode Island	None	No				
South Carolina	Governor's School (school year) Gov School Math and Science and Governor School for Arts and Humanities	Yes	From the state through formula or other allocation	Weighted funding: State aid is allocated on a per- student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.		

	Activities Funded by State (Q80)	State Funds Allocated Specifically for Gifted and Talented Services (Q113)	How Gifted and Talented Education is Funded (Q114)	Funding Formula (Q115)	Cap on State Funds (Q116)	Basis for Cap (Q117)
South Dakota	None	No				
Tennessee	Governor's School (Summer)	No		Weighted funding: State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.	Yes	
Texas	School for Math and Science School for the Humanities AP/IB Tests	Yes	From the state through formula or other allocation	Weighted funding: State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.	Yes	Percent of Average Daily Attendance (ADA)
Utah	None	No	From the state through formula or other allocation			
Vermont						
Virginia	Governor's School (Summer) Governor's School (school year) AP/IB Tests - reimbursements	Yes	From the state through formula or other allocation	Weighted funding: State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure.	No	Percentage of Average Daily attendance (ADA)
Washington	AP/IB Federal Grant	Yes	From the state through formula or other allocation	Discretionary funding: Districts apply for state funds and send a plan for how funds will be used.	Yes	Full-time enrollment on a monthly basis
West Virginia	Governor's School (Summer)	No	From the state through formula or other allocation	Discretionary funding: Districts apply for state funds and send a plan for how funds will be used. Weighted funding: State aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted	Yes	

	Activities Funded by State (Q80)	State Funds Allocated Specifically for Gifted and Talented Services (Q113)	How Gifted and Talented Education is Funded (Q114)	Funding Formula (Q115)	Cap on State Funds (Q116)	Basis for Cap (Q117)
				figure.		
Wisconsin						
Wyoming		Yes	From the state through formula or other allocation	Flat grant: A state provides a specific amount per student, with all districts receiving the same amount.	Yes	Percent of Average Daily Attendance (ADA)
Summary	School for Math and Science: 14 School for the Fine and Performing Arts: 7 School for the Humanities: 2 Governor's School (Summer): 16 Governor's School (school year): 2 Virtual High School: 11 ACT/SAT/Discover Test: 4 Other: 11 None: 10	Yes: 29 No: 15 Other: 3	From the state through grants: 6 From the state through formula or other allocation: 26 Other: 8	Discretionary funding: 8 Weighted funding: 15 Flat grant: 4 Percentage reimbursement: 1 Resource based: 4 Other: 11	Yes: 21 No: 8 Other: 1	Percent of identified students: 4 Percent of Average Daily Attendance: 6 Teacher units: 3 Other: 8

Table 23: State Funding for Gifted and Talented Education—State Funds and Funding Levels

	How State Funds Are Channeled (Q118)	State Funding in 2002-2003 (Q119)	State Funding in 2003-2004 (Q119)	State Funding in 2004-2005 (Q119)
Alabama		0	0	0
Alaska	To all LEAs as part of general funding to districts	Do not collect	Do not collect	Do not collect
Arizona	To LEAs through discretionary funding, based on application	\$1.2 million	\$1.2 million	\$1.2 million
Arkansas	To all LEAs as part of general funding to districts Governor's schools and summer programs Residential schools for the gifted and talented			
California	To LEAs through discretionary funding, based on application Charter School Block Grant funding	\$56,000,000	\$46,000,000	\$48,000,000
Colorado	Administrative Units	\$6.0 million	\$6.1 million	\$6.2 million
Connecticut		\$0	\$0	\$0
Delaware	To all LEAs as part of general funding to districts Governor's schools and summer programs	not determined	not determined	not determined
District of Columbia				
Florida	To all LEAs as part of general funding to districts Governor's schools and summer programs	NA	NA	NA
Georgia	To all LEAs by mandate Governor's schools and summer programs Virtual High School	\$129,210,327	\$140,817,686	\$154,569,906
Guam	To all LEAs by mandate	\$1,600,000	\$1,600,000	\$1,700,000
Hawaii	To all LEAs by mandate			\$4,777,108
Idaho	To all LEAs as part of general funding to districts \$500,000 training grant	\$500,000	\$500,000	\$500,000
Illinois		\$19 million	\$0	\$0
Indiana	To LEAs through discretionary funding, based on application	\$5,830,260	\$5,830,260	\$5,830,260
Iowa	To all LEAs as part of general funding to districts	\$43.00 per K-12 certified student enrollment. Plus \$14.33 required local school district match.	\$43.00 per K-12 certified student enrollment. Plus 14.33 per certified student enrollment district match.	\$44.00 per K-12 certified student enrollment. Plus \$14.67 required local school district match.
Kansas	To LEAs as state categorical aid for special education	\$9,869,329	\$9,507,644	\$9,173,087
Kentucky	To all LEAs by mandate	\$7,351,500	\$7,121,500	\$7,109,400
Louisiana	To all LEAs as part of general funding to districts	\$28,000,000	\$28,000,000	\$28,000,000

	How State Funds Are Channeled (Q118)	State Funding in 2002-2003 (Q119)	State Funding in 2003-2004 (Q119)	State Funding in 2004-2005 (Q119)
	Governor's schools and summer programs Residential schools for the gifted and talented			
Maine	To LEAs through discretionary funding, based on application	\$3,732,512.50	\$3,605,233.75	\$3,075,244.74
Maryland	To all LEAs as part of general funding to districts Governor's schools and summer programs	\$459,829	\$459,829	\$459,829
Massachusetts	Competitive Grants	\$0	\$0	\$99,999
Michigan	To all LEAs by mandate To all LEAs as part of general funding to districts Competitive Grants Virtual High School	\$6,000,000	\$250,000	\$250,000
Minnesota *	details to be released 7/15/05	\$0	\$0	\$0
Mississippi	Teacher units based upon number of students being served	\$27,751,861	\$30,183,346	not collected
Missouri	To LEAs through discretionary funding, based on application Governor's schools and summer programs	\$25,653,628	\$24,085,666	\$25,539,828
Montana	Non-competitive grants, based on application.	\$150,000	\$150,000	\$150,000
Nebraska	To LEAs through discretionary funding, based on application	\$2,600,000	\$2,600,000	\$2,800,000
Nevada				
New Hampshire				
New Jersey	To LEAs through discretionary funding, based on application To all LEAs as part of general funding to districts Competitive Grants Governor's schools and summer programs	\$0	\$0	\$0
New Mexico	To all LEAs as part of general funding to districts	\$25,431,031	\$26,044,808	NA
New York	To all LEAs as part of general funding to districts	approx \$15 million	approx \$15 million	approx \$15 million
North Carolina	To all LEAs by mandate	\$46,213,421	\$48,308,139	\$50,739,625
North Dakota	Flow to LEAs via local special education administrative office	\$200,000	\$200,000	\$200,000
Ohio	To all LEAs by mandate Competitive Grants To LEAs through unit funding, based on application, district wealth, and unit availability	\$45,089,424	\$46,709,389	\$47,228,317
Oklahoma	To all LEAs by mandate To all LEAs as part of general funding to districts	\$67,430,519	\$70,513,167	\$42,200,030

	How State Funds Are Channeled (Q118)	State Funding in 2002-2003 (Q119)	State Funding in 2003-2004 (Q119)	State Funding in 2004-2005 (Q119)
Oregon		\$0	\$0	\$0
Pennsylvania	Governor's schools and summer programs Only Governor's Schools and Regional Summer Schools of Excellence receive funding.	\$2.5 million Gov. School & RSSE	\$2.5 million Gov. School & RSSE	\$2.5 million Gov. School & RSSE
Puerto Rico				
Rhode Island		\$0	\$0	\$0
South Carolina	To all LEAs by mandate	\$29,899,783	\$29,497,533	\$29,497,533
South Dakota		\$0	\$0	\$0
Tennessee				
Texas	To all LEAs by mandate AP/IB Incentive Program	\$65,869,910.00	\$66,993,938.00	\$67,349,993.00
Utah	To LEAs through discretionary funding, based on application	NA	NA	NA
Vermont				
Virginia	To all LEAs by mandate Governor's schools and summer programs Residential schools for the gifted and talented	\$31,907,934	\$31,907,936	\$35,012,279
Washington	To LEAs through discretionary funding, based on application	\$6,271,797	\$6,358,520	\$6,515,862
West Virginia	To LEAs through discretionary funding, based on application To all LEAs as part of general funding to districts	Not available	Not available	Not available
Wisconsin				
Wyoming	To all LEAs as part of general funding to districts	\$9 per ADM	\$10.20 per ADM	\$10.20 per ADM
Summary	To all LEAs by mandate: 11 To LEAs through discretionary funding, based on application: 10 To all LEAs as part of general funding to districts: 15 Competitive grants: 3 Governor's schools and summer programs: 10 Residential schools for the gifted and talented: 3 Virtual High School: 2 Other: 11	Range: \$0 - \$129,210,327	Range: \$0 - \$140,817,686	Range: \$0 - \$154,569,906

* New **Minnesota** law allocates "gifted and talented revenue" and sets the revenue equal to \$4 times a district's adjusted marginal cost pupil units for fiscal year 2006 and \$9 times a district's adjusted marginal cost pupil units for fiscal year 2007 and later. Requires a school district to reserve gifted and talented revenue and spend the revenue only to (1) identify gifted and talented students; (2) provide education programs for gifted and talented students; or (3) provide staff development to prepare teachers to best meet the unique needs of gifted and talented students.

Table 24: Related Policies—Part 1

	Early Entrance to Kindergarten Policy in State Statute or Regulation (Q74)	Age Requirement for Admission to Kindergarten (Q75)	Cut Off Date Requirement for Admission to Kindergarten (Q76)	Alternate High School Diploma or Certificate for Gifted Students without Sufficient Units for Regular High School Diploma (Q77)	Basis for Alternate Diploma/Certificate (Q78)	Minimum Age for GED (Q79)
Alabama	State policy does not permit	5 years old	September 3	State policy does not permit		18
Alaska	State policy leaves LEA to determine	Kindergarten is not mandated	Must be 5 years of age by September 1	State policy does not permit	N/A	16
Arizona	No state policy; up to LEA to determine	5 years old	By September 1	No state policy; up to LEA to determine	N/A	None
Arkansas	State policy does not permit	5 years old	On or before October 1	No state policy; up to LEA to determine		16
California	No state policy; up to LEA to determine	5 years old	December 2	No state policy; up to LEA to determine		18
Colorado	No state policy; up to LEA to determine	5 years old	October 1	No state policy; up to LEA to determine		15
Connecticut	No state policy; up to LEA to determine	5 years old	January 1	No state policy; up to LEA to determine	It is up to the LEA to decide	16
Delaware *	No state policy; up to LEA to determine	5 years old	August 31	State policy leaves LEA to determine		16 years old
District of Columbia						
Florida	State policy does not permit	5 years old	September 1	State policy does not permit		16
Georgia	State policy does not permit	5 years old	September 1	State policy does not permit		16
Guam	State policy does not permit	5 years old	July 31	State policy does not permit		16
Hawaii	State policy specifically permits	4 years old	5 years old by December 31	State policy does not permit		16
Idaho	State policy does not permit	5 years old	September 1	State policy does not permit		16
Illinois	State policy leaves LEA to determine	5 years old	September 1	State policy leaves LEA to determine		18 years
Indiana	State policy leaves LEA to determine	Left to LEA. Decision is made by parent and Superintendent through an appeals process	5 years of age by July 1 for 2005-06 school year; 5 years of age by August 1 for 2006-07	State policy does not permit		17

	Early Entrance to Kindergarten Policy in State Statute or Regulation (Q74)	Age Requirement for Admission to Kindergarten (Q75)	Cut Off Date Requirement for Admission to Kindergarten (Q76)	Alternate High School Diploma or Certificate for Gifted Students without Sufficient Units for Regular High School Diploma (Q77)	Basis for Alternate Diploma/Certificate (Q78)	Minimum Age for GED (Q79)
Iowa	State policy does not permit	5 years old	September 15	State policy does not permit		Don't know
Kansas	State policy does not permit	5 years old	31-Aug	No state policy; up to LEA to determine		16
Kentucky	State policy does not permit	5 years and 10 months	October 1	State policy specifically permits	Test results	It depends on the situation. Kentucky statutes dictate the specific examples of when they apply.
Louisiana	State policy leaves LEA to determine	5 years old	September 1	State policy does not permit		16
Maine	State policy leaves LEA to determine	5 years old	September 1	No state policy; up to LEA to determine		
Maryland	State policy specifically permits	5 years old	September 30; changes to September 1 in 2006	State policy does not permit		16
Massachusetts	No state policy; up to LEA to determine	LEA policy	LEA policy	No state policy; up to LEA to determine	LEA policy	16
Michigan	State policy does not permit	5 years old	On/or before December 1 or if enrolling for the first time older than 5 an assessment would determine appropriate entry level	No state policy; up to LEA to determine		18
Minnesota	State policy leaves LEA to determine	5 years old	September 1	No state policy; up to LEA to determine	n/a	19
Mississippi	State policy does not permit	5 years old	September 1	State policy does not permit		
Missouri	State policy does not permit	5 years old	August 1	No state policy; up to LEA to determine		16 years old
Montana	State policy leaves LEA to determine	5 years old	September 10	State policy does not permit	Does not permit	16
Nebraska	State policy leaves LEA to determine	5 years old	October 15	State policy leaves LEA to determine		16 years old
Nevada						

	Early Entrance to Kindergarten Policy in State Statute or Regulation (Q74)	Age Requirement for Admission to Kindergarten (Q75)	Cut Off Date Requirement for Admission to Kindergarten (Q76)	Alternate High School Diploma or Certificate for Gifted Students without Sufficient Units for Regular High School Diploma (Q77)	Basis for Alternate Diploma/Certificate (Q78)	Minimum Age for GED (Q79)
New Hampshire						
New Jersey	No state policy; up to LEA to determine	Set by Local Board Policy	Set by Local Board Policy	No state policy; up to LEA to determine	No alternate diploma available.	A student 16 or 17 years old may complete a Certificate of Consent to Participate, verifying that the student is not enrolled in school
New Mexico	State policy does not permit	5 years old	Must be 5 before September 1	No state policy; up to LEA to determine		16
New York	No state policy; up to LEA to determine	5 years old	By December 1, but LEAs can push this date forward if they wish	No state policy; up to LEA to determine		16
North Carolina	State policy specifically permits	5 years old	October 15	State policy does not permit	NA	16
North Dakota	State policy specifically permits	5 years old	Midnight on August 31	State policy does not permit		18 years old, or can be 16 or 17 if class has not yet graduated and special permission is approved by state GED office
Ohio	State policy leaves LEA to determine	does not apply- see question 76	Districts must adopt a five year old cutoff date of either August 1 or September 30 for standard admission to kindergarten. Districts can accept students with later birth dates based on their local early entrance policy (see comment for question 74.)	State policy does not permit		A student must be 19 years of age unless the student is between 16 and 18 years of age and qualifies for one of the following age exceptions from OH Admin Code 3301-41-01: 1) An applicant who is eighteen years of age is eligible if the class of which he/she was last a member has graduated; or 2) An

	Early Entrance to Kindergarten Policy in State Statute or Regulation (Q74)	Age Requirement for Admission to Kindergarten (Q75)	Cut Off Date Requirement for Admission to Kindergarten (Q76)	Alternate High School Diploma or Certificate for Gifted Students without Sufficient Units for Regular High School Diploma (Q77)	Basis for Alternate Diploma/Certificate (Q78)	Minimum Age for GED (Q79)
						<p>applicant who has been sworn into active military service in one of the armed forces is eligible if a statement, indicating the date of the swearing-in ceremony, is submitted with the application; or 3) An applicant who is at least sixteen years of age, but is less than eighteen years of age, is eligible to take the tests with written approval from a parent, guardian or court official and the school superintendent or his/her designee, from where the applicant last attended school or presently resides; or 4) An applicant who has reached the age of majority (eighteen years old) is eligible with written approval from the sup't or his/her designee, from where the applicant last attended school. The applicant may sign the approval form instead of the parent, guardian or court official.</p>

	Early Entrance to Kindergarten Policy in State Statute or Regulation (Q74)	Age Requirement for Admission to Kindergarten (Q75)	Cut Off Date Requirement for Admission to Kindergarten (Q76)	Alternate High School Diploma or Certificate for Gifted Students without Sufficient Units for Regular High School Diploma (Q77)	Basis for Alternate Diploma/Certificate (Q78)	Minimum Age for GED (Q79)
Oklahoma	State policy leaves to LEA to determine	5 years old	September 1	No state policy; up to LEA to determine		16
Oregon	State policy leaves LEA to determine	5 years old	September 1	State policy does not permit		16
Pennsylvania	State policy specifically permits	More than 4 yrs. 0 mo. to 5 yrs. 7 mo.	First day of school term.	State policy leaves LEA to determine		Age 16 if the person meets one of four criteria; one criteria is that admission to college or university is contingent upon applicant submitting GED scores. Other criteria are related to: employment, Armed Services, or patient, inmate, resident of state institution.
Puerto Rico						
Rhode Island	State policy leaves LEA to determine	5 years old	September 1	State policy does not permit		At age 16, a student may take the tests if (a) s/he has been out of school for at least 6 months, (b) has a letter of withdrawal from the school certifying this, (c) is in a GED program, and has parent permission. At age 17, the student only needs the withdrawal letter to take the tests. At age 18 the student may take the tests. Any student must be 18 to actually receive the GED.
South Carolina	No state policy; up to LEA to determine	5 years old	September 1	State policy does not permit		17

	Early Entrance to Kindergarten Policy in State Statute or Regulation (Q74)	Age Requirement for Admission to Kindergarten (Q75)	Cut Off Date Requirement for Admission to Kindergarten (Q76)	Alternate High School Diploma or Certificate for Gifted Students without Sufficient Units for Regular High School Diploma (Q77)	Basis for Alternate Diploma/Certificate (Q78)	Minimum Age for GED (Q79)
South Dakota	State policy does not permit	5 years old	September 1	State policy does not permit		16 with some restrictions.
Tennessee	State policy leaves LEA to determine	5 years old		No state policy; up to LEA to determine		17
Texas	State policy specifically permits	5 years old	September 1	State policy does not permit		16 if in a Job Core program 17 with parental permission
Utah	No state policy; up to LEA to determine	5 years old	September 2 of enrolling year	State policy leaves LEA to determine		17
Vermont						
Virginia	State policy does not permit	5 years old	September 30	State policy does not permit		18
Washington	State policy specifically permits	5 years old	Before September 1	State policy does not permit		16 under special circumstances, otherwise 19
West Virginia	No state policy; up to LEA to determine	5 years old	By September 1	No state policy; up to LEA to determine		18 years; 16 years under certain conditions
Wisconsin						
Wyoming						
Summary	State policy specifically permits: 7 State policy does not permit: 15 State policy leaves LEA to determine: 13 No state policy; up to LEA to determine: 11	5 years old: 38 Other: 8	Age 5 by: September 1: 17 Before Sept 1: 8 After Sept 1: 16 By other date: 2	State policy specifically permits: 1 State policy does not permit: 23 State policy leaves LEA to determine: 5 No state policy; up to LEA to determine: 17		

* New law in **Delaware** went into effect in August 2005 permitting early entrance to kindergarten after an evaluation.

Table 25: Related Policies—Part 2

	Dual or Concurrent Enrollment in Community College, College, or University (Q81)	When Students Can Begin Dual Enrollment (Q82)	High School Credit Given for Courses Completed at Community College, College, or University (Q83)	Who Pays Tuition for High School Students Dually Enrolled (Q84)	Middle School Students Permitted Dual/Concurrent Enrollment in High School (Q85)
Alabama	State policy leaves LEA to determine	Grade 10	State policy leaves LEA to determine	Parent/guardian	State policy specifically permits
Alaska	No state policy; up to LEA to determine	Varies by district	No state policy; up to LEA to determine	Varies by district	No state policy; up to LEA to determine
Arizona	State policy specifically permits	This is a negotiated item between parents, students and school officials.	No state policy; up to LEA to determine	Many districts will pay this cost. Parents are required to pay in some districts.	No state policy; up to LEA to determine
Arkansas	State policy specifically permits	Grade 9 Grade 10 Grade 11 Grade 12	State policy specifically permits	LEA Parent/guardian tuition waivers	State policy does not permit
California	State policy specifically permits	Any age or grade level	State policy specifically permits	SEA	No state policy; up to LEA to determine
Colorado	State policy specifically permits	Grade 11 Grade 12	State policy specifically permits	SEA	State policy does not permit
Connecticut	No state policy; up to LEA to determine	Grade 9 Grade 10 Grade 11 Grade 12	No state policy; up to LEA to determine	Usually the parents	No state policy; up to LEA to determine
Delaware	State policy leaves LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	LEA Parent/guardian	State policy leaves LEA to determine
District of Columbia					
Florida	State policy specifically permits	Grade 9		LEA	State policy does not permit
Georgia	State policy specifically permits	Grade 11 Age 16	State policy specifically permits	SEA Parent/guardian	State policy leaves LEA to determine
Guam	No state policy; up to LEA to determine	Left to LEA to determine	No state policy; up to LEA to determine	Parent/guardian	No state policy; up to LEA to determine
Hawaii	State policy specifically permits	Grade 11 Grade 12	State policy specifically permits	Parent/guardian	State policy does not permit
Idaho	State policy specifically permits	Grade 11 Grade 12	State policy specifically permits	Parent/guardian	State policy specifically permits
Illinois	State policy specifically permits	Left to LEA to determine	State policy leaves LEA to determine	LEA Parent/guardian	No state policy; up to LEA to determine
Indiana	State policy leaves LEA to	Left to LEA to determine		Parent/guardian	State policy leaves LEA to

	Dual or Concurrent Enrollment in Community College, College, or University (Q81)	When Students Can Begin Dual Enrollment (Q82)	High School Credit Given for Courses Completed at Community College, College, or University (Q83)	Who Pays Tuition for High School Students Dually Enrolled (Q84)	Middle School Students Permitted Dual/Concurrent Enrollment in High School (Q85)
	determine				determine
Iowa	State policy leaves LEA to determine		State policy leaves LEA to determine	LEA	State policy leaves LEA to determine
Kansas	State policy specifically permits	For students with IEPs, as determined by IEP teams	State policy leaves LEA to determine	Parent/guardian	No state policy; up to LEA to determine
Kentucky	State policy leaves LEA to determine	Left to LEA to determine	State policy specifically permits	LEA	State policy leaves LEA to determine
Louisiana	State policy leaves LEA to determine	Left to LEA to determine	State policy specifically permits		State policy specifically permits
Maine	State policy specifically permits	Left to LEA to determine	No state policy; up to LEA to determine	SEA LEA Parent/guardian Colleges give 50% off when SEA funds used (limited)	No state policy; up to LEA to determine
Maryland	State policy specifically permits	Left to LEA to determine	No state policy; up to LEA to determine	Parent/guardian	No state policy; up to LEA to determine
Massachusetts	No state policy; up to LEA to determine	Left to LEA to determine	No state policy; up to LEA to determine	LEA Parent/guardian	No state policy; up to LEA to determine
Michigan	State policy specifically permits	The law mandates for grades 11 and 12 other grades are up to the LEA	State policy specifically permits	LEA	No state policy; up to LEA to determine
Minnesota	State policy specifically permits	Grade 11 Grade 12	State policy specifically permits	SEA	State policy specifically permits
Mississippi	State policy specifically permits	Grade 11 Determined by credits earned	State policy specifically permits	Parent/guardian may be paid by LEA with Memorandum of Understanding with IHL	No state policy; up to LEA to determine
Missouri	State policy specifically permits	Grade 9	State policy specifically permits	Determined by the LEA and the cooperating college	State policy specifically permits
Montana	State policy specifically permits	Grade 11 Grade 12	State policy specifically permits	specifies the LEA or the student	State policy leaves LEA to determine
Nebraska	State policy leaves LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	LEA Parent/guardian	State policy leaves LEA to determine
Nevada					
New Hampshire					
New Jersey	No state policy; up to LEA to	Left to LEA to determine	State policy leaves LEA to	LEA	No state policy; up to LEA to

	Dual or Concurrent Enrollment in Community College, College, or University (Q81)	When Students Can Begin Dual Enrollment (Q82)	High School Credit Given for Courses Completed at Community College, College, or University (Q83)	Who Pays Tuition for High School Students Dually Enrolled (Q84)	Middle School Students Permitted Dual/Concurrent Enrollment in High School (Q85)
	determine		determine	Parent/guardian	determine
New Mexico	State policy specifically permits	IEP team determines if earlier than district policy states.	State policy leaves LEA to determine	LEA Parent/guardian	No state policy; up to LEA to determine
New York	State policy specifically permits	Left to LEA to determine	State policy leaves LEA to determine	Parent/guardian	State policy leaves LEA to determine
North Carolina	State policy specifically permits	LEAs determine and submit waivers for course credit	State policy leaves LEA to determine	Parent/guardian	State policy specifically permits
North Dakota	State policy specifically permits	Grade 11 Grade 12	State policy specifically permits	Parent/guardian	State policy does not permit
Ohio	State policy specifically permits	Grade 9 Grade 10 Grade 11 Grade 12	State policy specifically permits	SEA LEA Parent/guardian	State policy leaves LEA to determine
Oklahoma	State policy specifically permits	Contingent upon community college entrance requirements	State policy specifically permits	Oklahoma law (SB982) appropriates money for colleges and universities to pay tuition for Grade 12 students up to 6 hours per semester.	State policy specifically permits
Oregon	State policy specifically permits	Grade 11	State policy leaves LEA to determine	LEA Parent/guardian	State policy leaves LEA to determine
Pennsylvania	State policy specifically permits	Left to LEA to determine	No state policy; up to LEA to determine	Parent/guardian State regulation permits districts to pay for tuition of dually enrolled students and collect subsidy on the student. A few districts do pay the tuition; most do not.	No state policy; up to LEA to determine
Puerto Rico					
Rhode Island	State policy leaves LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	At least one LEA has been known to contribute. Local decision.	No state policy; up to LEA to determine
South Carolina	State policy specifically permits	Grade 9 Grade 10 Grade 11 Grade 12			State policy does not permit

	Dual or Concurrent Enrollment in Community College, College, or University (Q81)	When Students Can Begin Dual Enrollment (Q82)	High School Credit Given for Courses Completed at Community College, College, or University (Q83)	Who Pays Tuition for High School Students Dually Enrolled (Q84)	Middle School Students Permitted Dual/Concurrent Enrollment in High School (Q85)
South Dakota	No state policy; up to LEA to determine				State policy specifically permits
Tennessee	State policy leaves LEA to determine				No state policy; up to LEA to determine
Texas	State policy specifically permits	Grade 11 Grade 12 Grade 10 at LEAs discretion	State policy specifically permits	LEA Parent/guardian	State policy specifically permits
Utah	State policy specifically permits	Age 17	State policy specifically permits	SEA	No state policy; up to LEA to determine
Vermont					
Virginia	State policy specifically permits	Left to LEA to determine	State policy specifically permits	LEA Parent/guardian	State policy leaves LEA to determine
Washington	No state policy; up to LEA to determine		No state policy; up to LEA to determine	SEA	No state policy; up to LEA to determine
West Virginia	State policy leaves LEA to determine	Grade 11 Grade 12	No state policy; up to LEA to determine	Parent/guardian	No state policy; up to LEA to determine
Wisconsin					
Wyoming					
Summary	State policy specifically permits: 29 State policy leaves to LEA to determine: 10 No state policy; up to LEA to determine: 7	Age 16: 1 Age 17: 1 Grade 9: 6 Grade 10: 5 Grade 11: 15 Grade 12: 12 Left to LEA to determine: 16 Other: 9	State policy specifically permits: 19 State policy leaves to LEA to determine: 12 No state policy; up to LEA to determine: 10	LEA: 16 SEA: 8 Parent/guardian: 26 Other: 11	State policy specifically permits: 9 State policy leaves to LEA to determine: 11 State policy does not permit: 6 No state policy; up to LEA to determine: 20

Table 26: Related Policies—Part 3

	Middle School Students Receive Credit Toward High School Graduation in Dual/Concurrent Enrollment (Q86)	Proficiency-Based Promotion for Gifted and Talented Students (Q87)	How Proficiency is Demonstrated (Q88)	Credit Towards High School Graduation for Demonstrated Proficiency (Q89)	Accommodations for Students Demonstrating Proficiency (Q90)
Alabama	State policy specifically permits	State policy does not permit		State policy does not permit	
Alaska	No state policy; up to LEA to determine		Varies by district		Left to LEA to determine
Arizona	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Performance	No state policy; up to LEA to determine	Independent study Dual/Concurrent enrollment Cross-grade grouping Grade/course advancement Left to LEA to determine
Arkansas		No state policy; up to LEA to determine		state policy does not permit	Left to LEA to determine
California	No state policy; up to LEA to determine	No state policy; up to LEA to determine	LEA Determines	No state policy; up to LEA to determine	Left to LEA to determine
Colorado	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Multiple choice test Essay Performance	No state policy; up to LEA to determine	Left to LEA to determine
Connecticut	No state policy; up to LEA to determine	No state policy; up to LEA to determine	LEA determines; any of the above	No state policy; up to LEA to determine	Left to LEA to determine
Delaware	State policy leaves LEA to determine	State policy leaves LEA to determine	Multiple choice test Portfolio Performance	State policy leaves LEA to determine	Left to LEA to determine
District of Columbia					
Florida	State policy does not permit	State policy does not permit		State policy does not permit	
Georgia	State policy specifically permits	State policy specifically permits	LEA determines	State policy specifically permits	Individualized instruction Correspondence courses Independent study Dual/Concurrent enrollment Cross-grade grouping Cluster grouping Grade/course advancement Individualized education programs Left to LEA to determine
Guam	No state policy; up to LEA to determine	No state policy; up to LEA to determine		No state policy; up to LEA to determine	

	Middle School Students Receive Credit Toward High School Graduation in Dual/Concurrent Enrollment (Q86)	Proficiency-Based Promotion for Gifted and Talented Students (Q87)	How Proficiency is Demonstrated (Q88)	Credit Towards High School Graduation for Demonstrated Proficiency (Q89)	Accommodations for Students Demonstrating Proficiency (Q90)
Hawaii	State policy does not permit	State policy does not permit		State policy does not permit	
Idaho	State policy does not permit	No state policy; up to LEA to determine			
Illinois	No state policy; up to LEA to determine	No state policy; up to LEA to determine		State policy specifically permits	Left to LEA to determine
Indiana	State policy specifically permits	State policy leaves LEA to determine	Locally determined	State policy leaves LEA to determine	Left to LEA to determine
Iowa	State policy leaves LEA to determine	State policy leaves LEA to determine			
Kansas	No state policy; up to LEA to determine	State policy specifically permits	LEA decision	State policy specifically permits	Other (Please specify.) IE team decision
Kentucky	State policy leaves LEA to determine	State policy specifically permits	Multiple choice test	State policy specifically permits	Individualized instruction Correspondence courses Independent study Dual/Concurrent enrollment Cluster grouping Grade/course advancement Left to LEA to determine
Louisiana	State policy specifically permits	State policy leaves LEA to determine	Multiple choice test Essay Performance	State policy specifically permits	Left to LEA to determine
Maine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Local decision	State policy leaves LEA to determine	Individualized education programs Left to LEA to determine
Maryland	No state policy; up to LEA to determine	No state policy; up to LEA to determine			
Massachusetts	No state policy; up to LEA to determine	No state policy; up to LEA to determine		No state policy; up to LEA to determine	
Michigan	No state policy; up to LEA to determine	State policy specifically permits	Final Exam, which all course should have, talent, by portfolio or performance	State policy specifically permits	Individualized instruction Correspondence courses Independent study Dual/Concurrent enrollment Cross-grade grouping Cluster grouping Grade/course advancement Individualized education programs Other (Please specify.) Left to LEA to determine

	Middle School Students Receive Credit Toward High School Graduation in Dual/Concurrent Enrollment (Q86)	Proficiency-Based Promotion for Gifted and Talented Students (Q87)	How Proficiency is Demonstrated (Q88)	Credit Towards High School Graduation for Demonstrated Proficiency (Q89)	Accommodations for Students Demonstrating Proficiency (Q90)
					mentoring, what ever the LEA determines is feasible
Minnesota	State policy specifically permits	No state policy; up to LEA to determine	Performance	State policy specifically permits	Left to LEA to determine
Mississippi	No state policy; up to LEA to determine	State policy does not permit		State policy does not permit	
Missouri	State policy specifically permits	No state policy; up to LEA to determine		No state policy; up to LEA to determine	Left to LEA to determine
Montana	State policy leaves LEA to determine	State policy leaves LEA to determine		State policy leaves LEA to determine	Left to LEA to determine
Nebraska	State policy leaves LEA to determine	State policy leaves LEA to determine	Multiple choice test Essay Lab experiments Oral exam Portfolio Performance	State policy leaves LEA to determine	Individualized instruction Correspondence courses Independent study Dual/Concurrent enrollment Grade/course advancement Individualized education programs
Nevada					
New Hampshire					
New Jersey	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Multiple choice test Essay Lab experiments Oral exam Portfolio Performance	State policy leaves LEA to determine	Individualized instruction Correspondence courses Independent study Dual/Concurrent enrollment Cluster grouping Grade/course advancement Left to LEA to determine
New Mexico	No state policy; up to LEA to determine	No state policy; up to LEA to determine		No state policy; up to LEA to determine	Individualized education programs
New York	State policy specifically permits	State policy specifically permits	state assessments	State policy specifically permits	Left to LEA to determine
North Carolina	State policy does not permit	State policy leaves LEA to determine	End of Course (EOC) Selected Courses	State policy does not permit	Individualized instruction Correspondence courses Independent study Dual/Concurrent enrollment Cross-grade grouping Cluster grouping Grade/course advancement Individualized education

	Middle School Students Receive Credit Toward High School Graduation in Dual/Concurrent Enrollment (Q86)	Proficiency-Based Promotion for Gifted and Talented Students (Q87)	How Proficiency is Demonstrated (Q88)	Credit Towards High School Graduation for Demonstrated Proficiency (Q89)	Accommodations for Students Demonstrating Proficiency (Q90)
					programs
North Dakota	State policy does not permit	State policy does not permit		State policy does not permit	
Ohio	State policy leaves LEA to determine	State policy does not permit		State policy does not permit	
Oklahoma	State policy specifically permits	State policy specifically permits	Multiple choice test Essay Lab experiments Oral exam Portfolio Performance Methods for demonstrating proficiency are determined by the local school district	State policy specifically permits	Individualized instruction Correspondence courses Independent study Dual/Concurrent enrollment Cross-grade grouping Cluster grouping Grade/course advancement Individualized education programs Left to LEA to determine
Oregon	State policy leaves LEA to determine	State policy leaves LEA to determine	Multiple choice test Essay Lab experiments Oral exam Portfolio Performance	State policy leaves LEA to determine	Left to LEA to determine
Pennsylvania	State policy specifically permits	State policy leaves LEA to determine	Determined by the district.	State policy leaves LEA to determine	Other (Please specify.) Left to LEA to determine GIEP usual avenue for specifying accommodations.
Puerto Rico					
Rhode Island	No state policy; up to LEA to determine	State policy does not permit		State policy does not permit	
South Carolina	State policy does not permit	No state policy; up to LEA to determine			
South Dakota	State policy specifically permits	State policy does not permit			
Tennessee	No state policy; up to LEA to determine	No state policy; up to LEA to determine			
Texas	State policy specifically permits	State policy specifically permits	Multiple choice test Essay Credit by Exam - formats vary	State policy specifically permits	Individualized instruction Correspondence courses Independent study Dual/Concurrent enrollment Cross-grade grouping

	Middle School Students Receive Credit Toward High School Graduation in Dual/Concurrent Enrollment (Q86)	Proficiency-Based Promotion for Gifted and Talented Students (Q87)	How Proficiency is Demonstrated (Q88)	Credit Towards High School Graduation for Demonstrated Proficiency (Q89)	Accommodations for Students Demonstrating Proficiency (Q90)
					Grade/course advancement Left to LEA to determine
Utah	No state policy; up to LEA to determine	No state policy; up to LEA to determine			
Vermont					
Virginia	State policy specifically permits	State policy specifically permits	Multiple choice test Essay Lab experiments Oral exam Portfolio Performance LEA determines	State policy leaves LEA to determine	Left to LEA to determine
Washington	No state policy; up to LEA to determine	No state policy; up to LEA to determine		No state policy; up to LEA to determine	Left to LEA to determine
West Virginia	No state policy; up to LEA to determine	No state policy; up to LEA to determine			
Wisconsin					
Wyoming					
Summary	State policy specifically permits: 12 State policy leaves to LEA to determine: 7 State policy does not permit: 6 No state policy: up to LEA to determine: 20	State policy specifically permits: 10 State policy leaves to LEA to determine: 9 State policy does not permit: 9 No state policy: up to LEA to determine: 9	Multiple choice test: 10 Essay: 8 Lab experiments: 5 Oral exam: 5 Portfolio: 6 Performance: 10 Other: 14	State policy specifically permits: 10 State policy leaves to LEA to determine: 9 State policy does not permit: 9 No state policy: up to LEA to determine: 9	Cluster grouping: 6 Correspondence courses: 8 Cross-grade grouping: 6 Dual/concurrent enrollment: 9 Grade/course advancement: 9 Independent study: 9 Individualized education programs: 7 Individualized instruction: 8 Left to LEA to determine: 25 Other: 6

Table 27: Further Clarifications

Please provide any clarifications to your responses	
(Q 124.5)	
Delaware	119- There is no way to determine how much of the block funding is specifically earmarked for gifted education. This determination is discretionary and made at the district and building levels.
Florida	*119 - answer (0) is not correct since funding is provided to the districts as part of a lump sum package
Indiana	#74 Early entrance to Kindergarten is on a case by case basis. Parents may appeal, and the decision is made by the parent and the local Superintendent.
Louisiana	In response to question #70-73, it should be noted that Regular classroom means gt students are receiving services less than 21% of their school day. It does not mean we are serving them in a regular class setting. In response to question #119 on funding for gt in Louisiana, it needs to be noted that the g/t label for students generates 60% more MFP funds for a district, BUT the district does not have to use those funds for g/t programming. They may choose to spend the money on a reading program for regular education! Also, in response to question #119, the dollar amount is a rough estimate of funding because there is a weighted formula that is different for each district and there are some wealthy districts that receive no MFP funds.
Maryland	61. School systems include a description of their gifted and talented services and goals for the program as part of their Master Plans. The Master Plan shows how a school system will use its state funding to support progress on the ESEA goals.
Michigan	Since I was unable to go back, but I did notice that as I went to next, many times the page did not turn but rather the responses I wrote were now blank. I hope they are all in, otherwise, we will have some incomplete responses. I tried to answer every statement.
Minnesota	48. Student enrollment total for 2005 is not yet available. I've included the estimate for 2006. 7. The MN Dept of Ed divides these responsibilities among several specialists, none of whom are the g & t specialist. When questions asked for an estimate, I generally chose 50% as we have not collected any data on g & t.
Missouri	Questions 71, 72, and 73 - AP, IB, and dual credit courses are not considered gifted services in Missouri and as such are not funded with gifted appropriations. Question 37 - Even though we do not have a statutory mandate. We do have state policies on gifted education because we do provide funding.
Montana	38. Partial funding is for supplemental grant funds, not general funds earmarked for gifted and talented. 55. Survey format forced actual numbers for all but Caucasian students to be unnaturally high. All other racial/ethnic groups are less than 1 percent. 67. Actual: less than 1 percent 105. Actual: less than 1 percent
Nebraska	All of the data is based on the 2003-2004 school year. The data for the 2004-2005 year will not be available until October 15, 2005.

North Carolina	#17 part 5 was difficult to answer because we do have a mandate. Also part 15 was difficult to assess decrease in general funding and its relationship to gifted education. The wording in general was challenging on all. #39 Non-discriminatory testing is not required. However, we recommend and provide professional development on best practices on testing/assessments. # 93/94 Our state only requires add-on AIG licensure if state funding is used to pay salaries. # 111 Clarification was needed on defining emphasis. We have programs for a master's and Ph.D. at the state university levels that are rigorous and challenging that exceed the definition of emphasis. However, I checked yes in #111 so that we could be recognized for advanced degrees in the field of gifted education.
North Dakota	Question #6 is not applicable because we do not have a gifted education office at the state, so NO was checked Question #43 is unknown because this data is not collected
Ohio	4. While 4 individuals have 100% of their time allocated to gifted/talented education, one of our staff is only employed half time; therefore, the total FTE of gifted education staff is 3.5 FTE. 5. These individuals include the supervisor of the gifted education staff and two staff in our finance section who handle unit and identification fund allocation to districts. 9.State provides funding for staff who provide TA within districts and regionally, but these individuals are not employed by the state directly- they are employed by the local districts are regional education service centers. We assumed that "state provide a gifted education professional(s)" implied that these individuals are employed by the state, so we answered no to this question. 13. Gifted education information is included, by state law, in the Local Report Card system in Ohio, but none of the gifted education information is included in the 4 page summary for each district. Gifted data is only available online through the Interactive Local Report Card. 19. Several items in this question are marked as needing less attention because the SEA and individuals from the field are already giving significant attention to the issue. Low need for attention does not imply a lack of value for an item. 27. The state, by law, requires parental permission for testing of individual students for gifted identification. This requirement is implemented at the local level. The state also requires that districts allow parents to refuse/withdraw from gifted services, provide information on identification and services to parents, and maintain a local appeals process for parents who disagree with LEA decisions. 42. Ohio has 7 categories of gifted identification. Each category requires one or two specific items from this list for a student to be identified. 48, 49, 51, 54, & 55 are based on 2003-2004 data; 2004-2005 data will be available in late August 2005. 64. An administrator (gifted coordinator) is required.
Oklahoma	Question 119: The funding formula was modified for school districts by taking out local advelorum (chargeables) before notifying schools of their generated gifted education funds. Question 67: 620 teachers; % of districts unknown Gifted Education in Oregon has received more attention since 2001. A series of public hearings was held in Spring 2004 to bring student, parent, school and district concerns to the Oregon Department of Education and to create recommendations for needed actions. As a result, the responsibility for programs for Talented and Gifted (TAG) Education has been moved from the Office of Student Learning and Partnerships (Special Education) to the Office Educational Improvement and Innovation (Curriculum and Instruction). While budget challenges in Oregon preclude specific funding for TAG, all curriculum specialists are now working to provide differentiated instruction materials and accountability issues are being more fully addressed with student data now collected on the individual student basis (rather than at the district level) and districts must now specifically consider TAG in their Continuous Improvement Plan which will be submitted to Oregon Department of Education.
Oregon	61 and 62 - We have not yet asked LEAs to submit programs for approval (see recent changes, above). There is also no capacity at the SEA to carry this out. 77, 87 and 89 - Our recent High School Reform regulations incorporate significant changes relating to proficiency-based promotion and graduation. The Class of 2008 has embarked on this new system, incorporating a variety of activities and requirements to demonstrate proficiency. Details are still being finalized.
Rhode Island	

South Carolina	Did not know what was meant by cap on funding.
Texas	#115 and #119: A percentage of each district's weighted GT funding is utilized at the state level for funding AP/IB Inectives. The amount shown indicates formula funding to districts; however, some of that amount is held back to fund the incentives which include AP/IB test fees, campus awards for high scores on the exams, and teacher training reimbursements. An additional amount of up to 1.5 million is spent by the SEA on state-wide initiatives such as the Performance Standards Project for GT students and to fund academic competitions such as Mathcounts and Academic Decathlon.
Washington West Virginia	for Questions 69-73 - we do not collect data broken down for each grade level; however, the overall top three delivery methods are 1)part-time grouping 2)advanced subject placement 3)honors/AP The state discretionary funding is available for services for disabilities and gifted at the discretion of the LEA

