

EDUCATION IS NOT THE FILLING OF A PAIL,
BUT THE LIGHTING OF A FIRE.

WILLIAM BUTLER YEATS

STATE^{OF THE} STATES

IN GIFTED EDUCATION



2006-2007

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



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Foreword from the Council of State Directors of Programs for the Gifted

The *State of the States Report* is collaboration between the Council of State Directors of Programs for the Gifted and the National Association for Gifted Children. Recognizing that information and data on gifted programming is necessary to analyze trends and determine decisions, the *State of the States* is intended to be used by professionals to further local, state, and national support in promoting the efforts of gifted programming for advanced learners. With this end in mind we intend to honor the work of all our states, territories, and their directors.

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Foreword from the National Association for Gifted Children

The Council of State Directors of Programs for the Gifted and the National Association for Gifted Children join together biannually to produce this important report. It is the only collection of information available about the state of gifted education nationally, as well as in individual states, and it provides a detailed look at the level and degree of support for gifted students as well as the variability of policies and practices among the states.

The quality of gifted education over the past 30 years has been charted through the efforts of individual states and their ability to develop and implement policies that promote the identification of gifted children, deliver services to them, ensure their teachers are well-trained, and assess how well the programs and services are working. Advocates working at the state level are in a critical position to advance the field of gifted education by continuing to upgrade state policies and practices that improve the climate for the administration of gifted programs at the local level. I am proud that NAGC continues to be a leader in these efforts. Together we can build a strong and vital infrastructure to support gifted and talented students.

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Introduction

The Council of State Directors of Programs for the Gifted and the National Association for Gifted Children (NAGC) are pleased to make available the *State of the States 2006-2007* report on gifted and talented education in the United States.

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, mandate, or funding as a backdrop, the current condition 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.

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 offered to gifted and talented education for the school year 2006-2007.

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 those 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, 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 gifted and talented students who receive 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. We will continue to work with 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.

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 in the 2006-2007 school year. 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 federal No Child Left Behind Act, which does not address the learning needs of above-proficient children, was seen as one of the most negative forces.

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 and within states.

Forty-three states responded to the *State of the States* questionnaire. In examining these responses, the 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.

- 29 states require LEAs to follow the state definition of giftedness
- 21 states require LEAs to use specific criteria to identify gifted students; 37 states offer guidance to LEAs on identification practices
- Only 9 states specifically require LEAs to recognize gifted eligibilities from other LEAs *in the same state*, meaning that families that relocate can have difficulty in obtaining services for their gifted children
- Although 27 states mandate the identification of gifted students and 24 states mandate services for them, only 5 states provide funds to all LEAs by mandate; 10 by discretionary funding based on applications

Limited Service Options

In many states, services to gifted and talented students are limited by district funding, geographic isolation, or other inhibiting factors. Additionally, many state laws and policies leave to districts all decisions about the type of services offered, which can be confusing for families.

- Gifted and talented students in Pre-K-8 receive services most often in the regular classroom
- Only 9 states have policies specifically permitting early entrance to kindergarten; 12 states' policies prohibit early entrance practices
- 11 states have policies that specifically permit acceleration practices
- 31 states specifically permit gifted students to be dually or concurrently enrolled in high school and college; although only 17 states specifically permit dual enrollment for students younger than grade 11
- 15 states specifically permit middle school students to earn high school credit via dual enrollment in high school; 2 states specifically prohibit this practice

However, for gifted and talented students in districts without services, there may be options in their states

- 15 states have statewide residential public high schools for math/science (14), fine and performing arts (8), or the humanities (1)
- 13 states fund a virtual high school
- 19 states fund advanced summer programs, often called "governor's schools"

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 six states required regular classroom teachers to have training in the nature and needs of gifted students despite the fact that these teachers are most often relied upon to meet the diverse educational needs of our most able students.

- Only 4 states require gifted and talented training in initial teacher preparatory programs
- 4 states reported that they required annual staff development hours in gifted education for regular classroom teachers
- 13 states require districts to have an administrator to coordinate gifted and talented services
And, even where districts place gifted students in specialized programs, only 18 states require those teachers to have a certificate or endorsement in gifted education

Inconsistent Reporting & Accountability Measures

Not all states monitor and report on the quality of gifted programs. Often there is limited state agency personnel to handle myriad responsibilities related to advanced learners. The lack of regularly reported information on programs, services, and student performance hinders efforts to monitor state and district commitments to ensuring academic growth in all student populations.

- 25 states report that they monitor or audit LEA programs for gifted and talented students

- Only 8 states require all LEAs to report on the effectiveness of gifted and talented education through state accountability procedures or guidelines. An additional 3 states require reporting only when the LEA applies for funds
- 13 states publish an annual report on gifted and talented education services in the state
- 13 states include gifted and talented indicators on district report cards
- In 16 states, gifted and talented education in the state education agency is a part-time responsibility; 26 states have 1 or more full-time employees at the state education agency

Lack of State Funds

In the absence of federal funding for gifted education services, the success and long-term stability of gifted programs and services are tied to the degree to which states dedicate a reliable funding stream to districts to meet student needs. Unfortunately, the security of this financial support is easily threatened by budgetary fluctuations, which can result in program cut-backs or elimination. This report found that gifted and talented learners in the majority of states are dependent on local rather than state funding to support programs and services to meet their needs.

- 12 states spent more than \$10 million of state funds on gifted and talented education
- 12 states spent less than \$500,000 of state funds on gifted and talented education.
- 39 of 43 survey respondents said lack of funding had a negative impact on the state's ability to provide gifted education

As this report demonstrates, there remains room for improvement in every aspect of the gifted education endeavor: identification procedures, teacher preparation and continuing education, funding, and service options. Although we are making 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.

Methodology

The purpose of this study was to provide a comprehensive picture of the condition of education for gifted children in the United States. As such, our approach was to be inclusive of all the states and U.S. territories by inviting all to participate and providing multiple methods of responding to the research questions.

Invitations to participate in this study were sent to the employee charged with oversight of gifted programs within the state departments of education. In states without a current designated individual, we contacted the state superintendent to request a response. Multiple requests for participation were made between June and September 2007, including by email, fax, and telephone.

After the completion deadline, non-responding states or territories were contacted by telephone and email again to invite their participation.

The survey instrument covered multiple topic areas, including policies, services, funding, and other information about the 2006-2007 school years. The questionnaire was made available online as well as by a hard copy. Respondents could provide their responses online, by fax, or mail.

In all, 43 states participated in the survey, 42 online and one by fax.

Notes on Reading This Report

For the purposes of this report, all areas are referred to as “states.” Three abbreviations frequently employed throughout the report are:

- SEA – State Education Agency
- LEA – Local Education Agency
- GT – Gifted and Talented

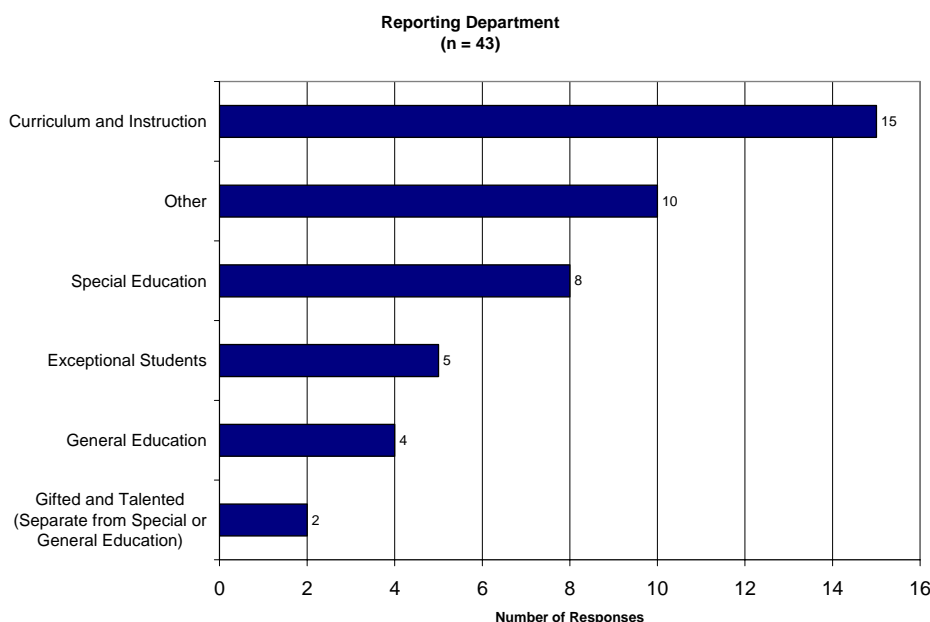
Not all questions in this survey applied to all respondents. In addition, some questions were optional. Therefore, there are blank cells within the tabular data located in the appendix of this report.

Finally, in a study of this type, which includes a small sample size, reporting percentages to question responses can be misleading. Therefore, the actual numbers of states responding to each question are provided and should be considered in the context of the 43 states that responded to the survey.

Summary of Findings

State Education Agencies

SEAs vary widely in how they structure reporting for gifted and talented education and most combine gifted and talented with other educational focus areas. The largest number of states, 15, locate gifted and talented education within curriculum and instruction followed by special education (8), exceptional students (5) and general education (4). Only two states, Arizona and Massachusetts, have a separate section or department for gifted education.

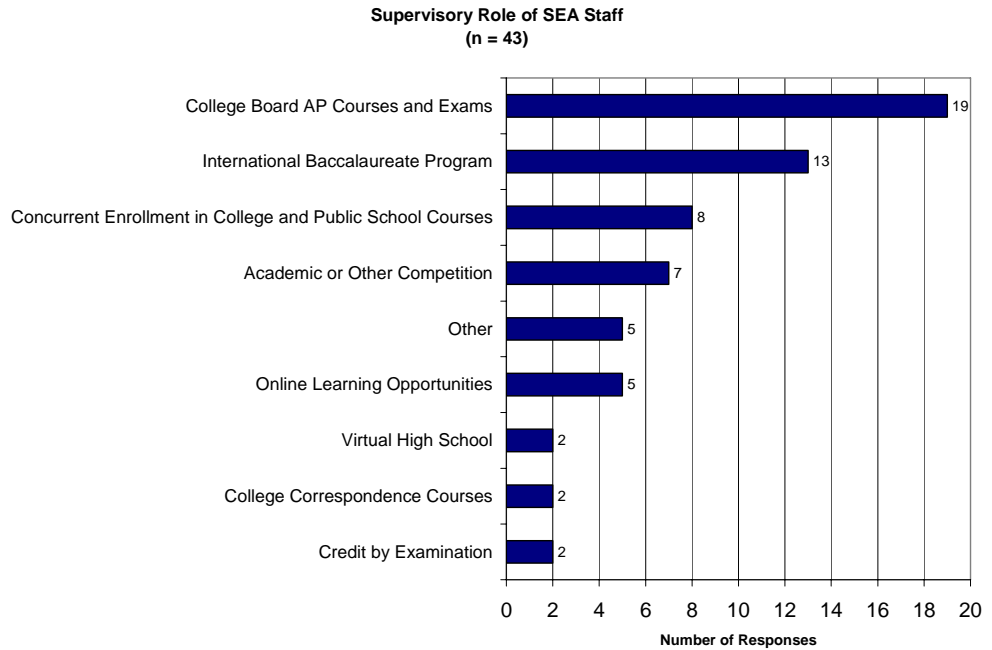


State Agency Personnel

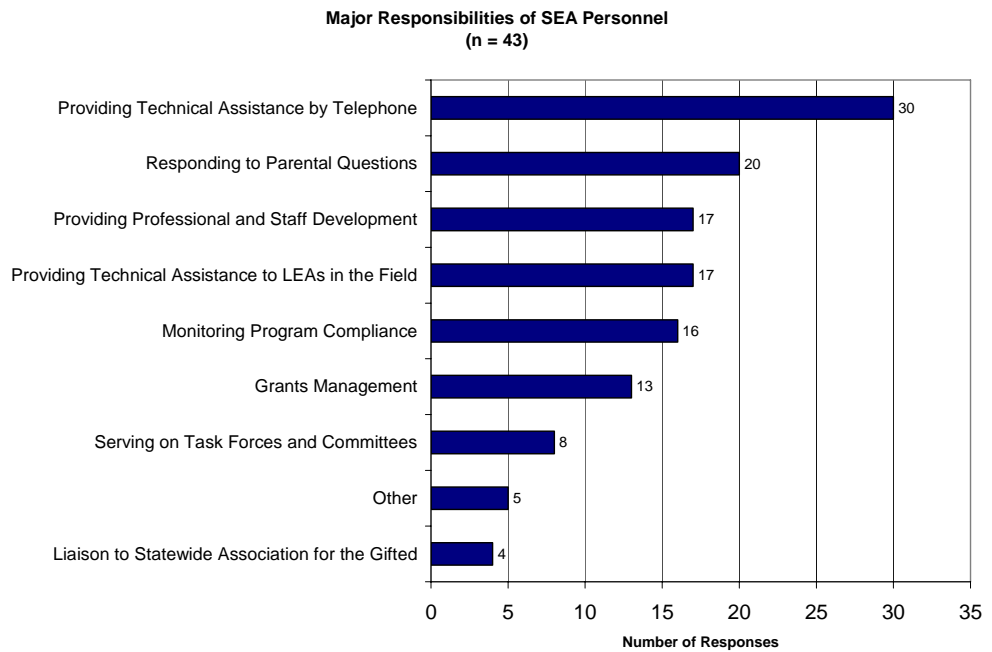
Only 26 of the 43 responding states have at least one full-time SEA person with full-time allocation to gifted and talented education. Fifteen other states have a part-time person with time devoted to gifted and talented education. There was no correlation between the size of a state and the number of staff assigned to these programs.

Of the 43 states responding, 25 of the offices charged with gifted and talented education also have responsibility for some general or other special programs or projects not specifically related to gifted and talented education.

Most often, SEA personnel charged with gifted education are charged with College Board Advanced Placement courses and/or exams (19) and International Baccalaureate programs (13). ([See Table 1.](#))



The most frequently cited, time-consuming activity performed by the SEA designated personnel responsible for gifted education was providing technical assistance by telephone, named in the top three by 30 of the 43 responding states. Other top activities included responding to parental questions (20), providing technical assistance to LEAs in the field (17), providing professional and staff development (17), monitoring program compliance (16) and grants management (13).

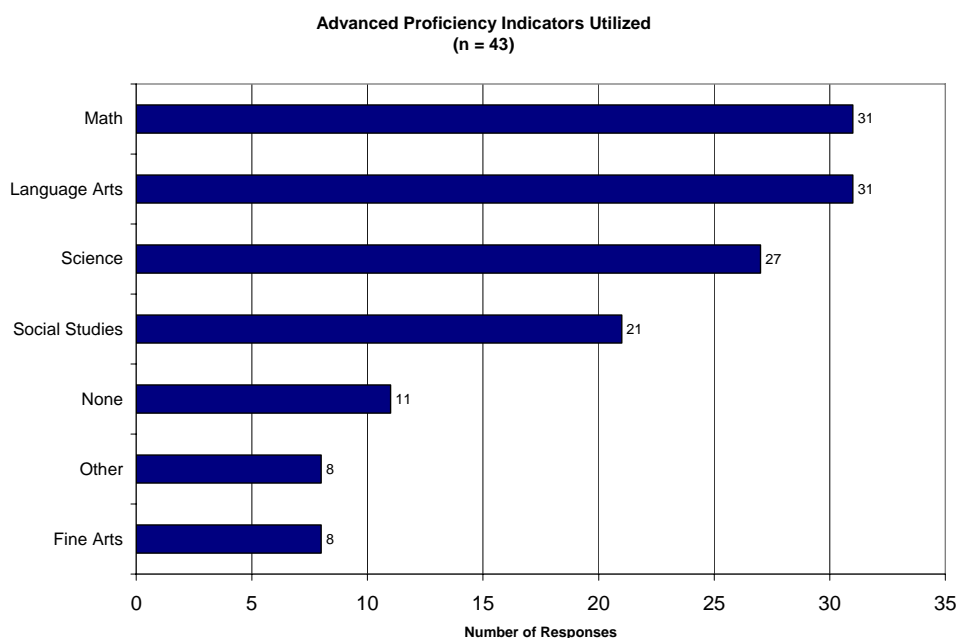


Only nine of the 43 responding states have at least one dedicated staff member other than SEA staff who provide technical support and assistance to school-based educators. ([See Table 2.](#))

SEA Reporting / State Report Card Indicators

Thirty states do not produce a report on the state of gifted education. Only nine of the 43 reporting states publish a separate annual report on gifted and talented services in the state. Four states include gifted and talented services in a larger report. ([See Table 3.](#))

Thirteen of the states have gifted and talented indicators on district report cards. Ten include identified students, six include AP/IB classes, and three include resource teachers in the reported indicators. States utilize advanced proficiency indicators in language arts (31), math (31) science (27), social studies (21) and fine arts (8), among others. Only four of the states' gifted and talented personnel were involved in the development of advanced proficiency indicators. ([See Table 3.](#))



Advisory Committees

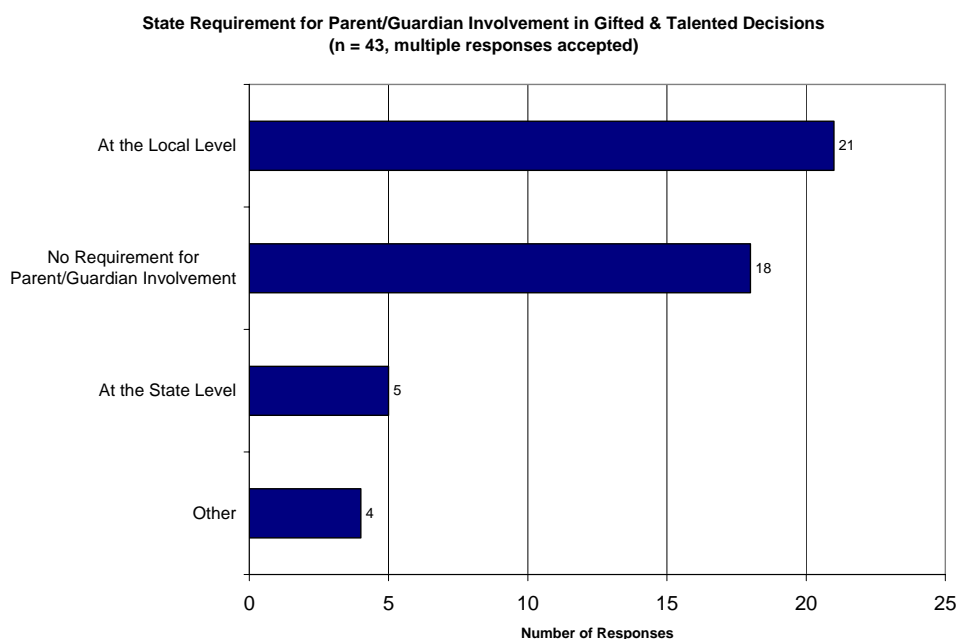
While 15 states have standing advisory committees, only seven states require a standing advisory committee by law. Twenty-three states do not have such committees. In 13 states the standing advisory committee reports to the superintendent/state board of education. In one state the committee reports to the governor and legislature. Meetings of these standing advisory committees are usually held quarterly (10) while some meet less frequently (4).

Only one state (Hawaii) requires an ad-hoc advisory committee by law, although four others have such committees. Ad-hoc committees have varied reporting structures, usually to the gifted and education staff. These ad-hoc committees generally meet as-needed or infrequently. ([See Table 4.](#))

Only six states have produced a written advisory committee report within the last three years. ([See Table 5.](#))

Parental Involvement in Decisions

Of the 43 responding states, 18 do not have requirements for parent/guardian involvement in gifted and talented decisions. Of the states that do, 21 require parent/guardian involvement at the local level. Only five states require parent/guardian involvement at the state level. (See [Table 5](#).)



Positive/Negative Forces on Gifted Education

Respondents in each state were asked to rank the impact of various forces on gifted and talented education. For 12 of the states, the lack of a state mandate was a significant negative force. Other negative forces impacting gifted and talented education were the federal *No Child Left Behind* law, anti-ability grouping sentiment, and lack of compliance and monitoring. For 13 states, a decrease in the general education funding formula had a negative impact.

The forces with the most positive affects on gifted and talented education were professional development initiatives in gifted education, differentiated instruction, focus on needs in science, tech, engineering and math, state accreditation, and compliance/monitoring. For 22 of the states, a state mandate had a positive impact. (See [Tables 6, 7, 8](#).)

Positive and Negative Forces on Gifted & Talented Education (Number of Responses)								
	1 = Negative	2	3	4 = Neutral	5	6	7 = Positive	MEAN
Lack of state mandate	5	3	4	6	0	0	0	2.61 n = 18
No Child Left Behind	7	8	17	6	1	2	2	2.80 n = 43
Anti-ability grouping sentiment	5	4	14	15	0	0	0	3.03 n = 38
Decrease in general education formula	1	2	7	6	0	0	0	3.13 n = 16
Lack of compliance/monitoring	0	5	9	9	1	0	0	3.25 n = 24
State assessments	1	9	12	13	3	3	0	3.41 n = 41
Site-based decision making	1	7	7	18	3	2	0	3.55 n = 38
Change in state funding for education	4	7	2	11	3	3	4	3.79 n = 34
Middle school reform	0	1	6	22	3	3	1	4.11 n = 36
Charter schools	0	2	1	20	5	2	0	4.13 n = 30
Outcome-based education	0	0	2	15	6	2	2	4.52 n = 27
Standards-based education	0	1	5	18	3	10	4	4.68 n = 41
Compliance/monitoring	1	1	0	12	9	4	6	4.91 n = 33
State accreditation	0	0	0	15	3	1	7	5.00 n = 26
Focus on needs in science, tech, engineering & math (STEM)	0	0	1	12	12	9	5	5.13 n = 39
Differentiated instruction	0	0	1	5	14	9	11	5.60 n = 40
State mandate	0	0	0	8	5	3	14	5.77 n = 30
Professional development initiatives in gifted education	0	0	0	7	7	7	15	5.83 n = 36

Areas in Need of Attention

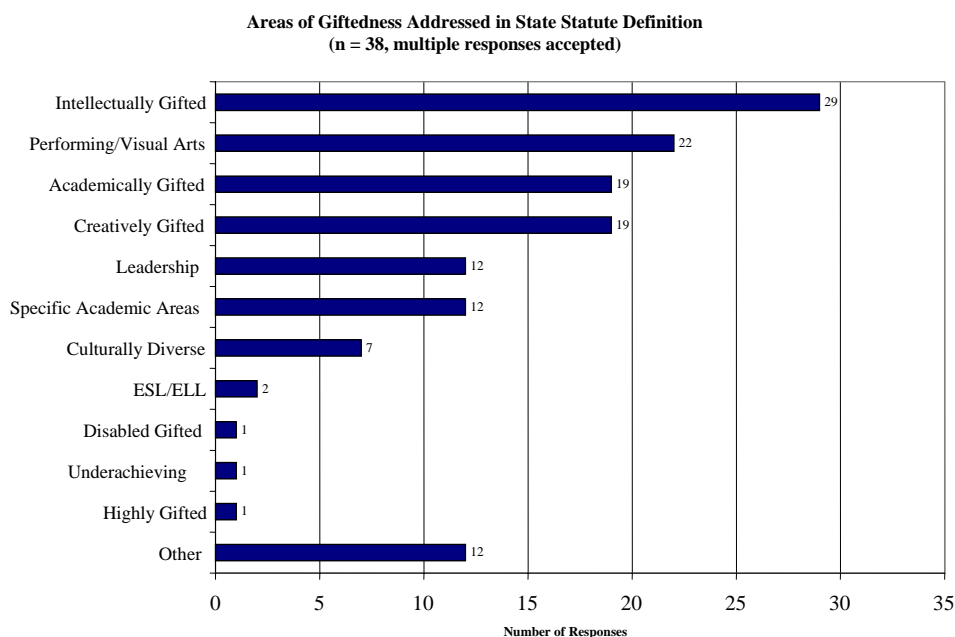
Responding state representatives also were asked to rate a number of issue areas in need of attention in their state. Funding and training emerged as the most pressing issues. Topping the list of needs was professional training for general education teachers to provide gifted/talented instruction, followed by funding for gifted education, appropriate pre-service training at the undergraduate level in education, and funding for professional training in gifted education. Other major areas in need of attention were representation of minority students in gifted education, appropriate evaluation in gifted education, curriculum that differentiates state standards, and a national mandate for gifted education. (See Tables [9](#), [10](#), [11](#).)

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 n = 43
State definition of gifted	13	4	1	17	4	2	2	3.21 n = 43
Teaching standards for licensure/endorsement	5	0	1	15	9	9	4	4.53 n = 43
Graduate level coursework in gifted education	4	2	2	7	9	15	4	4.77 n = 43
Mastery of the disciplines among teachers of the gifted	2	0	0	14	15	7	5	4.88 n = 43
National mandate for gifted education	2	3	0	12	5	6	15	5.16 n = 43
Curriculum that differentiates state standards	2	0	1	6	14	10	10	5.33 n = 43
Appropriate program evaluation in gifted education	0	0	2	12	7	10	12	5.42 n = 43
Representation of minority students in gifted education	1	0	0	1	18	12	11	5.67 n = 43
Assessing academic growth in gifted students	0	0	0	6	12	14	11	5.7 n = 43
Funding for professional training in gifted education	0	0	0	1	14	14	14	5.95 n = 43
Appropriate pre-service training at the undergraduate level in gifted education	1	0	0	1	12	12	17	5.95 n = 43
Funding for gifted education	0	0	0	4	8	12	19	6.07 n = 43
Professional training for general education teachers to provide gifted/talented instruction	0	0	0	3	8	12	20	6.14 n = 43

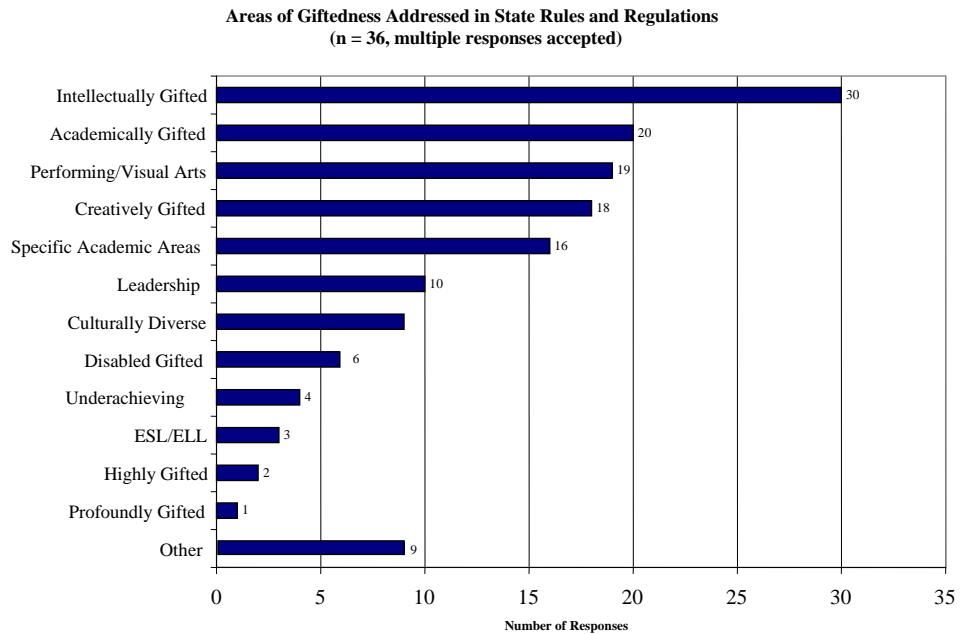
Definition of Giftedness

Thirty-seven of the 42 responding states have a definition of giftedness—27 in state statute and 22 in state rules and regulations. (Some states have definitions in both.) Of those, only 29 of the states require LEAs to follow the definition. ([See Table 12.](#))

The most common area of giftedness addressed in the state definition is intellectually gifted, used by 29 of the states. Other commonly used areas are performing/visual arts (22), creatively gifted (19) and academically gifted (19). Lesser-used categories were specific academic areas (12), leadership (12) and culturally diverse (7). Only one state, California, uses underachieving and the scaleable category of highly gifted. None uses the category of profoundly gifted. Only one state uses disabled gifted—Wisconsin. ([See Table 12.](#))



As in state statute, the area of giftedness most commonly addressed in state rules and regulations is intellectually gifted (30). Other commonly used areas are academically gifted (20), performing/visual arts (19), creatively gifted (18) and specific academic areas (16). Lesser-used categories are leadership (10), culturally diverse (9), disabled gifted (6), underachieving (4), and ESL/ELL (3). Only two states use the scaleable category of highly gifted (California and Missouri) and only one uses profoundly gifted (Missouri). ([See Table 13.](#))



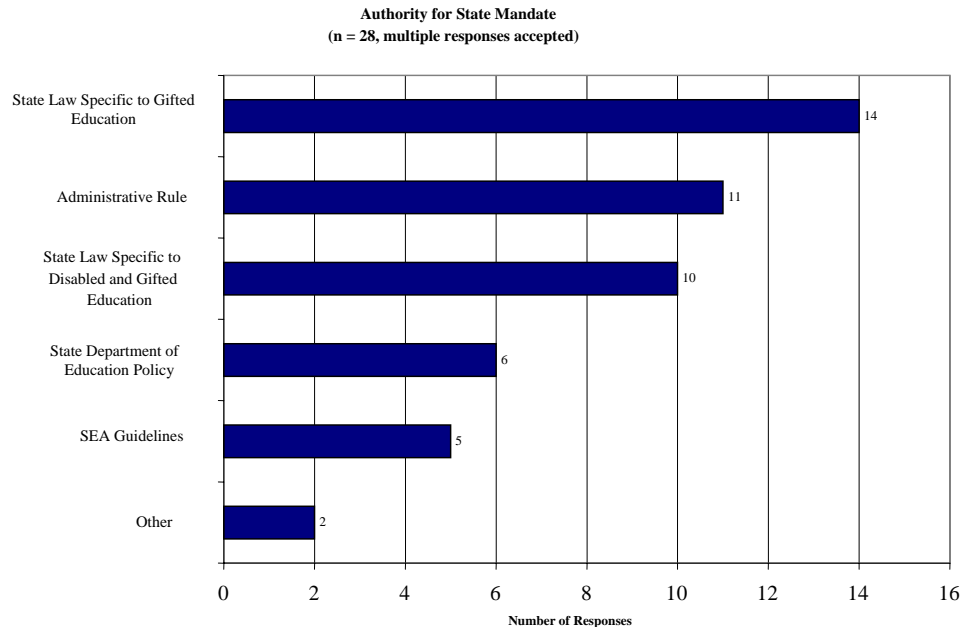
Thirty-five of 37 responding states do not specifically include any culturally diverse group in the state's definition. ([Table 13.](#))

Mandate to Identify and Serve Gifted Students

Twenty-seven of the 43 responding states have a state mandate for gifted and talented education. More states require that gifted students be identified (26) than require that they be served (24). ([See Table 14.](#))

The authority for the state mandate is most commonly through state law specific to gifted education (14), administrative rule (11), or state law specific to disabled and gifted education (10).

Although 27 states mandate identification and/or services for gifted students, not all states provide state funding to meet the mandate. Of the 27 states with a state mandate, only six of those have a mandate with full funding. Fifteen have a mandate with partial funding, and three have a mandate with no funding (no response from three). ([See Table 14.](#))

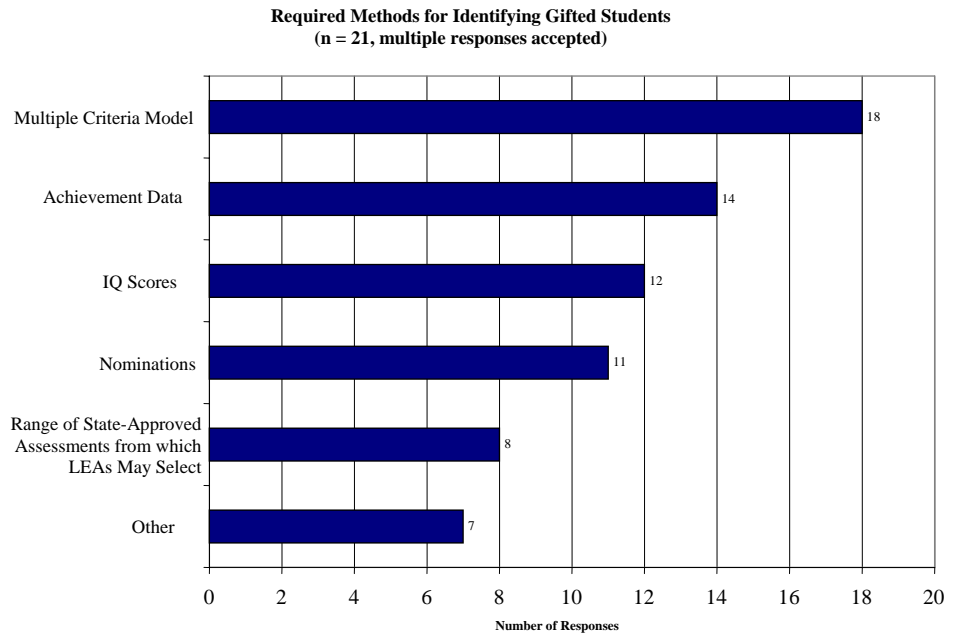


Even in states with a state mandate for gifted education, in many cases important procedures and services are not mandated. For example, nine states do not require individual plans for gifted students. Eight do not require mediation or the least restrictive environment. Six do not require due process or Child Find. Four do not require non-discriminatory testing. Three do not require free appropriate public education. ([See Table 15.](#))

	As Under IDEA	By State Law Different from IDEA	Not Required
Free Appropriate Public Education	8	7	3
Non-discriminatory Testing	7	6	4
Child Find	6	7	6
Due Process	5	10	6
Least Restrictive Environment	4	1	8
Mediation	5	7	8
Individual Plan for Gifted Students	4	9	9

Criteria for Identification

Twenty-one of the 43 responding states require specific criteria/methods to identify gifted students. Eighteen of these use a multiple criteria model to identify gifted students. Other methods used are achievement data (14), IQ scores (12), nominations (11), a range of state-approved assessments from which LEAs may select (8), or other methods (7). ([See Table 16.](#))



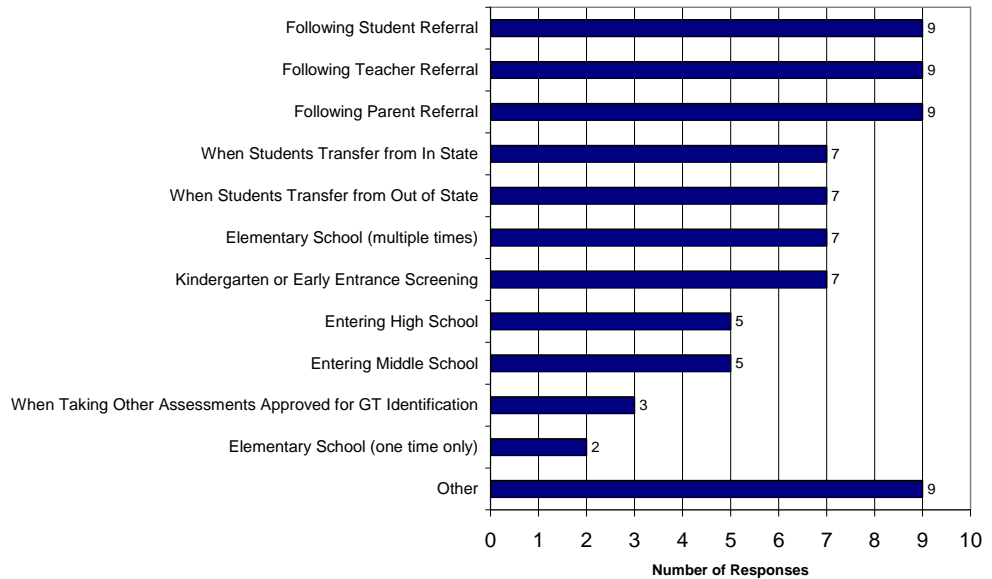
Not all LEAs identify gifted and talented students. Although 16 of 34 states report that all LEAs in their state identify gifted and talented students, the percentage of LEAs identifying gifted and talented students in some states is as low as 1%. Of the 11 states reporting a percentage of LEAs identifying gifted and talented students less than 100%, the median is 75%. Thirty-seven states provide guidance and guidelines for the identification process, but in only 19 states are LEAs required to follow a uniform process. In the 24 states whose LEAs are not required to follow a uniform process, the most common reasons were that the state law does not require it (10) and that there is no state law on identification process. ([See Table 16.](#))

When Students are Identified

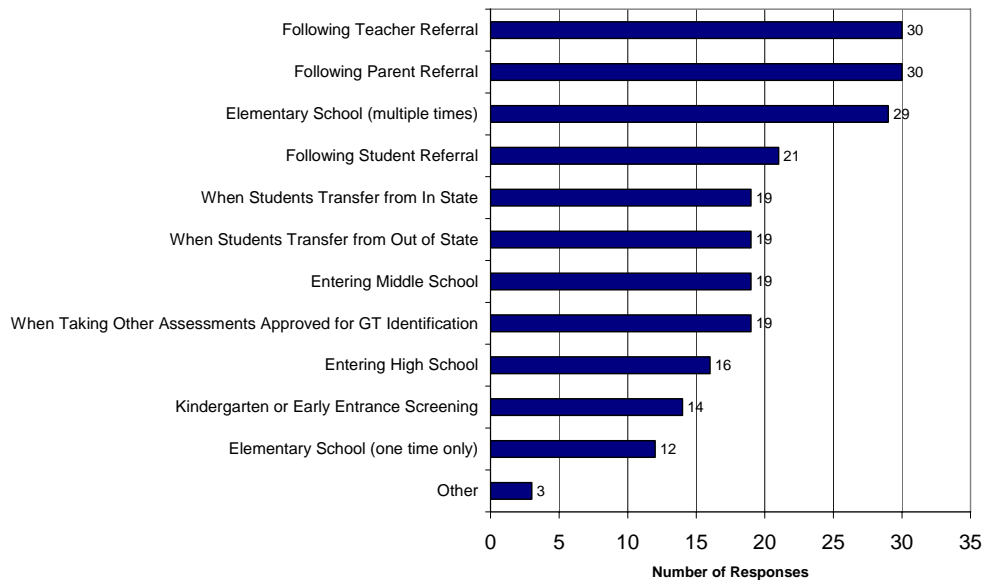
Twenty-seven of the 43 responding states do not mandate the age or interval that gifted and talented students must be identified. In the 16 states that require specific times for identification, the most frequently cited is following parent referral (9), teacher referral (9), or student referral (9).

In all the responding states, the most typical (but not required) time when students are identified as gifted and talented is following parent referral (30), following teacher referral (30), or elementary school (multiple times) (29). ([See Table 17.](#))

**When Students are Identified in States Where Time Is Mandated
(n = 16, multiple responses accepted)**



**When Students are Usually Identified
(n = 43, multiple responses accepted)**



Numbers of Identified Students

Thirteen of the 36 responding states do not collect information on the numbers of students identified as gifted and talented. The percent of students in each state identified as gifted ranges from a low of 1.8% of public school students in Connecticut and West Virginia to a high of 18% of public school students in Kentucky. Most often this data was based on state-collected information (29). ([See Table 18.](#))

Twenty-nine of the 43 states do not collect data on the gender of identified gifted and talented students. In general, females were a slightly higher percentage of students identified as gifted and talented than males, although the range of females ranged from 48% to 54%. The range of males ranged from 46% to 52%.

Twenty-one of the 43 states do not collect data on the cultural identity of the gifted and talented students. Of the states that collect this information, Caucasians represented the majority of students in all but two states—California (45%) and Nebraska (14%). The shifting demographics of the U.S. are reflected in the composition of gifted and talented students and the distribution of cultural groups largely reflects the distribution of those cultural groups within a state. African-American students comprised a high of 17% of the gifted and talented students in South Carolina and a low of 3% in Iowa, Kansas, and Washington. Asian students comprised a high of 18% of gifted and talented students in California and Nebraska and a low of 1% in several states. Hispanic students comprised a high of 33% of gifted and talented students in Texas and a low of 1% or 2% in several states. ([See Table 18.](#))

Not all identified gifted and talented students receive services. In four of 16 states fewer students receive services than have been identified as gifted and talented.

Forty-one of the 43 responding states do not set a cap on the percent of students a district may identify for gifted and talented. The two states that do were Connecticut, which caps at 10%, and Washington, which caps at 3%. ([See Table 18.](#))

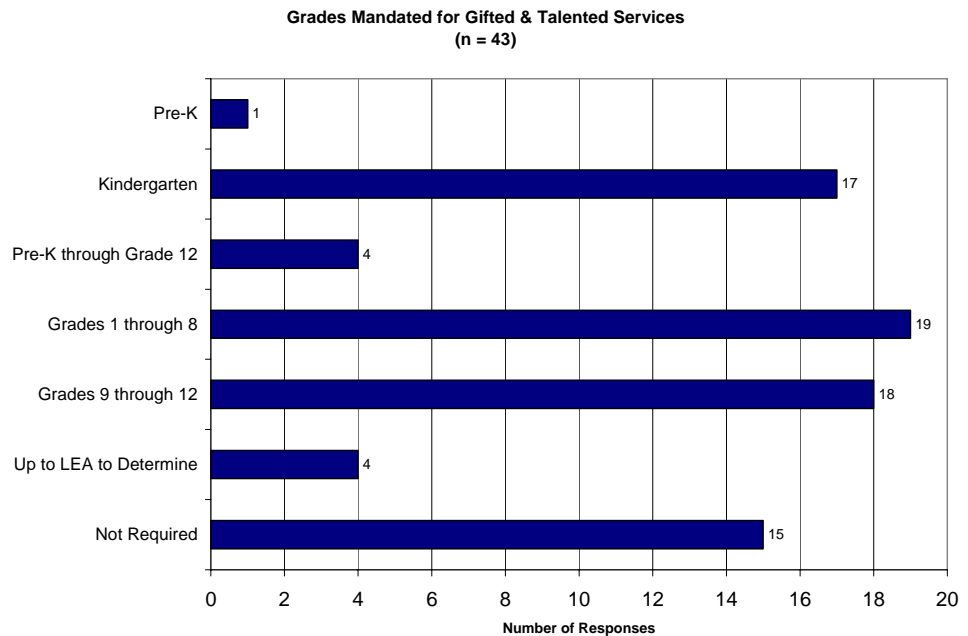
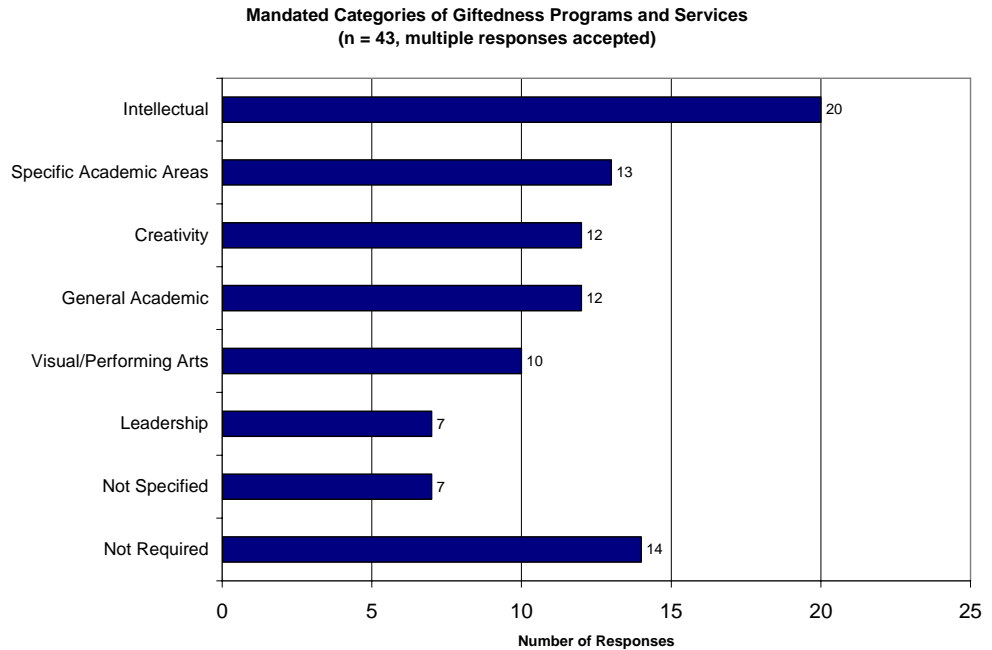
Programs and Services for Gifted Students

Fourteen reporting states do not require specific services for gifted students. Another seven states require services, but do not specify the category of giftedness requiring programs and/or services. Of the 22 remaining states that do specify services, the most frequently cited category of giftedness for which services are required is intellectual. ([See Table 19.](#))

The percentage of gifted and talented students that receive services in each grade is highly variable. Only seven of 17 states that collect this data report that 80% to 100% of gifted and talented students in the state receive services in at least kindergarten through grade 12. Twenty-six of the 43 states do not collect this data. ([See Table 19.](#))

Grades Served

Fifteen reporting states do not mandate the grades in which gifted and talented students are to be served. Of the states that do specify the grades in which programs and services are required, most mandate gifted and talented services in grades 1 through 12, with four reporting that this determination is left to the LEAs. ([See Table 19.](#))

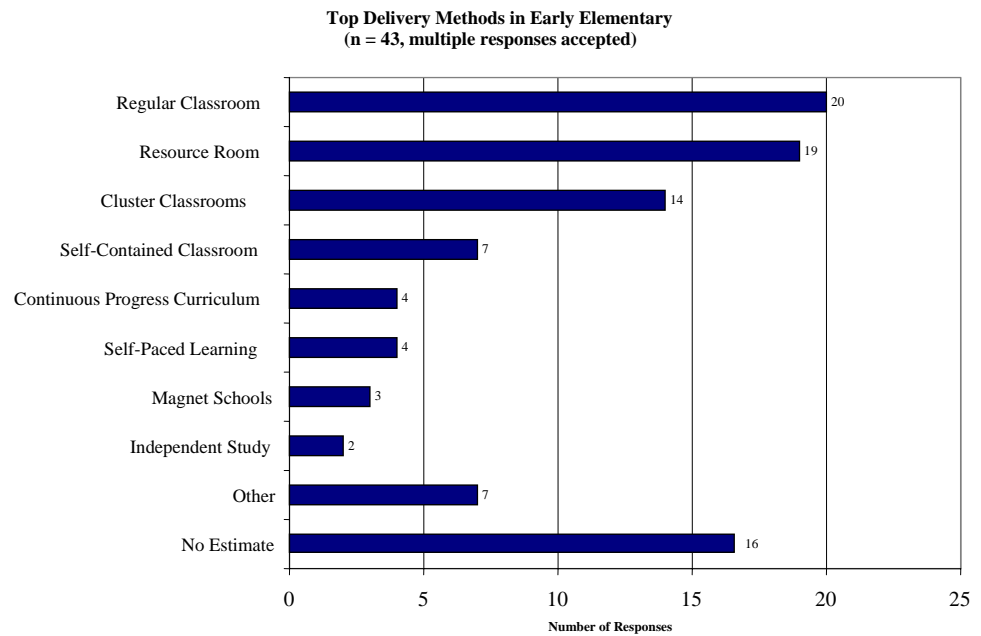
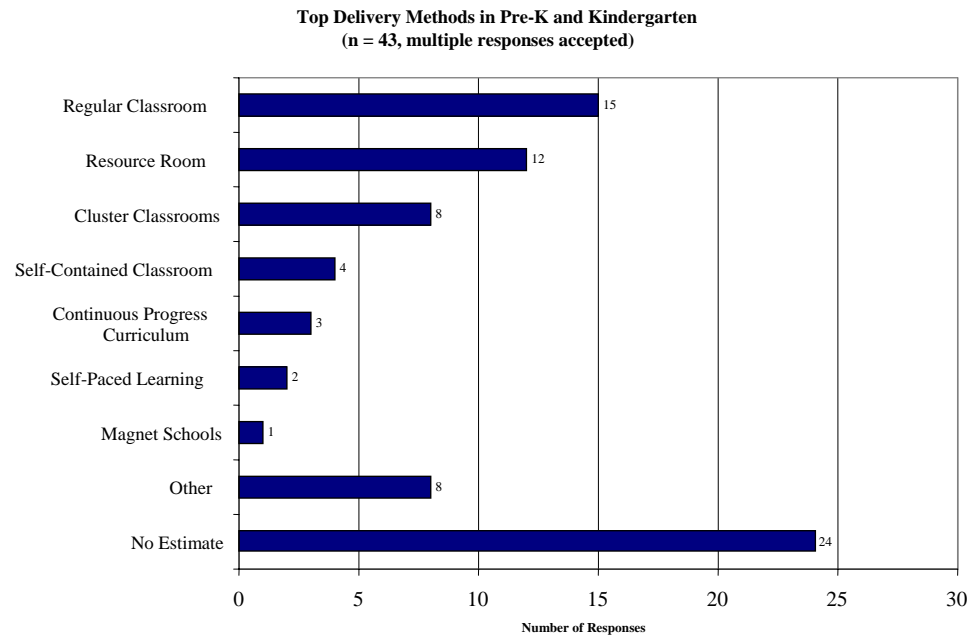


Service Delivery Methods

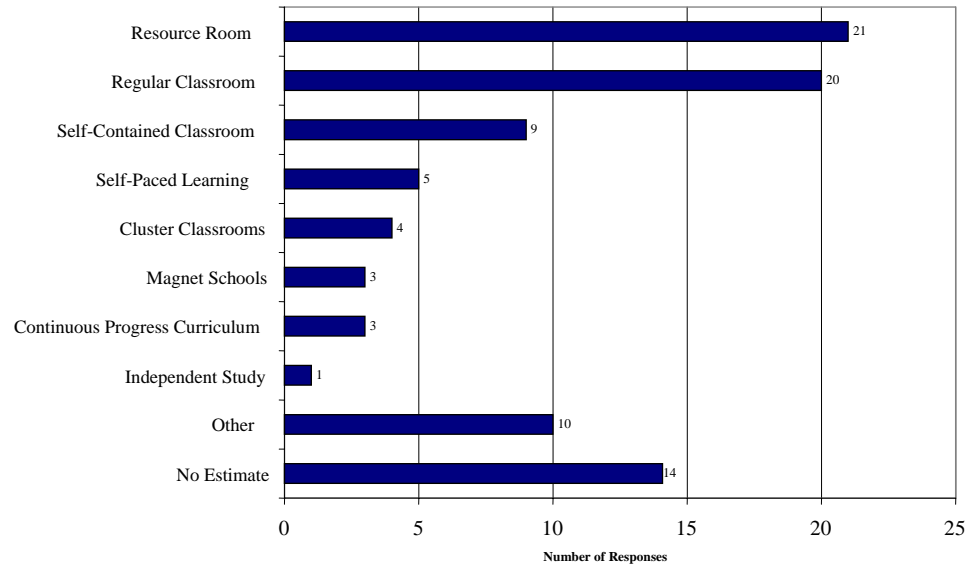
Among the states that could provide estimates, the top delivery methods reported in Pre-K to the upper elementary grades are regular classroom regular classrooms and resource rooms. ([See Table 20.](#))

Within middle school, for the 28 states able to estimate, the top delivery method was the regular classroom. Resource rooms and cluster classrooms were the second most frequent delivery method. Finally, in high school, for the 29 states able to estimate, the top delivery methods are

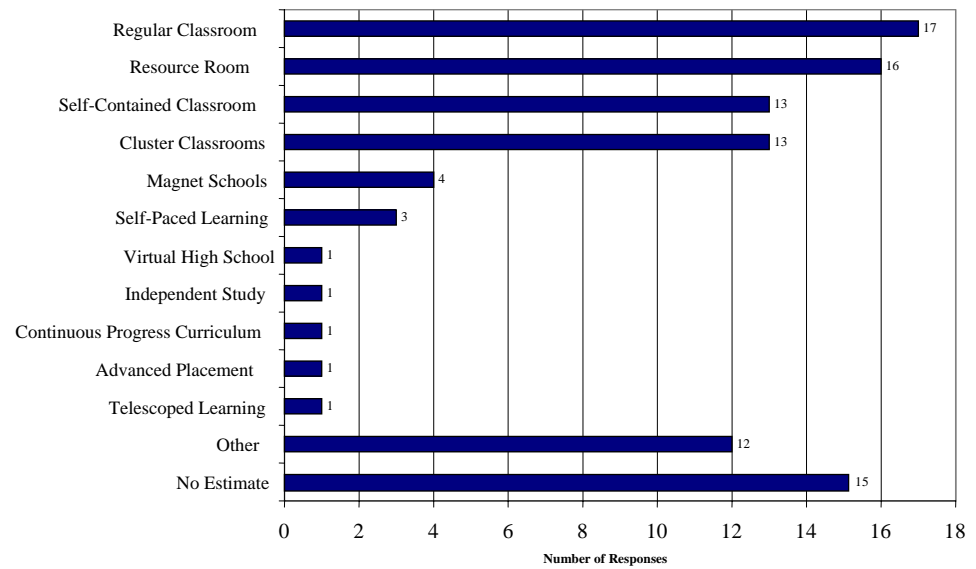
Advanced Placement, dual enrollment in a college or community college, and regular classrooms.
([See Table 20.](#))

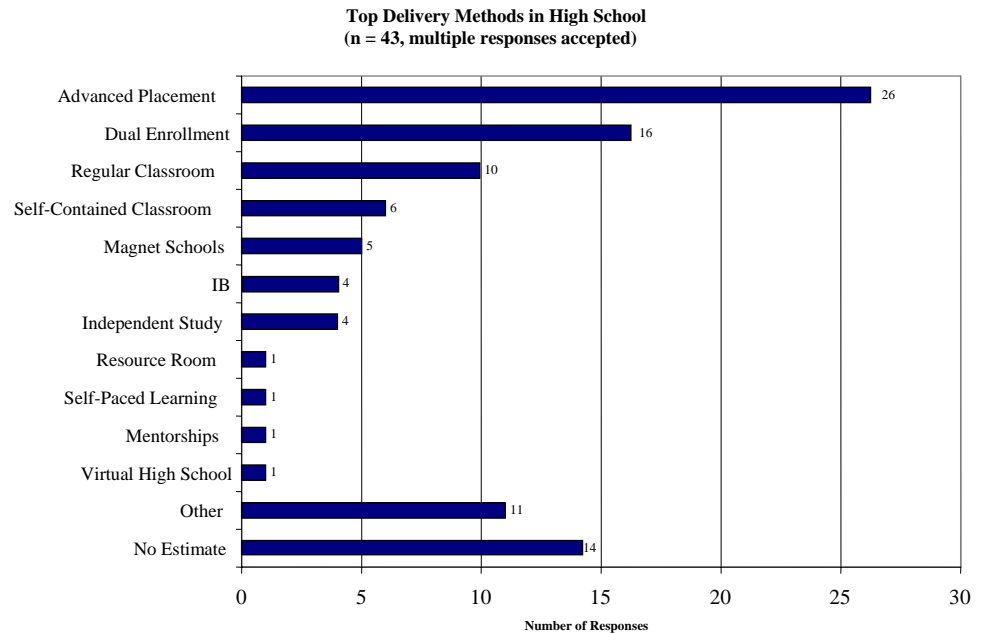


Top Delivery Methods in Upper Elementary
(n = 43, multiple responses accepted)



Top Delivery Methods in Middle School
(n = 43, multiple responses accepted)





Personnel Preparation

Only five of the 43 responding states require gifted and talented training at the pre-service level. Fifteen of the 43 require gifted and talented credentialing through certification or endorsement.

For professionals in specialized programs for gifted and talented, 18 of 42 responding states require them to have certification or endorsement. For most (14) that certification or endorsement is earned through course semester credit hours. ([See Table 23.](#))

Most states (24) do not collect data on the percentage of professionals working with gifted children in specialized programs who have a gifted and talented endorsement. Of those that do collect the data, only five states estimate that 91% to 100% of their teachers in specialized gifted and talented programs have specialized program endorsement or certification—Georgia, Kansas, Missouri, North Dakota, and Ohio. (See [Table 23.](#))

For general education teachers, 37 of the 43 states do not require them to have training in the nature and needs of gifted and talented students. In addition, none of the states collect data on the percentage of general education teachers with three or more course semester credit hours (or equivalent) in gifted and talented education. For the four states that estimated this information, one estimates that only 1% to 10% of teachers have three or more course semester hours or equivalent, two estimate that between 11% and 20% of general education teachers do, and one estimates that 51% to 60% of general education teachers do. Information is also not readily available on the percentage of general education teachers who receive annual staff development in gifted education, although 25 states provided estimates. Most of those estimated that less than 25% of their general education teachers get any staff development to support gifted education. (See [Tables 24](#) and [25.](#))

For teachers who work in specialized programs for the gifted and talented, only seven states require annual staff development hours and eight leave the requirement for these hours to the LEA. Of the seven that do require hours, only two specify the exact number of hours of staff development for teachers of gifted and talented programs, Alabama requires eight hours, Texas requires six. ([See Table 25](#))

None of the 43 states requires specific training in the nature or needs of gifted students for license renewal for veteran teachers, principals, counselors, auxiliary staff, curriculum/instruction directors, or assessment directors. Only three states have written competencies, other than endorsement or certification standards, for teachers of the gifted in specialized programs. ([See Table 26.](#))

Thirty-two of the 43 states have in-state university graduate degree programs that emphasize gifted education. While 31 of these university programs offer a master's degree, only eight offer an Ed.D. degree; 13 offer a Ph.D. ([See Table 26.](#))

Accountability

Only 25 of the 43 responding states have procedures to monitor and audit LEA programs for gifted and talented students. Three monitor and audit only when an LEA applies for funds. In addition, only eight of the responding states require LEAs to report the effectiveness of gifted and talented education through state accountability or guidelines. An additional three states require this when the LEA applies for funds. ([See Table 21.](#))

Of the states that require an accountability report, the most frequently required criteria to include in the report is a combination of student performance and program evaluation (7) although service options (5), teacher training (4), student performance (2), and program performance (1) are used as well as some other options (5).

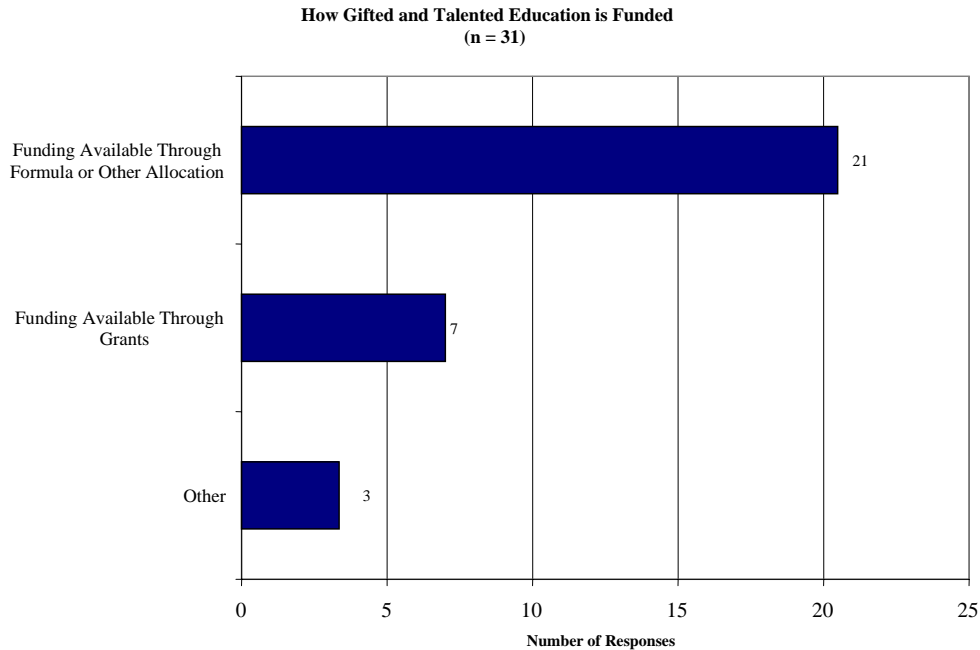
Only 15 of the responding states require school districts to submit gifted education plans to the SEA. Five more require these plans only when an LEA applies for funds. Eleven of the states that require plans also require that they be approved by the SEA, while four do not. Components included in the district gifted and talented plans to be approved by the state include identification (14), programming (14), evaluation (12), teacher training (12), funding (8), and other measures (9). ([See Table 21.](#))

Required Personnel at the District Level

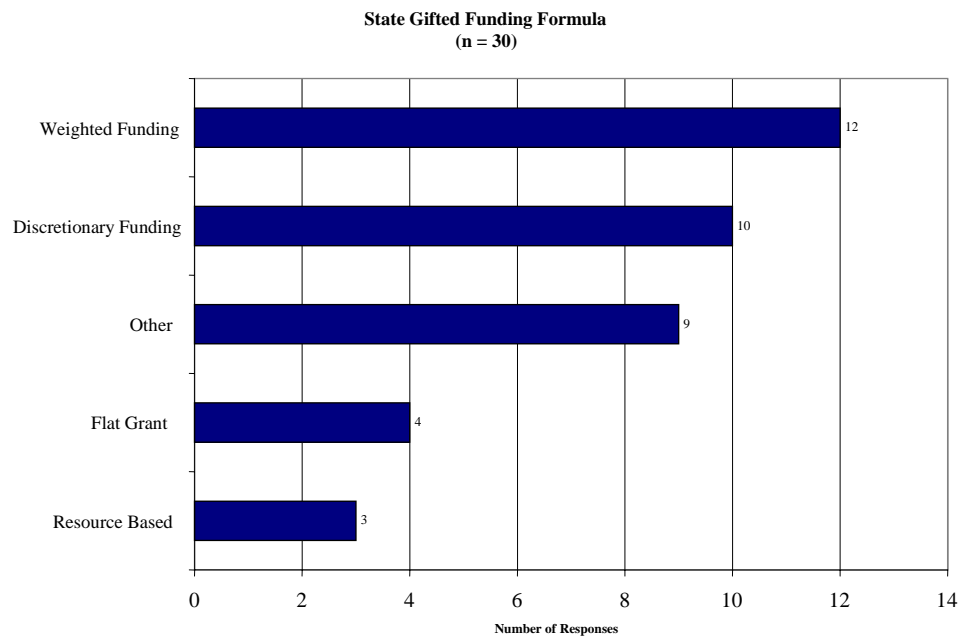
Only 13 of the 43 responding states require a gifted education administrator and none require that the administrator position be full-time. Of the 13 that required a gifted and talented administrator, three require that the administrator have gifted and talented training. In fact, very few of the LEAs are estimated to have a full-time gifted and talented administrator. States with the highest percent of LEAs with full-time gifted and talented administrators are California (50%), Louisiana (25%), Maryland (33%), South Carolina (20%), and Texas (25%). ([See Table 22.](#))

Funding for Gifted and Talented Education

Thirty-one of the 43 states responding to the survey reported that the states fund some activities related to gifted and talented education. For 21 of the 43 states, those funds are available from the state through a formula or other allocation. For seven, the funding for gifted and talented education is available through grants. ([See Table 27.](#))



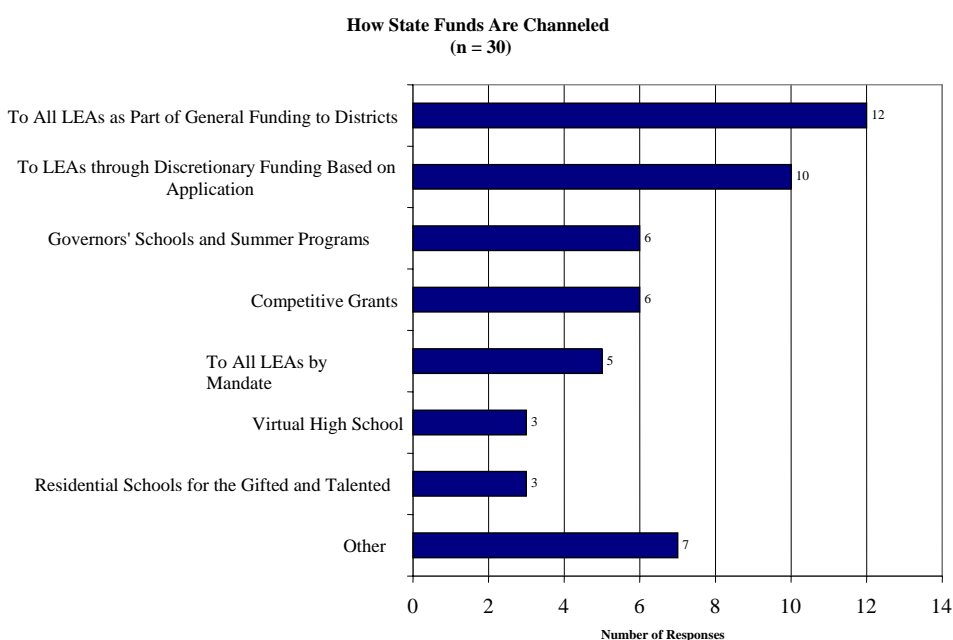
The most common funding formula, used by 12 states, was weighted funding, in which state aid is allocated on a per-student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure. Ten states use a discretionary funding formula, in which districts apply for state funds and send a plan for how funds will be used. Four states use a flat grant formula, in which a state provides a specific amount per student, with all districts receiving the same amount. Three states use a resource-based funding formula, in which funding is figured based on the specific education resources, such as staff or classroom units. Finally, nine states use other funding formulas. It should be noted that six of the states use a combination of these funding formulas. ([See Table 27.](#))



Sixteen of the 31 states that allocate funds specifically for gifted education place a cap on state funds. The basis for the cap is highly variable. While four states place the cap based on the percent of average daily attendance, other states base the cap on the percent of grant funding and allocations, identified students, teacher units, state legislature allocation, available funds, or preset grant amounts based on the funding formula. ([See Table 27.](#))

Where the Funds Go

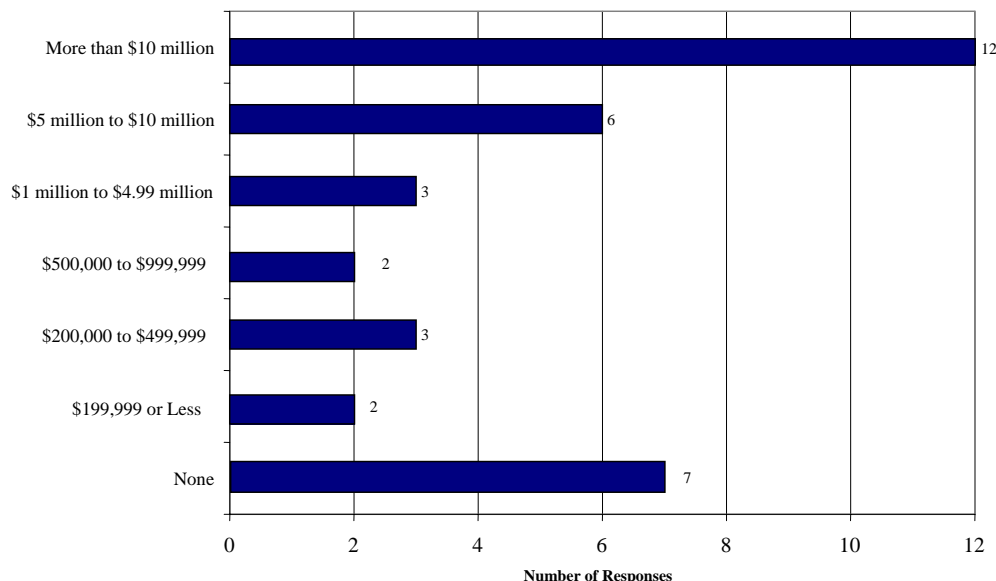
Twelve of the responding states reported that state funds for gifted and talented education are channeled to all LEAs as part of general funding to districts. Ten channel funds through discretionary funding based on application. Others channel funds with competitive grants (6), funding governors' schools and summer programs (6), to LEAs by mandate (5), through residential schools for the gifted and talented (3), through a virtual high school (3) or other means (7). ([See Table 28.](#))



Funding Levels

Funding from the states for gifted and talented education had no apparent correlation with state size or population and ranged from zero to as high as \$197 million in Georgia in the 2006-2007 school year. For the 35 reporting states, nearly one-third invest more than \$10 million in state funding for gifted and talented students while just over one-third spend less than \$1 million. Between the 2004-05 and 2006-07 school years, funding levels were up in 19 states, remained the same in 12 (six of which remained at \$0) and were down in four states. Increases in funding were, overall, modest. ([See Table 28.](#))

State Funding for Gifted and Talented in the 2006-2007 School Year
(n = 35)



Related Policies and Practices

The intent of this section of the survey is to show which states have education policies in areas known to have an impact on gifted students. The survey responses generally allow for one of four responses: (1) the state has a specific policy permitting a practice; (2) the state has a specific policy prohibiting a practice; (3) the state policy specifically assigns the decision making authority for a practice to the LEAs; or (4) the state has no policy on the practice, leaving the decision making up to the LEA.

The states vary significantly on the state-level policies that affect the classroom experiences of gifted and talented students. For example, only 11 states have a specific state policy that permits acceleration strategies; 32 others leave that determination to the LEAs, either by specific state policy (7), or by default (25). ([See Table 29.](#))

Support services such as social-emotional support, academic guidance and counseling as well as a specific amount of contact time (e.g., amount of time in a gifted program per day or week) for gifted students, are largely left to the LEA to determine. Similarly, LEAs determine whether they will recognize gifted eligibilities from another state (35) or even from another LEA in the same state (34). ([See Table 32.](#))

Early Entrance / Exit

For most states, children must be age five by September of the school year. For the youngest learners, nine states have policies that specifically permit early entrance to kindergarten. Eight states leave the determination to the LEA and 14 have no state policy, leaving it up to the LEA to determine. Twelve states specifically do not permit early entrance to kindergarten.

For the older gifted student, there are fewer options spelled out in state policies. Twenty-six states do not offer an alternate high school diploma or certificate for students without sufficient units for a regular high school diploma. Sixteen states have no policy on alternate diplomas, so it

is up to the LEA to determine. One state has policy specifically leaving this policy to the LEA. For most states the minimum age to obtain a GED is age 16. ([See Table 29.](#))

Dual/Concurrent Enrollment

Most states do, however, have policies that allow dual or concurrent enrollment in a community college, college or university (31), while seven leave this determination to the LEA and five have no specific state policy, so it is up to the LEA to determine. While 16 states leave it to the LEA to determine at what age a student can begin dual enrollment, others specifically identify an age or grade. Most common is grades 11 or 12 (22 and 19 states, respectively). Eight states allow students as young as grade nine to begin dual enrollment. (See [Tables 29](#) and [30.](#))

	State Policy Permits	State Policy Does Not Permit	State Policy Leaves to LEA to Determine	No State Policy; Up to LEA to Determine
Acceleration Policy	11	0	7	25
Early Entrance to Kindergarten	9	12	8	14
Alternate High School Diploma	0	26	1	16
Dual or Concurrent Enrollment in Community College, College or University	31	0	7	5
High School Credit for Courses Completed at a Community College, College or University	29	0	10	9
Middle School Students Permitted Dual/Concurrent Enrollment in High School	9	5	12	17
Middle School Students Receive Credit Toward High School Graduation for Dual/Concurrent Courses	15	2	13	7
Proficiency-Based Promotions for Gifted & Talented Students	13	8	10	11
State Allows Credit Toward High School for Demonstrated Proficiency	11	2	11	8
Social-Emotional Support Part of Service Delivery	5	2	15	21
Academic Guidance and Counseling Part of Service Delivery	4	2	15	22
Contact Time Part of Service Delivery	6	2	12	23
State Policy Recognizes Gifted Eligibilities from Other States	2	6	10	25
State Policy Requiring LEAs to Recognize Gifted Eligibilities from LEAs in the Same State	9	0	10	24

Twenty-three states permit high school credit for courses completed at a community college, college or university, while 10 states leave this policy to the LEA and nine states have no policy, so it is up to the LEA to determine. Funding for this type of dual enrollment is highly varied, but in most cases is a combination of funding by the LEA and the parent or guardian. ([See Table 30.](#))

Only nine states permit middle school students to be dually or concurrently enrolled in high school; five states specifically prohibit this concurrent/dual enrollment. Twelve states leave this determination to the LEA and 17 have no state policy, so it is up to the LEA to determine.

Fifteen states allow middle school students to receive credit toward high school graduation courses for dual/concurrently enrolled courses and two specifically prohibit this. Thirteen states leave this determination to the LEA and seven have no state policy, so it is up to the LEA to determine. ([See Table 30.](#))

Proficiency-Based Promotion

Thirteen states have policies that specifically permit proficiency-based promotion for gifted and talented students, while eight states do not permit these types of promotions. The remaining states have no state policy or the decision is left to the LEA. For states that allow proficiency-based promotions or leave it to the LEA, most (29) leave the determination to the LEA about how a student demonstrates proficiency. ([See Table 31.](#))

Similarly, most states (29) leave it to the LEA to determine service options for students demonstrating proficiency. Common options for accommodations are grade/course advancement (15), dual/concurrent enrollment (15), individualized instruction (13) and independent study (13).

Eleven states permit students to receive high school credit for demonstrated proficiency, while two states do not. The remaining states leave this determination to the LEA by policy or by default. ([See Table 31.](#))

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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	http://arizonagifted.org/
Arkansans for Gifted & Talented Education	http://www.agate-arkansas.org/
California Association for the Gifted	http://www.cagifted.org
Colorado Association for Gifted & Talented	http://www.coloradogifted.org
Connecticut Association for the Gifted	http://www.ctgifted.org
Florida Association for the Gifted	http://www.flagifted.org
Florida Gifted Network	http://www.floridagiftednet.org
Georgia Association for Gifted Children	http://www.gagc.org/
Hawaii Gifted Association	http://www.higifted.org/
Idaho – The Association for the Gifted	http://www.itag-sage.org
Illinois Association for Gifted Children	http://www.iagcgifted.org
Indiana Association for the Gifted	http://www.iag-online.org
Iowa Talented & Gifted Association	http://www.iowatag.org
Kansas Association for the Gifted, Talented & Creative	http://www.kgtc.org
Kentucky Association for Gifted Education	http://www.wku.edu/kage
Association for Gifted & Talented Students of Louisiana	http://www.agtslouisiana.org/
Maine Educators of the Gifted & Talented	http://www.MEGAT.org
Massachusetts Association for Gifted Education	http://www.massgifted.org
Michigan Alliance for Gifted Education	http://www.migiftedchild.org
Minnesota Council for the Gifted & Talented	http://www.mcgt.net
Minnesota Educators of Gifted and Talented	http://www.megt.org
Mississippi Association for Gifted Children	http://www.muw.edu/magc/index.htm
Gifted Association of Missouri	http://www.mogam.org
Montana Association for Gifted & Talented Education	http://www.mtagate.org/
Nebraska Association for the Gifted	http://www.nebraskagifted.org
Nevada Association for the Gifted & Talented	http://www.nevadagt.org
New Hampshire Association for Gifted Education	http://www.nhage.org
New Jersey Association for Gifted Children	http://www.njagc.org
AGATE-NY	http://www.agateny.org
NC Association for the Gifted & Talented	http://www.ncagt.org
Ohio Association for Gifted Children	http://www.oagc.com
Oklahoma Association of Gifted, Creative, & Talented	http://www.oagct.org
Oregon Association for Talented & Gifted	http://www.oatag.org
Pennsylvania Association for Gifted Education	http://www.penngifted.org
Rhode Island Advocates for Gifted Education	http://www.riage.org
South Carolina Consortium for Gifted Education	http://www.scgifted.org
South Dakota Association for Gifted Children	http://www.sd-agc.org
Tennessee Association for the Gifted	http://www.tag-tenn.org
Texas Association for the Gifted and Talented	http://www.txgifted.org

Utah Association for Gifted Children	http://www.uagc.org
Vermont Council for Gifted Education	http://www.vcge.org/
Virginia Association for the Gifted	http://www.vagifted.org
Washington Association of Educ of the Talented & Gifted	http://www.waetag.net
West Virginia Association for Gifted & Talented	http://www.wvgifted.org
Wisconsin Association for Talented & Gifted	http://www.watg.org

Questionnaire

2007 STATE OF THE STATES Gifted Education State Survey

This survey is the only comprehensive survey conducted of gifted and talented programs and services across the country. The information collected is used to inform the public, gifted education advocates and key decision makers on the "state" of gifted education in the U.S. NAGC thanks you for your assistance in developing the report.

Salutation

- ☐ Mr.
- ☐ Ms.
- ☐ Mrs.
- ☐ Miss
- ☐ Dr.
- ☐ Other (Please specify.) _____

First Name

Last Name

Title

Department

Mailing Address

Street Address (if different)

City

State

ZIP Code

Telephone

State Department Website

URL

E-mail

Fax

1. Were you the primary contact for gifted education in your SEA in 2006-2007

- ☐ Yes
- ☐ No

2. Does your state have a state gifted education advocacy group (e.g., an NAGC affiliate)?

- ☐ Yes
- ☐ No

3. Please provide the contact information for gifted education advocacy groups in your state in 2006-2007.

STATE EDUCATION AGENCY

4. 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.) _____

5. How many designated SEA personnel have 100% of their time allocated to gifted/talented education? (Enter a number.) _____

6. How many designated SEA personnel (non-support personnel and not upper management with oversight responsibility) have partial responsibility for gifted/talented education? (Enter a number.) _____

7. 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

8. Does the office for gifted education in the SEA have a supervisory role in any of the following programs? (Check all that apply.)

- ☐ 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
- ☐ None of the above
- ☐ Other (Please specify.) _____

9. What are the three activities performed by the SEA designated personnel responsible for gifted education that consume the greatest amount of time? (Please rank 1, 2 and 3. You must use all three numbers.)

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

10. 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 Q14)

11. Is data collected on the number of gifted education professionals, separate from the SEA staff, there are in the state?

- ☐ No, data not collected
- ☐ Yes, data is collected

12. How many gifted education professionals, separate from the SEA staff, are there in the state?

13. Where do these professionals deliver services? (Check all that apply.)

- ☐ Regionally
- ☐ District level
- ☐ School building level

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

- ☐ Yes
- ☐ No
- ☐ Yes, as a percentage of a larger report
(Please specify percent.) _____

15. 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 Q17)

16. What are the specific gifted and talented indicators reported on district report cards in your state? (Check all that apply.)

- ☐ Not specified
- ☐ Identified students
- ☐ Cluster classrooms
- ☐ AP/IB classes
- ☐ Resources teachers
- ☐ Mentor programs
- ☐ Other (Please specify.) _____

17. In what areas does your state utilize advanced proficiency indicators? (Check all that apply.)

- ☐ None (skip to Q19)
- ☐ Language arts
- ☐ Math
- ☐ Science
- ☐ Social studies
- ☐ Fine arts

☐ Other (Please specify.) _____

18. Was the gifted and talented office involved in the development of these indicators?

☐ Yes

☐ No

19. 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?

	1 = Negative	2	3	4 = Neutral	5	6	7 = Positive	Not Applicable
Middle school reform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change in state funding for education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standards-based education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State mandate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of state mandate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No Child Left Behind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional development initiatives in gifted education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State Accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outcome-based education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Site-based decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anti-ability grouping sentiment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change in state funding for gifted education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compliance/monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of compliance/monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decrease in general education formula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiated Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus on needs in science, tech, engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Negative	2	3	4 = Neutral	5	6	7 = Positive	Not Applicable
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& math (STEM)

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

21. 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.

	1 = Least in Need of Attention	2	3	4 = Neutral	5	6	7 = Most in Need of Attention
Representation of minority students in gifted education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding for gifted education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding for professional training in gifted education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery of the disciplines among teachers of the gifted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National mandate for gifted education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate program evaluation in gifted education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate pre-service training at the undergraduate level in gifted education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional training for general education teachers to provide gifted/talented instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing academic growth in gifted students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching standards for licensure/endorsement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 = Least in Need of Attention	2	3	4 = Neutral	5	6	7 = Most in Need of Attention
Graduate level coursework in gifted education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum that differentiates state standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State definition of gifted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. What other areas are in greatest need of attention in order for gifted education services to be optimal in your state?

23. With what state advisory committee(s) does the SEA gifted education personnel work?

- ☐ Standing advisory committee
☐ Ad-hoc advisory committee
☐ Not applicable (skip to 31)

24. Is the gifted education advisory committee(s) required by state law, regulation or policy?

	Yes, required by state law, regulation or policy	No, not required by state law, regulation or policy	Not Applicable
Standing advisory committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ad-hoc advisory committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. To whom do(es) the advisory committee(s) for gifted and talented education report? (Check all that apply.)

	Governor	Legislature	State superintendent/state board of education	Other	Not Applicable
Standing advisory committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ad-hoc advisory committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. (for "other" in Q25 only) To whom does the advisory committee report?

27. How often do(es) the state advisory committee(s) for gifted and talented education meet?

Monthly	Bi-Monthly	Quarterly	Annually	Other	Not
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	Applicable					
Standing advisory committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ad-hoc advisory committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. (for "other" in Q27 only) How often does the state advisory committee(s) for gifted and talented education meet?

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

- ☐ Not applicable
☐ Yes
☐ No (skip to Q31)

30. What is the title(s) of this report(s) and how can it be accessed?

31. 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

32. Does your state have a definition of gifted/talented? (Check all that apply.)

- ☐ No definition (skip to Q38)
☐ Yes, in state statute
☐ Yes, in state rules & regulations
☐ Yes, in other (Please specify.) _____

33. What areas of giftedness are specifically addressed in your state statute definition of gifted/talented? (Check all that apply.)

- ☐ Not applicable
☐ Intellectually Gifted
☐ Academically Gifted
☐ Specific academic areas
☐ Leadership
☐ Performing/Visual Arts
☐ Creatively Gifted
☐ Highly Gifted
☐ Profoundly Gifted
☐ Underachieving
☐ Vo-Tech
☐ Geographically isolated/rural
☐ Culturally Diverse
☐ Disabled Gifted
☐ ESL / ELL
☐ Other (Please specify.) _____

34. What areas of giftedness are specifically addressed in your state rules and regulations' definition of gifted/talented? (Check all that apply.)

- ☐ Not applicable
- ☐ Intellectually Gifted
- ☐ Academically Gifted
- ☐ Specific academic areas
- ☐ Leadership
- ☐ Performing/Visual Arts
- ☐ Creatively Gifted
- ☐ Highly Gifted
- ☐ Profoundly Gifted
- ☐ Underachieving
- ☐ Vo-Tech
- ☐ Geographically isolated/rural
- ☐ Culturally Diverse
- ☐ Disabled Gifted
- ☐ ESL / ELL
- ☐ Other (Please specify.) _____

35. Which culturally diverse groups are included in your state's definition? (Check all that apply.)

- ☐ No groups specifically included
- ☐ Native American
- ☐ Hispanic
- ☐ Asian
- ☐ African American
- ☐ Other (Please specify.) _____

36. Are LEAs required to follow the state definition?

- ☐ Yes
- ☐ No

37. What is the citation in the state statute/regulations for the state definition?

MANDATE FOR IDENTIFICATION AND GIFTED AND TALENTED SERVICES

38. Does your state have a mandate for gifted and talented education?

- ☐ Yes
- ☐ No (skip to Q45)

39. What areas are included in your state mandate? (Check all that apply.)

- ☐ Not specified
- ☐ Identification
- ☐ Services
- ☐ Other (Please specify.) _____

40. Where is the authority for the state mandate? (Check all that apply.)

- ☐ Not specified (skip to Q42)
- ☐ State law specific to gifted education
- ☐ State law specific to disabled and gifted education

- ☐ Administrative rule
☐ SEA guidelines
☐ State Department of Education policy
☐ Other (Please specify.) _____

41. What is the citation in the state statute, regulation, or rules that governs gifted education policies in your state?

42. Is the mandate funded in your state?

- ☐ Not applicable
☐ Mandated with full funding
☐ Mandated with partial funding
☐ Mandated with no funding

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

Strategy	As under IDEA	By state disability education law	Not Required	Not Applicable
Free appropriate public education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Find	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual Plan for gifted students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Least restrictive environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-discriminatory testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mediation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Due process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Related services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Note: Q44 is only for those who select "As Under IDEA or By State Disability Education Law" in related services in Q43.)

44. Please describe the related services.

IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

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

- ☐ Yes
☐ No (skip to Q47)

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

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

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

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

- ☐ Yes
- ☐ No (skip to Q50)

49. When are students required to be identified for gifted programming in your state? (Check all that apply.)

- ☐ Not specified
- ☐ 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.) _____

50. 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.) _____

51. Does the state provide guidance or guidelines for the identification process?

- ☐ Yes
☐ No
☐ Not applicable

52. Are LEAs throughout the state required to follow the same identification process?

- ☐ Yes (skip to Q54)
☐ No
☐ Combination of state and LEA policies (skip to Q54)

53. Why are LEAs not required to follow the same identification guidelines or uniform identification process?

- ☐ State law does not specifically require
☐ There is no state law on identification process
☐ Other (Please specify.) _____

54. How many public school students are enrolled in your state in 2006-2007?

55. What is the total number of students identified as gifted and talented in your state? (Enter a number or enter "not collected.") _____ students

56. How is this number calculated?

- ☐ State-collected information
☐ Estimate
☐ District reports (not mandatory reporting)
☐ Data not collected

57. How many gifted and talented students, K – 12, were served in your state in 2006-2007? (Enter a number or enter "not collected.")

58. Is there a maximum number or percentage of students that a district may identify for gifted programs and services?

- ☐ Yes
☐ No (skip to Q60)

59. What is the maximum number or percentage of students that a district may identify for gifted programs and services?

60. Is data collected on the percent of students identified as gifted and talented who are male or female?

- ☐ Yes
☐ No (skip to Q62)

61. Of students **identified as gifted and talented**, what percent are male and what percent are female? (Total must sum to 100%.)

	Percent
Male students among identified gifted and talented	_____ %
Female students among identified as gifted and talented	_____ %
TOTALS MUST ADD UP TO 100%	100%

62. Is data collected on the percent of students identified as gifted and talented who are from different minority groups?

- ☐ Yes
☐ No (skip to Q65)

63. 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 among identified gifted and talented	_____ %
Native American students among identified gifted and talented	_____ %
Asian students among identified gifted and talented	_____ %
Hispanic students among identified gifted and talented	_____ %
Caucasian students among identified gifted and talented	_____ %
Other	_____ %
TOTALS MUST ADD UP TO 100%	100%

64. (only for those with "other" in question 63.) What are the other minority groups included in the total of identified gifted and talented students?

PROGRAMMING AND ACCOUNTABILITY

65. For which categories of giftedness are programs/services required in your state? (Check all that apply.)

- ☐ Not required
☐ Visual/performing arts
☐ Leadership
☐ Intellectual
☐ General academic
☐ Creativity
☐ Specific academic areas
☐ Not specified

66. At which grades are gifted and talented services mandated in your state? (Check all that apply.)

- ☐ Not required
☐ Pre-K to 12
☐ Up to LEA to determine
☐ Pre-K
☐ 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

67. Does your state monitor/audit LEA programs for gifted/talented students? (Check the appropriate response.)

- ☐ Yes
- ☐ No
- ☐ Only when LEA applies for funds

68. 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 Q71)
- ☐ Only when LEA applies for funds

69. Which of the following criteria is required in the report?

- ☐ Student performance
- ☐ Program performance
- ☐ A combination of student performance and program evaluation
- ☐ Teacher training
- ☐ Service Options
- ☐ Other (Please specify.) _____

70. How does the state ensure compliance?

71. Are school districts required to submit gifted education plans to the SEA?

- ☐ Yes
- ☐ No (skip to 74)
- ☐ Only when LEA applies for funds

72. Must local gifted education plans be approved by the SEA?

- ☐ Yes
- ☐ No (skip to Q74)
- ☐ Only when LEA applies for funds

73. What are the components of the district gifted and talented plan that must be approved by the state? (Check all that apply.)

- ☐ Identification
- ☐ Programming
- ☐ Funding
- ☐ Evaluation
- ☐ Teacher training
- ☐ Other (Please specify.) _____

74. Does your state require school districts to have a gifted education administrator?

- ☐ Yes
- ☐ No (skip to Q77)

75. Does the state require the gifted education administrator to have gifted and talented training (e.g., certification or endorsement)?

- ☐ Yes
☐ No

76. Is the gifted education administrator required by the state to be a full-time position?

- ☐ Yes
☐ No

77. Approximately what percentage of LEAs in the state have a full-time gifted education administrator?

78. Approximately what percent of gifted and talented students in your state receive services in each grade below.

	0%	1 % 19%	20% – 39%	40%– 59%	60% – 79%	80% – 100 %	Do not collect data or Not applicab le
Pre-Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

79. We are interested in an estimate of the top delivery methods through which services are provided in **pre-K and kindergarten**. Is it possible to estimate that for your state?

- ☐ Yes
☐ No (skip to Q82)

80. 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
- _____ Independent Study
- _____ Magnet Schools
- _____ Regular Classroom
- _____ Self-Contained Classroom
- _____ Self-Paced Learning
- _____ Telescoped Learning
- _____ Resource Room
- _____ Cluster Classrooms
- _____ Other

81. What are the other top delivery methods through which services are provided in **pre-K and kindergarten**?

82. We are interested in an estimate of the top delivery methods through which services are provided in **early elementary**. Is it possible to estimate that for your state?

- ☐ Yes
- ☐ No (skip to Q85)

83. 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.)

- _____ Continuous Progress Curriculum
- _____ Independent Study
- _____ Magnet Schools
- _____ Mentorships
- _____ Regional Math School
- _____ Regional Performing Arts School
- _____ Regular Classroom
- _____ Self-Contained Classroom
- _____ Self-Paced Learning
- _____ Telescoped Learning
- _____ Resource Room
- _____ Cluster Classrooms
- _____ Other (Please specify.) _____

84. What are the other top delivery methods through which services are provided in **early elementary**?

85. We are interested in an estimate of the top delivery methods through which services are provided in **upper elementary**. Is it possible to estimate that for your state?

- ☐ Yes
- ☐ No (skip to Q88)

86. 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.)

- _____ Advanced Placement
- _____ Continuous Progress Curriculum
- _____ Dual Enrollment (in college)
- _____ Independent Study
- _____ Magnet Schools

- _____ Mentorships
- _____ Regional Math School
- _____ Regional Performing Arts School
- _____ Regular Classroom
- _____ Self-Contained Classroom
- _____ Self-Paced Learning
- _____ Telescoped Learning
- _____ Resource Room
- _____ Cluster Classrooms
- _____ Other (Please specify.)

87. What are the other top delivery methods through which services are provided in **upper elementary**?

88. We are interested in an estimate of the top delivery methods through which services are provided in **middle school**. Is it possible to estimate that for your state?

- ☐ Yes
- ☐ No (skip to Q91)

89. 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.)

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

90. What are the other top delivery methods through which services are provided in **middle school**?

91. We are interested in an estimate of the top delivery methods through which services are provided in **high school**. Is it possible to estimate that for your state?

- ☐ Yes
- ☐ No (skip to Q94)

92. 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.)

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

93. What are the other top delivery methods through which services are provided in **high school**?

OTHER POLICIES AND PRACTICES

94. Does your state have an acceleration policy?

- ☐ State policy specifically permits
- ☐ State policy does not permit
- ☐ State policy leaves LEA to determine
- ☐ No state policy; up to LEA to determine

95. 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

96. What is the age requirement (years and months) or cut-off date (e.g., "must be 5 by June 1") in your state for admission to kindergarten?

97. 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

98. Please describe the basis on which the alternate diploma/certificate is offered. (For example, test results, portfolio, online high school courses.)

99. Under your state laws and regulations, are students allowed dual or concurrent enrollment in a community college, college or university?

- ☐ State policy specifically permits
- ☐ State policy does not permit (skip to Q103)
- ☐ State policy leaves LEA to determine
- ☐ No state policy; up to LEA to determine

100. When can students begin dual or concurrent enrollment in a community college, college or university? (Check all that apply.)

- ☐ Left to LEA to determine
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12
- ☐ Age 12
- ☐ Age 13
- ☐ Age 14
- ☐ Age 15
- ☐ Age 16
- ☐ Age 17
- ☐ Other (Please specify.) _____

101. Is high school credit given for courses completed at a community college, college or university?

- ☐ State policy specifically permits
- ☐ State policy does not permit
- ☐ State policy leaves LEA to determine
- ☐ No state policy; up to LEA to determine

102. Who pays the tuition for a student dually or concurrently enrolled at a community college, college or university? (Check all that apply.)

- ☐ SEA
- ☐ LEA
- ☐ Parent
- ☐ Other (Please specify.) _____

103. Are middle school students permitted to be dually/concurrently enrolled in high school?

- ☐ State policy specifically permits
- ☐ State policy does not permit (skip to Q105)
- ☐ State policy leaves LEA to determine
- ☐ No state policy; up to LEA to determine

104. 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

105. 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 (skip to Q109)
- ☐ State policy leaves LEA to determine
- ☐ No state policy; up to LEA to determine

106. How does the student demonstrate proficiency? (Check all that apply.)

- ☐ Left to LEA to determine
- ☐ Multiple choice test
- ☐ Essay
- ☐ Lab experiments
- ☐ Oral exam
- ☐ Portfolio
- ☐ Performance
- ☐ Other (Please specify.) _____

107. Once a student demonstrates proficiency, what are the options to accommodate his/her needs for advancement? (Check all that apply.)

- ☐ Not applicable
- ☐ 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
- ☐ Other (Please specify.) _____

108. 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

109. Which of the following are part of program/service delivery for gifted students in your state?

	State policy specifically requires	State policy does not require	State policy leaves LEA to determine	No state policy; up to LEA to determine
Social-emotional support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic guidance & counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

110. Does your state recognize gifted eligibilities from other states?

- ☐ State policy specifically permits
- ☐ State policy does not permit
- ☐ State policy leaves LEA to determine
- ☐ No state policy; up to LEA to determine

111. Does your state have a policy requiring LEAs to recognize gifted eligibilities from other LEAs in the same state?

- ☐ State policy specifically requires
- ☐ State policy does not require
- ☐ State policy leaves LEA to determine
- ☐ No state policy; up to LEA to determine

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

113. Which of the following does your state fund at the state level? (Check all that apply.)

- ☐ None
- ☐ 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.) _____

PERSONNEL PREPARATION

114. Does your state require gifted and talented training for all pre-service teacher candidates??

- ☐ Yes
- ☐ No (skip to Q116)

115. What are the gifted and talented pre-service level requirements in your state?

116. Does your state require gifted and talented credentialing (certification/endorsement)?

- ☐ Yes
- ☐ No (skip to Q120)

117. Does your state require professionals working in specialized programs for gifted and talented students to have certification or endorsement?

- ☐ Yes
- ☐ No (skip to Q120)

118. How are hours earned for certification or endorsement? (Check all that apply.)

- ☐ Not specified
- ☐ Course semester credit hours
- ☐ Continuing education units (CEUs)
- ☐ Staff development
- ☐ Other (Please specify.) _____

119. How many course semester credit hours, CEUs or staff development hours are required for certification or endorsement for professionals working with gifted children in specialized programs?
120. What percentage of professionals working with gifted children in specialized programs had a gifted and talented endorsement or certification in 2006-2007 in your state?
- ☐ Data not collected (skip to Q122)
- ☐ 0%
- ☐ 1-10 %
- ☐ 11-20 %
- ☐ 21-30 %
- ☐ 31-40 %
- ☐ 41-50 %
- ☐ 51-60 %
- ☐ 61-70 %
- ☐ 71-80%
- ☐ 81-90%
- ☐ 91-100%
121. Is this based on:
- ☐ An estimate
- ☐ Collected data
122. Are **general education teachers** in your state required to have training on the nature/needs of gifted students?
- ☐ Yes
- ☐ No (skip to Q124)

123. How do general education teachers receive education on the nature/needs of gifted and talented learners in your state? (Check all that apply.)

	Elective	Required	Endorsement/ Certification After Initial License	Up to LEAs to Determine	Left to LEAs
Preservice training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inservice staff development training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CEUs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

124. For those options that are required in Q123, please provide the number of hours required
- _____ Preservice training
- _____ Inservice staff development training
- _____ CEUs
- _____ Endorsement/Certification after initial license
- _____ Up to LEAs to determine

125. What is the percentage of general education teachers in your state who have three or more course semester credit hours (or its equivalent) in gifted/talented education?

- ☐ Data not collected (skip to Q127)
- ☐ 0%
- ☐ 1-10 %
- ☐ 11-20 %
- ☐ 21-30 %
- ☐ 31-40 %
- ☐ 41-50 %
- ☐ 51-60 %
- ☐ 61-70 %
- ☐ 71 % or more

126. Is this based on:

- ☐ Estimate
- ☐ Collected data

127. What percentage of general education teachers and staff statewide do you estimate receive annual staff development in gifted education?

128. 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 Q130)
- ☐ Left to LEA

129. How many hours of staff development are required?

130. 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?

131 Does your state require specific training in nature/needs of gifted students for license renewal for any of the following? (Check all that apply.)

- ☐ Not applicable
- ☐ Veteran teachers
- ☐ Principals
- ☐ Counselors
- ☐ Auxiliary staff
- ☐ Curriculum/instruction directors
- ☐ Assessment directors

132. For those that are required, please provide the number of hours of training required for the license renewal for each of the following (Enter 0 if none.)

- _____ Veteran teachers
- _____ Principals
- _____ Counselors
- _____ Auxiliary staff
- _____ Curriculum/instruction directors
- _____ Assessment directors

133. Does your state have written competencies, other than endorsement or certification standards, for teachers of the gifted in specialized programs?

- ☐ Yes
☐ No

134. Are graduate degrees with an emphasis in gifted education offered at universities in your state?

- ☐ Yes
☐ No (skip to Q136)

135. At which levels are they offered? (Check all that apply.)

- ☐ Not applicable
☐ Master's
☐ Specialist's
☐ Ph.D.
☐ Ed.D.

STATE AND NATIONAL FUNDING

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

- ☐ Yes
☐ No (skip to Q143)
☐ Other (Please specify.) _____

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

- ☐ Funding available from the state through grants
☐ Funding available from the state through formula or other allocation
☐ Other (Please specify.) _____

138. 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)

- ☐ 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 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.) _____

139. Is there a cap on the state funds?

- ☐ Yes
☐ No (skip to Q143)

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

- ☐ Percent of identified students
☐ Percent of Average Daily Attendance (ADA)

- ☐ Teacher units
☐ Other (Please specify.) _____

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

- ☐ To all LEAs by mandate
☐ 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
☐ Residential schools for the gifted and talented
☐ Virtual High School
☐ Not Applicable
☐ Other (Please specify.) _____

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

2004-2005 _____
2005-2006 _____
2006-2007 _____

143. What has been the impact of No Child Left Behind on gifted and talented programs and services in your state?

144. What has been the impact of No Child Left Behind on staffing for gifted and talented programs and services in your state?

145. What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state?

146. How are NAGC's Pre-K to 12 Gifted Program Standards used in your state?

147. Is there anything else you would like to say about the status of gifted education in your state?

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

149. Any comments you wish to make that you think will help future efforts to study the status of gifted education in the United States will be appreciated.

When you have completed entering the data on this survey, please verify that you have finished by checking here.

Table 1. State Agencies – Staffing

	Q4. Reporting Department	Q5. SEA Personnel with Full-Time Allocation to GT Education	Q6. SEA Personnel with Partial Time Allocated to GT Education	Q7. Responsibility for General/ Other Education Aside from GT	Q8. Programs with Supervisory Role
Alabama	Special Education	2	0	No	None
Alaska					
Arizona	Gifted and Talented (Separate from special or general education)	1	1	No	College Board Advanced Placement courses and/or exams International Baccalaureate program
Arkansas	General Education Other: Learning Services/Special Programs	2	1	No	College Board Advanced Placement courses and/or exams International Baccalaureate program Concurrent enrollment in college and public school course
California	Curriculum and Instruction	1	1	Yes	None
Colorado	Exceptional Students	1	1	Yes	College Board Advanced Placement courses and/or exams Concurrent enrollment in college and public school course Other: Special Education
Connecticut	Special Education	1	0	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program
Delaware	Curriculum and Instruction	0	1	Yes	College Board Advanced Placement courses and/or exams Academic or other competition Online learning opportunities
District of Columbia					
Florida	Exceptional Students Curriculum and Instruction	1	0	No	Academic or other competition Online learning opportunities
Georgia	Curriculum and Instruction	1	0	No	Other: Executive Board member for Advanced Academy of Georgia
Guam					
Hawaii	General Education	1	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Online learning opportunities

	Q4. Reporting Department	Q5. SEA Personnel with Full-Time Allocation to GT Education	Q6. SEA Personnel with Partial Time Allocated to GT Education	Q7. Responsibility for General/ Other Education Aside from GT	Q8. Programs with Supervisory Role
					Virtual high school
Idaho	Other: Innovations and School Choice	1	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Concurrent enrollment in college and public school course
Illinois	None		1	Yes	None
Indiana	Exceptional Students	2	0	No	None of the above
Iowa	Curriculum and Instruction	0	1	Yes	College Board Advanced Placement courses and/or exams Other: Javits Grant - Alternative High School, Javits Grant - Twice-Exceptional, AP Incentive Grant
Kansas	Special Education	0	1	Yes	None
Kentucky	Curriculum and Instruction	1	0	No	None
Louisiana	Special Education	1	0	No	None
Maine					
Maryland	Curriculum and Instruction	1	1	Yes	College Board Advanced Placement courses and/or exams Other: Maryland Summer Centers for Gifted and Talented Programs
Massachusetts	Gifted and Talented (Separate from special or general education) Other: Accountability and Targeted Assistance		1	Yes	None

	Q4. Reporting Department	Q5. SEA Personnel with Full-Time Allocation to GT Education	Q6. SEA Personnel with Partial Time Allocated to GT Education	Q7. Responsibility for General/ Other Education Aside from GT	Q8. Programs with Supervisory Role
Michigan	Other: Office of School Improvement/Academic Support Unit	0	2	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program College Correspondence courses College Correspondence courses Concurrent enrollment in college and public school course Credit by examination Academic or other competition Online learning opportunities Virtual high school
Minnesota	Other: Academic Standards & High School Improvement	1	0	No	Academic or other competition
Mississippi					
Missouri	Curriculum and Instruction	2	0	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Concurrent enrollment in college and public school course
Montana	Other: Accreditation	1	2	Yes	Other: AP Federal Grant
Nebraska	Curriculum and Instruction	1	0	No	None
Nevada					
New Hampshire	General Education	0	1	No	None
New Jersey	Curriculum and Instruction	0	1	Yes	None
New Mexico	Special Education Other: Administered out of the Humanities Bureau within the Instructional Support Division	0	2	Yes	College Board Advanced Placement courses and/or exams Online learning opportunities
New York	General Education Curriculum and Instruction	0	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program
North Carolina	Exceptional Students	1	1	No	None
North Dakota	Special Education	0	1	No	None

	Q4. Reporting Department	Q5. SEA Personnel with Full-Time Allocation to GT Education	Q6. SEA Personnel with Partial Time Allocated to GT Education	Q7. Responsibility for General/ Other Education Aside from GT	Q8. Programs with Supervisory Role
Ohio	Exceptional Students	3	3	No	None
Oklahoma	Curriculum and Instruction	2	0	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Concurrent enrollment in college and public school course Academic or other competition
Oregon	Curriculum and Instruction	0	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program
Pennsylvania	Special Education Curriculum and Instruction		2	Yes	None
Rhode Island					
South Carolina	Curriculum and Instruction	1	0	No	None
South Dakota	Other: Volunteer position	0	0	No	None
Tennessee					
Texas	Curriculum and Instruction	2	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Concurrent enrollment in college and public school course Credit by examination Academic or other competition
Utah					
Vermont	Other: Standards and Assessment	1	0	No	College Board Advanced Placement courses and/or exams
Virginia	Curriculum and Instruction	2	0	No	None
Washington	Other: Special Programs and Federal Accountability	1	1	Yes	None
West Virginia	Special Education		1	Yes	None
Wisconsin	Other: Division of Academic Excellence/Content and Learning Team	0	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program College Correspondence courses

	Q4. Reporting Department	Q5. SEA Personnel with Full-Time Allocation to GT Education	Q6. SEA Personnel with Partial Time Allocated to GT Education	Q7. Responsibility for General/ Other Education Aside from GT	Q8. Programs with Supervisory Role
					College Correspondence courses Academic or other competition
Wyoming	Curriculum and Instruction	0	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program
Summary	15 - Curriculum and Instruction 10 - Other 8 - Special Education 5 - Exceptional Students 4 - General Education 2 - Gifted and Talented (separate from special or general education)	26 - Number of states with full-time GT staff	28 - Number of states with part-time GT staff	25 - States whose offices include responsibility for some other programs or projects not specifically related to GT education	20 - None of the above 19 - College Board Advanced Placement courses and/or exams 13 - International Baccalaureate program 8 - Concurrent enrollment in college and public school course 7 - Academic or other competition 5 - Online learning opportunities 5 - Other 2 - Credit by examination 2 - College Correspondence courses 2 - Virtual high school

Table 2. State Agencies – Staffing (continued)

	Q9. Ranked Major Responsibilities of SEA Designated Personnel	Q10. & Q12. Dedicated SEA Staff to Provide Support to School-Based Educators & No. of Staff Separate from SEA	Q11. Data Collected Number of GT Professionals in the State	Q13. Where SEA Staff Supporting School-Based Educators Deliver Services
Alabama	1 – Monitoring program compliance 2 – Providing technical assistance to LEAs in the field 3 – Providing professional and staff development	No		
Alaska				
Arizona	1 – Providing technical assistance by telephone 2 – Responding to parental questions 3 – Providing technical assistance to LEAs in the field	No		
Arkansas	1 – Monitoring program compliance 2 – Grants management 3 – Other: Providing technical assistance by email	Yes 15	Yes, data is collected	Regionally
California	1 – Providing technical assistance to LEAs in the field 2 – Providing technical assistance by telephone 3 – Monitoring program compliance	No		
Colorado	1 – Providing technical assistance to LEAs in the field 2 – Monitoring program compliance 3 – Providing professional and staff development	Yes	No, data not collected	Regionally District level
Connecticut	1 – Providing professional and staff development 2 – Providing technical assistance by telephone 3 – Providing technical assistance to LEAs in the field	No		
Delaware	1 – Providing technical assistance to LEAs in the field 2 – Serving on task forces and committees 3 – Providing technical assistance to LEAs in the field	No		
District of Columbia				
Florida	1 – Providing technical assistance by telephone 2 – Grants management 3 – Providing technical assistance to LEAs in the field	No		
Georgia	1 – Providing technical assistance to LEAs in the	No		

	Q9. Ranked Major Responsibilities of SEA Designated Personnel	Q10. & Q12. Dedicated SEA Staff to Provide Support to School-Based Educators & No. of Staff Separate from SEA	Q11. Data Collected Number of GT Professionals in the State	Q13. Where SEA Staff Supporting School-Based Educators Deliver Services
	field 2 – Providing technical assistance by telephone 3 – Providing professional and staff development			
Guam				
Hawaii	1 – Providing professional and staff development 2 – Providing technical assistance to LEAs in the field 3 – Responding to parental questions	No		
Idaho	1 – Other: Milken Family Foundation 2 – Providing technical assistance to LEAs in the field 3 – Providing technical assistance by telephone	No		
Illinois	1 – Providing technical assistance by telephone 2 – Responding to parental questions 3 – Liaison to statewide association for the gifted	No		
Indiana	1 – Grants management 2 – Providing technical assistance by telephone 3 – Responding to parental questions	Yes	Collected on teachers and coordinators, but not other professionals in the state (university, education service center personnel)	Regionally District level School building level
Iowa	1 – Providing technical assistance to LEAs in the field 2 – Providing professional and staff development 3 – Grants management	Yes	No, data not collected	Regionally
Kansas	1 – Providing technical assistance by telephone 2 – Providing technical assistance to LEAs in the field 3 – Responding to parental questions	No		
Kentucky	1 – Providing technical assistance by telephone 2 – Monitoring program compliance 3 – Providing professional and staff development	No		
Louisiana	1 – Grants management 2 – Monitoring program compliance 3 – Providing technical assistance by telephone	No		
Maine				
Maryland	1 – Providing technical assistance by telephone 2 – Grants management	No		

	Q9. Ranked Major Responsibilities of SEA Designated Personnel	Q10. & Q12. Dedicated SEA Staff to Provide Support to School-Based Educators & No. of Staff Separate from SEA	Q11. Data Collected Number of GT Professionals in the State	Q13. Where SEA Staff Supporting School-Based Educators Deliver Services
	3 – Providing professional and staff development			
Massachusetts	1 – Grants management 2 – Monitoring program compliance 3 – Providing technical assistance by telephone	No		
Michigan	1 – Responding to parental questions 2 – Providing technical assistance by telephone 3 – Grants management	Yes Not known	No, data not collected	Regionally District level School building level
Minnesota	1 – Providing technical assistance to LEAs in the field 2 – Providing professional and staff development 3 – Providing technical assistance by telephone	No		
Mississippi				
Missouri	1 – Providing technical assistance by telephone 2 – Monitoring program compliance 3 – Serving on task forces and committees	No		
Montana	1 – Providing technical assistance by telephone 2 – Grants management 3 – Responding to parental questions	No		
Nebraska	1 – Providing technical assistance to LEAs in the field 2 – Providing professional and staff development 3 – Providing technical assistance by telephone	No		
Nevada				
New Hampshire	1 – Providing technical assistance by telephone 2 – Responding to parental questions 3 – Serving on task forces and committees	No		
New Jersey	1 – Responding to parental questions 2 – Providing technical assistance by telephone 3 – Monitoring program compliance	No		
New Mexico	1 – Grants management 2 – Providing technical assistance by telephone 3 – Liaison to statewide association for the gifted	Yes 750 teachers of gifted with case load	Yes, data is collected	Regionally District level School building level
New York	1 – Responding to parental questions 2 – Providing technical assistance by telephone 3 – Serving on task forces and committees	Yes 20 – 25	No, data not collected	Regionally
North Carolina	1 – Providing technical assistance to LEAs in the field 2 – Providing professional and staff	No		

	Q9. Ranked Major Responsibilities of SEA Designated Personnel	Q10. & Q12. Dedicated SEA Staff to Provide Support to School-Based Educators & No. of Staff Separate from SEA	Q11. Data Collected Number of GT Professionals in the State	Q13. Where SEA Staff Supporting School-Based Educators Deliver Services
	development 3 – Monitoring program compliance			
North Dakota	1 – Other: review and approve teacher credential in gifted/talented 2 – Responding to parental questions 3 – Providing technical assistance by telephone	No		
Ohio	1 – Monitoring program compliance 2 – Providing technical assistance by telephone 3 – Grants management	No		
Oklahoma	1 – Responding to parental questions 2 – Serving on task forces and committees 3 – Providing technical assistance by telephone	No		
Oregon	1 – Monitoring program compliance 2 – Responding to parental questions 3 – Providing technical assistance by telephone	No		
Pennsylvania	1 – Providing technical assistance by telephone 2 – Providing professional and staff development 3 – Responding to parental questions	No		
Rhode Island				
South Carolina	1 – Providing professional and staff development 2 – Monitoring program compliance 3 – Other: policy	No		
South Dakota	1 – Responding to parental questions 2 – Liaison to statewide association for the gifted 3 – Providing technical assistance by telephone	No		
Tennessee				
Texas	1 – Grants management 2 – Providing technical assistance by telephone 3 – Serving on task forces and committees	Yes 20	Yes, data is collected	Regionally District level
Utah				
Vermont	1 – Providing professional and staff development 2 – Serving on task forces and committees 3 – Providing technical assistance to LEAs in the field	No		
Virginia	1 – Providing technical assistance by telephone 2 – Monitoring program compliance 3 – Responding to parental questions	No		

	Q9. Ranked Major Responsibilities of SEA Designated Personnel	Q10. & Q12. Dedicated SEA Staff to Provide Support to School-Based Educators & No. of Staff Separate from SEA	Q11. Data Collected Number of GT Professionals in the State	Q13. Where SEA Staff Supporting School-Based Educators Deliver Services
Washington	1 – Providing technical assistance to LEAs in the field 2 – Responding to parental questions 3 – Monitoring program compliance	No		
West Virginia	1 – Providing professional and staff development 2 – Responding to parental questions 3 – Liaison to statewide association for the gifted	No		
Wisconsin	1 – Providing professional and staff development 2 – Grants management 3 – Responding to parental questions	Yes		
Wyoming	(not ranked) Monitoring program compliance Responding to parental questions Other: Data Collection	No		
Summary	Cited in top 3: 30 - Providing technical assistance by telephone 20 - Responding to parental questions 17 - Providing technical assistance to LEAs in the field 17 - Providing professional and staff development 16 - Monitoring program compliance 13 - Grants management 8 - Serving on task forces and committees 5 - Other 4 - Liaison to statewide association for the gifted	9 - States with dedicated staff other than SEA who provide technical support and assistance to school-based educators		

Table 3. State Agencies – State Report Cards

	Q14. State-Published Report	Q15. & Q16. Gifted and Talented Indicators on District Report Cards	Q17. Areas Advanced Proficiency Indicators Used	Q18. State GT Office Involved in Advanced Proficiency Indicator Development
Alabama	No	No	None	
Alaska				
Arizona	No	Yes Not specified Other: Some of this information may be captured by the diverse plethora of report cards used in the state.	Language arts Math Science Social studies Fine arts	No
Arkansas	No	Yes Identified students AP/IB classes	Language arts Math	No
California	No	No	Language arts Math Science Social studies Fine arts	No
Colorado	Yes	No	Language arts Math Science Other: Accreditation	No
Connecticut	No	Yes Identified students	Language arts Math Science	No
Delaware	No	No	None	
District of Columbia				
Florida	No	No	None	
Georgia	No	Yes Identified students AP/IB classes	Language arts Math Science Social studies	No
Guam				
Hawaii	Yes	No	Language arts Math Science Social studies Fine arts Other: Health, PE, World Languages and Career/Technical Education	No
Idaho	Yes, as a percentage of a larger	No	Language arts	

	Q14. State-Published Report	Q15. & Q16. Gifted and Talented Indicators on District Report Cards	Q17. Areas Advanced Proficiency Indicators Used	Q18. State GT Office Involved in Advanced Proficiency Indicator Development
	report		Math	
Illinois	No	No	None	
Indiana	No	Yes Identified students	None	
Iowa	No	Yes Identified students AP/IB classes	Language arts Math Science	No
Kansas	No	No	None	
Kentucky	No	No	Language arts Math Science Social studies Other: Arts & Humanities, Practical Living	No
Louisiana	Yes	No	Language arts Math Science Social studies	No
Maine				
Maryland	No	No	Other: The Maryland State Assessments (MSA) measure performance in the advanced range.	
Massachusetts	Yes, as a percentage of a larger report	No	Language arts Math Science Social studies	No
Michigan	Yes	Yes Identified students Cluster classrooms AP/IB classes Resource teachers Mentor programs	Language arts Math Science Social studies	Yes
Minnesota	No	Yes AP/IB classes Other: College in the Schools, CLEP Tests, Differentiated Instruction, Acad. support outside school day	Language arts Math Science Social studies	No
Mississippi				

	Q14. State-Published Report	Q15. & Q16. Gifted and Talented Indicators on District Report Cards	Q17. Areas Advanced Proficiency Indicators Used	Q18. State GT Office Involved in Advanced Proficiency Indicator Development
Missouri	No	No	Language arts Math Science Social studies Fine arts	No
Montana	No	No	Language arts Math Science Other: In the Content Performance Standards, but not used elsewhere	Yes
Nebraska	No	No	Language arts Math Science Social studies	No
Nevada				
New Hampshire	No	No	None	
New Jersey	No	No	Language arts Math Science	No
New Mexico	No	No	Language arts Math Social studies Other: Reading	No
New York	No	No	Language arts Math Science Social studies Fine arts	No
North Carolina	No	No	None	
North Dakota	No	No	None	
Ohio	No	No	Language arts Math Science Social studies	No
Oklahoma	Yes	No	Language arts Math Science Social studies Fine arts Other: Languages	No
Oregon	Yes, as a percentage of a larger report	Yes Identified students	None	.
Pennsylvania	No	No	Language arts	No

	Q14. State-Published Report	Q15. & Q16. Gifted and Talented Indicators on District Report Cards	Q17. Areas Advanced Proficiency Indicators Used	Q18. State GT Office Involved in Advanced Proficiency Indicator Development
			Math Science	
Rhode Island				
South Carolina	No	Yes Other: Percent eligible for gifted and talented services	Language arts Math Science Social studies	No
South Dakota	No	No	Language arts Math	No
Tennessee				
Texas	Yes, as a percentage of a larger report	Yes Identified students AP/IB classes	Language arts Math Science Social studies	No
Utah				
Vermont	No	No	Language arts Math Science	No
Virginia	Yes	No	None	
Washington	Yes	No	Language arts Math Science Social studies Fine arts	Yes
West Virginia	Yes	Yes Identified students Resource teachers	Language arts Math Science Social studies	Yes
Wisconsin	No	Yes Identified students AP/IB classes Resource teachers	Language arts Math Science Social studies	No
Wyoming	Yes	No		No
Summary	9 - States with annual report on GT services in the state 4 - States with annual report on GT services in the state as part of a larger report 30 – No report	13 - Number of states with advanced proficiency indicators 10 – Identified GT students 6 – AP/IB classes 3 – Resource teachers	Areas for advanced proficiency indicators: 31 - Language arts 31 - Math 27 - Science 21 - Social studies 11 - None 8 - Fine arts 8 - Other	4 - States with GT office involved in advanced proficiency indicator development

Table 4. State Agencies – State Advisory Committee

	Q23. Advisory Committees SEA Personnel Work With	Q24. Standing Advisory Committee Required by State Law	Q24. Ad-hoc Advisory Committee Required by State Law	Q25. & Q26. Standing Advisory Committee Reports To	Q25. & Q26. Ad-hoc Advisory Committee Reports To
Alabama	Not applicable				
Alaska					
Arizona	Ad-hoc advisory committee	Not applicable	No, not required by state law, regulation or policy	Not applicable	Other: In the past, the office of gifted education has convened committees, or working groups on the subjects of identification and evaluation. No formal advisory committee structure currently exists or is required.
Arkansas	Standing advisory committee	Yes, required by state law, regulation or policy	Not applicable	Governor Legislature	Not applicable
California	Not applicable				
Colorado	Standing advisory committee	No, not required by state law, regulation or policy		State superintendent/state board of education	
Connecticut	Standing advisory committee	No, not required by state law, regulation or policy		State superintendent/state board of education	
Delaware	Standing advisory committee	No, not required by state law, regulation or policy	No, not required by state law, regulation or policy	State superintendent/state board of education	Not applicable
District of Columbia					
Florida	Not applicable				
Georgia	Not applicable				
Guam					
Hawaii	Standing advisory committee	Yes, required by state law, regulation or policy	Yes, required by state law, regulation or policy	State superintendent/state board of education	State superintendent/state board of education
Idaho	Not applicable				
Illinois	Standing advisory committee	Yes, required by state law, regulation or policy	Not applicable	State superintendent/state board of education	Not applicable
Indiana	Not applicable				
Iowa	Not applicable				
Kansas	Not applicable				
Kentucky	Standing advisory committee	Yes, required by state law, regulation or policy	Not applicable	State superintendent/state board of education	Not applicable
Louisiana	Ad-hoc advisory committee	No, not required by state law, regulation or policy	No, not required by state law, regulation or policy	Not applicable	Not applicable
Maine					
Maryland	Standing advisory committee	No, not required by state law,	No, not required by state	State superintendent/state	

	Q23. Advisory Committees SEA Personnel Work With	Q24. Standing Advisory Committee Required by State Law	Q24. Ad-hoc Advisory Committee Required by State Law	Q25. & Q.26. Standing Advisory Committee Reports To	Q25. & Q26. Ad-hoc Advisory Committee Reports To
		regulation or policy	law, regulation or policy	board of education	
Massachusetts	Not applicable				
Michigan	Not applicable				
Missouri	Not applicable				
Minnesota	Standing advisory committee	No, not required by state law, regulation or policy	No, not required by state law, regulation or policy	Not applicable	Not applicable
Mississippi					
Montana	Not applicable				
Nebraska	Standing advisory committee	No, not required by state law, regulation or policy	No, not required by state law, regulation or policy	State superintendent/state board of education Other	Not applicable
Nevada					
New Hampshire	Not applicable				
New Jersey	Not applicable				
New Mexico	Ad-hoc advisory committee	Yes, required by state law, regulation or policy		Other	Other: SEA
New York	Ad-hoc advisory committee	Not applicable	No, not required by state law, regulation or policy		Other: Office of Associate Commissioner, EMSC
North Carolina	Not applicable				
North Dakota	Not applicable				
Ohio	Ad-hoc advisory committee	Not applicable	No, not required by state law, regulation or policy	Not applicable	Other: Office for Exceptional Children
Oklahoma	Not applicable				
Oregon	Not applicable				
Pennsylvania	Not applicable				
Rhode Island					
South Carolina	Standing advisory committee	No, not required by state law, regulation or policy	Not applicable	State superintendent/state board of education	Not applicable
South Dakota	Not applicable				
Tennessee					
Texas	Standing advisory committee	No, not required by state law, regulation or policy		State superintendent/state board of education	
Utah					
Vermont	Not applicable				
Virginia	Standing advisory committee	Yes, required by state law, regulation or policy		State superintendent/state board of education	

	Q23. Advisory Committees SEA Personnel Work With	Q24. Standing Advisory Committee Required by State Law	Q24. Ad-hoc Advisory Committee Required by State Law	Q25. & Q.26. Standing Advisory Committee Reports To	Q25. & Q26. Ad-hoc Advisory Committee Reports To
Washington	Standing advisory committee	No, not required by state law, regulation or policy	Not applicable	State superintendent/state board of education	Not applicable
West Virginia	Standing advisory committee	Yes, required by state law, regulation or policy		State superintendent/state board of education	
Wisconsin	Not applicable				
Wyoming	Not Applicable				
Summary	SEA personnel work with: 23 - Not applicable 15 - Standing advisory committee 5 - Ad-hoc advisory committee	7 - States with standing advisory committee required by law	1 - States with ad-hoc advisory committee required by law	Standing advisory committee reports to: 13 - Superintendent/state board of education 1 - Governor 1 - Legislature 2 - Other	Ad-hoc advisory committee reports to: 1 - Superintendent/state board of education 0 - Governor 0 - Legislature 4 - Other

Table 5. State Agencies – State Advisory Committee (continued)

	Q27. & Q28. Frequency of Standing Advisory Committee Meetings	Q27. & Q28. Frequency of Ad-hoc Advisory Committee Meetings	Q29. Written Advisory Committee Report Produced Within Last Three Years	Q30. Report Title and Access	Q31. State Requirements for Parent/Guardian Involvement in GT Decisions
Alabama					No
Alaska					
Arizona	Not Applicable	Other: As Needed	Not applicable		At the local level
Arkansas	Quarterly	Not Applicable	Yes	Arkansas Advisory Council for the Education of Gifted and Talented Children Annual Report Call the Office of Gifted and Talented at the Arkansas Department of Education 501.682.4224.	At the local level
California					At the local level
Colorado	Quarterly		Yes	Department's Gifted Education Office, State Advisory's web page	At the state level At the local level
Connecticut	Other: As Needed		No		No
Delaware	Quarterly	Bi-Monthly	No		No
District of Columbia					
Florida					Other: Parent is a member of the team developing the student's educational plan
Georgia					No
Guam					
Hawaii	Quarterly	Annually	No		At the local level
Idaho					No
Illinois	Other: At least 3 times/year	Not Applicable	No		No
Indiana					No
Iowa					No
Kansas					Other: Part of the IEP process for gifted students
Kentucky	Other: Approximately every three months	Not Applicable	Yes	The State Advisory Council for Gifted and Talented Education Annual Report It can be accessed upon request.	At the local level
Louisiana	Quarterly		No		At the state level At the local level
Maine					
Maryland	Quarterly		No		No
Massachusetts					At the state level At the local level

	Q27. & Q28. Frequency of Standing Advisory Committee Meetings	Q27. & Q28. Frequency of Ad-hoc Advisory Committee Meetings	Q29. Written Advisory Committee Report Produced Within Last Three Years	Q30. Report Title and Access	Q31. State Requirements for Parent/Guardian Involvement in GT Decisions
Michigan					No
Minnesota	Quarterly	Other: 4-5 times annually; committees as needed	No		No
Mississippi					
Missouri					No
Montana					At the local level
Nebraska	Other: 2-3 times/year	Not Applicable	No		Other: Appeal processes, parent notification of identification
Nevada					
New Hampshire					No
New Jersey					At the local level
New Mexico			No		At the local level
New York			No		No
North Carolina					At the local level
North Dakota					No
Ohio	Not Applicable	Other: As needed	No		At the state level At the local level
Oklahoma					At the local level
Oregon					Other: Parent must have the opportunity to provide input on the student's plan of instruction.
Pennsylvania					At the local level
Rhode Island					
South Carolina	Annually	Not Applicable	No		At the local level
South Dakota					No
Tennessee					
Texas	Quarterly		No		At the local level
Utah					
Vermont					No
Virginia	Quarterly		Yes	24th Annual Report of the Virginia Advisory Committee for the Education of the Gifted, interim report, presented in hard copy only to the board. Available from the specialist.	At the local level
Washington	Quarterly		Yes	Underserved Populations - it will be on our website	At the state level At the local level

	Q27. & Q28. Frequency of Standing Advisory Committee Meetings	Q27. & Q28. Frequency of Ad-hoc Advisory Committee Meetings	Q29. Written Advisory Committee Report Produced Within Last Three Years	Q30. Report Title and Access	Q31. State Requirements for Parent/Guardian Involvement in GT Decisions
West Virginia	Monthly		Yes	West Virginia Advisory Council for the Education of Exceptional Children 2007 Annual Report to the Board of Education - Web site http	No
Wisconsin					At the local level
Wyoming					At the local level
Summary	1 - Monthly 10 - Quarterly 1 - Annually 3 - Other	0 - Monthly 1 - Bi-Monthly 0 - Quarterly 1 - Annually 3 - Other	6 - States with written advisory committee reports produced within the past 3 years		18 - No 21 - At the local level 5 - At the state level 4 - Other

Table 6. State Agencies – Positive/Negative Forces on Gifted Education

	Q19. Middle School Reform	Q19. Change in State Funding for Education	Q19. State Assessments	Q19. Standards-Based Education	Q19. State Mandate	Q19. Lack of State Mandate	Q19. No Child Left Behind	Q19. Professional Development Initiatives in Gifted Education
Scale is 1 = Negative through 7 = Positive								
Alabama	2	6	3	4	7	Not Applicable	3	7
Alaska								
Arizona	7	7	5	6	7	Not Applicable	4	7
Arkansas	3	4	3	3	7	Not Applicable	3	7
California	4	4	4	4	4	4	2	4
Colorado	5	3	2	6	7	Not Applicable	2	7
Connecticut	4	4	6	7	4	4	3	7
Delaware	3	2	2	6	4	1	2	5
District of Columbia								
Florida	3	4	3	4	7	Not Applicable	3	Not Applicable
Georgia	5	4	3	6	4	4	3	6
Guam								
Hawaii	4	1	4	6	5	Not Applicable	1	Not Applicable
Idaho	4	7	4	4	7	Not Applicable	4	7
Illinois	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Indiana	4	2	2	2	Not Applicable	3	2	6
Iowa	4	4	4	4	7	Not Applicable	4	4
Kansas	4	4	3	4	5	Not Applicable	3	5
Kentucky	Not Applicable	Not Applicable	5	5	6	2	3	6
Louisiana	4	3	2	3	7	Not Applicable	3	7
Maine								
Maryland	6	Not Applicable	3	4	7	Not Applicable	3	5
Massachusetts	6	5	6	6	Not Applicable	1	4	6
Michigan	6	1	6	6	Not Applicable	2	6	5
Minnesota	4	7	5	5	Not Applicable	4	5	7
Mississippi								
Missouri	3	1	3	4	Not Applicable	1	2	Not Applicable

	Q19. Middle School Reform	Q19. Change in State Funding for Education	Q19. State Assessments	Q19. Standards-Based Education	Q19. State Mandate	Q19. Lack of State Mandate	Q19. No Child Left Behind	Q19. Professional Development Initiatives in Gifted Education
Scale is 1 = Negative through 7 = Positive								
Montana	4	6	4	4	4	Not Applicable	1	6
Nebraska	4	4	4	4	4	4	1	7
Nevada								
New Hampshire	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
New Jersey	4	Not Applicable	3	6	5	Not Applicable	3	Not Applicable
New Mexico	Not Applicable	4	2	7	6	Not Applicable	2	7
New York	3	1	4	4	Not Applicable	3	1	4
North Carolina	4	Not Applicable	1	3	7	Not Applicable	1	7
North Dakota	Not Applicable	5	4	4	Not Applicable	Not Applicable	4	Not Applicable
Ohio	Not Applicable	2	3	5	Not Applicable	2	3	6
Oklahoma	4	6	4	6	7	1	6	5
Oregon	4	4	4	4	4	4	4	4
Pennsylvania	4	2	2	4	7	Not Applicable	1	7
Rhode Island								
South Carolina	4	2	3	6	5	Not Applicable	2	6
South Dakota	4	Not Applicable	3	4	Not Applicable	1	3	4
Tennessee								
Texas	4	2	2	4	5	Not Applicable	3	7
Utah								
Vermont	5	Not Applicable	4	3	Not Applicable	3	2	5
Virginia	4	7	3	7	7	Not Applicable	3	7
Washington	3	5	4	4	Not Applicable	Not Applicable	3	4
West Virginia	Not Applicable	Not Applicable	2	7	7	Not Applicable	3	7
Wisconsin	4	2	2	3	6	Not Applicable	1	5
Wyoming	4	4	4	4	4	3	3	4

	Q19. Middle School Reform	Q19. Change in State Funding for Education	Q19. State Assessments	Q19. Standards-Based Education	Q19. State Mandate	Q19. Lack of State Mandate	Q19. No Child Left Behind	Q19. Professional Development Initiatives in Gifted Education
Scale is 1 = Negative through 7 = Positive								
Summary	0 - (1) Negative 1 - 2 6 - 3 22 - (4) Neutral 3 - 5 3 - 6 1 - (7) Positive 7 - Not Applicable 4.11 - Mean n = 43	4 - (1) Negative 7 - 2 2 - 3 11 - (4) Neutral 3 - 5 3 - 6 4 - (7) Positive 9 - Not Applicable 3.79 - Mean n = 43	1 - (1) Negative 9 - 2 12 - 3 13 - (4) Neutral 3 - 5 3 - 6 0 - (7) Positive 2 - Not Applicable 3.41 - Mean n = 43	0 - (1) Negative 1 - 2 5 - 3 18 - (4) Neutral 3 - 5 10 - 6 4 - (7) Positive 2 - Not Applicable 4.68 - Mean n = 43	0 - (1) Negative 0 - 2 0 - 3 8 - (4) Neutral 5 - 5 3 - 6 14 - (7) Positive 13 - Not Applicable 5.77 - Mean n = 43	5 - (1) Negative 3 - 2 4 - 3 6 - (4) Neutral 0 - 5 0 - 6 0 - (7) Positive 25 - Not Applicable 2.61 - Mean n = 43	7 - (1) Negative 8 - 2 17 - 3 6 - (4) Neutral 1 - 5 2 - 6 2 - (7) Positive Not Applicable 2.80 - Mean n = 43	0 - (1) Negative 0 - 2 0 - 3 7 - (4) Neutral 7 - 5 7 - 6 15 - (7) Positive 7 - Not Applicable 5.83 - Mean n = 43

Table 7. State Agencies – Positive/Negative Forces on Gifted Education (continued)

	Q19. State Accreditation	Q19. Outcome-Based Education	Q19. Site-Based Decision Making	Q19. Anti-Ability Grouping Sentiment	Q19. Compliance/Monitoring
Scale is 1 = Negative through 7 = Positive					
Alabama	Not Applicable	Not Applicable	2	3	7
Alaska					
Arkansas	7	3	4	3	7
Arizona	Not Applicable	5	4	1	6
California	4	4	4	4	4
Colorado	7	6	5	1	6
Connecticut	4	4	4	4	4
Delaware	5	6	2	3	5
District of Columbia					
Florida	4	5	3	3	4
Georgia	4	4	3	4	2
Guam					
Hawaii	4	5	2	2	1
Idaho	7	4	4	4	7
Illinois	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Indiana	5	5	5	4	4
Iowa	4	4	4	4	4
Kentucky	Not Applicable	Not Applicable	3	3	6
Kansas	Not Applicable	Not Applicable	3	3	4
Louisiana	4	4	4	1	7
Maine					
Maryland	Not Applicable	Not Applicable	4	4	5
Massachusetts	Not Applicable	Not Applicable	Not Applicable	Not Applicable	5
Michigan	7	5	6	4	Not Applicable
Minnesota	4	4	4	3	Not Applicable
Mississippi					
Missouri	7	Not Applicable	3	3	5
Montana	4	4	4	4	4
Nebraska	7	4	5	4	4
Nevada					
New Hampshire	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

	Q19. State Accreditation	Q19. Outcome-Based Education	Q19. Site-Based Decision Making	Q19. Anti-Ability Grouping Sentiment	Q19. Compliance/Monitoring
Scale is 1 = Negative through 7 = Positive					
New Jersey	Not Applicable	Not Applicable	2	4	5
New Mexico	5	7	2	1	4 = Neutral
New York	Not Applicable	Not Applicable	4	4	Not Applicable
North Carolina	Not Applicable	Not Applicable	1	3	Not Applicable
North Dakota	Not Applicable	Not Applicable	Not Applicable	Not Applicable	4
Ohio	Not Applicable	Not Applicable	4	3	4
Oklahoma	6	Not Applicable	6	Not Applicable	7
Oregon	4	4	4	4	5
Pennsylvania	Not Applicable	4	4	1	5
Rhode Island					
South Carolina	4	4	2	2	5
South Dakota	4	4	4	4	Not Applicable
Tennessee					
Texas	Not Applicable	5	2	3	Not Applicable
Utah					
Virginia	4	4	4	2	7
Vermont	Not Applicable	4	3	3	Not Applicable
Washington	4	3	3	2	6
Wisconsin	Not Applicable	Not Applicable	4	3	4
West Virginia	7	7	Not Applicable	3	5
Wyoming	4	Not Applicable	4	4	Not Applicable
Summary	0 – (1) Negative 0 - 2 0 - 3 15 – (4) Neutral 3 - 5 1 - 6 7 - (7) Positive 17 - Not Applicable 5.00 - Mean n = 43	0 - (1) Negative 0 - 2 2 - 3 15 -(4) Neutral 6 - 5 2 - 6 2 - (7) Positive 16 - Not Applicable 4.52 - Mean n = 43	1 - (1) Negative 7 - 2 7 - 3 18 - (4) Neutral 3 - 5 2 - 6 0 - (7) Positive 5 - Not Applicable 3.55 - Mean n = 43	5 - (1) Negative 4 - 2 14 - 3 15 - (4) Neutral 0 - 5 0 - 6 0 - (7) Positive 5 - Not Applicable 3.03 - Mean n = 43	1 - (1) Negative 1 - 2 0 - 3 12 - (4) Neutral 9 - 5 4 - 6 6 - (7) Positive 10 - Not Applicable 4.91 - Mean n = 43

Table 8. State Agencies – Positive/Negative Forces on Gifted Education (continued)

	Q19. Lack of Compliance/ Monitoring	Q19. Decrease in General Education Formula	Q19. Charter Schools	Q19. Differentiated Instruction	Q19. Focus on Needs in Science, Tech, Engineering & Math (STEM)
Scale is 1 = Negative through 7 = Positive					
Alabama	Not Applicable	Not Applicable	Not Applicable	5	6
Alaska					
Arizona	3	Not Applicable	5	5	5
Arkansas	Not Applicable	Not Applicable	4	7	4
California	4	3	4	4	4
Colorado	Not Applicable	Not Applicable	5	7	6
Connecticut	4	4	4	7	7
Delaware	4	2	5	6	5
District of Columbia					
Florida	3	Not Applicable	4	5	5
Georgia	2	3	4	3	4
Guam					
Hawaii	Not Applicable	1	4	5	6
Idaho	Not Applicable	4	6	7	7
Illinois	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Indiana	3	3	4	5	6
Iowa	4	Not Applicable	4	4	4
Kansas	Not Applicable	Not Applicable	4	5	4
Kentucky	2	Not Applicable	Not Applicable	4	7
Louisiana	Not Applicable	4	2	6	5
Maine					
Maryland	3	Not Applicable	Not Applicable	7	6
Massachusetts	5	Not Applicable	Not Applicable	6	6
Michigan	4	3	Not Applicable	5	5
Minnesota	Not Applicable	Not Applicable	5	7	5
Mississippi					
Missouri	Not Applicable	Not Applicable	4	4	4
Montana	Not Applicable	4	4	5	4
Nebraska	4	4	Not Applicable	7	7
Nevada					

	Q19. Lack of Compliance/ Monitoring	Q19. Decrease in General Education Formula	Q19. Charter Schools	Q19. Differentiated Instruction	Q19. Focus on Needs in Science, Tech, Engineering & Math (STEM)
Scale is 1 = Negative through 7 = Positive					
New Hampshire	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
New Jersey	Not Applicable	Not Applicable	4	6	Not Applicable
New Mexico	3	Not Applicable	3	7	6
New York	3	Not Applicable	4	7	4
North Carolina	2	Not Applicable	2	4	3
North Dakota	3	Not Applicable	Not Applicable	5	5
Ohio	4	Not Applicable	4	5	5
Oklahoma	2	Not Applicable	6	6	6
Oregon	4	4	4	5	4
Pennsylvania	Not Applicable	Not Applicable	4	5	5
Rhode Island					
South Carolina	3	3	5	6	4
South Dakota	4	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Tennessee					
Texas	2	Not Applicable	4	6	5
Utah					
Vermont	3	2	Not Applicable	7	4
Virginia	Not Applicable	Not Applicable	4	7	7
Wisconsin	Not Applicable	3	4	5	4
Washington	Not Applicable	3	Not Applicable	6	5
West Virginia	Not Applicable	Not Applicable	Not Applicable	5	5
Wyoming	Not Applicable	Not Applicable	4	6	6
Summary	0 – (1) Negative 5 - 2 9 - 3 9 – (4) Neutral 1 - 5 0 - 6 0 – (7) Positive 19 - Not Applicable 3.25 - Mean n = 43	1 - (1) Negative 2 - 2 7 - 3 6 - (4) Neutral 0 - 5 0 - 6 0 - (7) Positive 27 - Not Applicable 3.13 - Mean n = 43	0 - (1) Negative 2 - 2 1 - 3 20 - (4) Neutral 5 - 5 2 - 6 0 - (7) Positive 13 - Not Applicable 4.13- Mean n = 43	0 - (1) Negative 0 - 2 1 - 3 5 - (4) Neutral 14- 5 9 - 6 11 - (7) Positive 3 - Not Applicable 5.60 - Mean n = 43	0 - (1) Negative 0 - 2 1 - 3 12- (4) Neutral 12 - 5 9 - 6 5 - (7) Positive 4 - Not Applicable 5.13 - Mean n = 43

Table 9. State Agencies – Positive/Negative Forces on Gifted Education (continued)

	Q20. Other Forces Affecting Gifted Education in the State	Q21. Representation of Minority Students in Gifted Education	Q21. Funding For Gifted Education	Q21. Funding For Professional Training in Gifted Education	Q21. Mastery Of the Disciplines Among Teachers of the Gifted	Q21. National Mandate For Gifted Education
		Scale is 1 = Least in Need of Attention through 7 = Most in Need of Attention				
Alabama		5	7	5	4	7
Alaska						
Arizona	Positives: Increased school and district awareness about gifted education and the needs of gifted and advanced learners due to newly enhanced legislation and increased funding support, and the success of our SEA's APIP grant in increasing the number of students accessing rigorous programs in middle schools and high schools. Strong new vision and support for gifted education at the SEA, with Gifted & AP elevated to the 'Unit' level within a division (led by the prior state director) in the department. Inc	7	7	7	6	7
Arkansas	Advanced Placement legislation.	5	6	4	4	7
California	Implementation of No Child Left Behind creating a need for districts to add remedial courses and limited state funding for categorical programs and general education programs is affecting specialized programs at all levels.	7	7	7	7	4
Colorado	Positive: development of regional networks for support and professional development	7	7	7	7	7
Connecticut		7	5	7	5	4
Delaware	No statewide identification process.	6	6	5	5	7
District of Columbia						
Florida	Currently being studied to determine appropriateness of identification and services provided.	6	7	6	5	7

	Q20. Other Forces Affecting Gifted Education in the State	Q21. Representation of Minority Students in Gifted Education	Q21. Funding For Gifted Education	Q21. Funding For Professional Training in Gifted Education	Q21. Mastery Of the Disciplines Among Teachers of the Gifted	Q21. National Mandate For Gifted Education
		Scale is 1 = Least in Need of Attention through 7 = Most in Need of Attention				
Georgia	1) Teacher retention 2) Changes/transition in local system gifted education leadership	5	4	5	5	6
Guam						
Hawaii	Weighted Student Formula for allocating funds to schools. Gifted and Talented funds are part of the funds being dispersed, but GT students to not have an added weight. Schools base their academic decisions on their financial plans using these funds.	7	7	7	6	7
Idaho		5	6	6	6	5
Illinois		6	7	6	4	4
Indiana		6	6	5	4	4
Iowa		6	4	7	5	4
Kansas		5	4	5	4	4
Kentucky		5	7	6	6	5
Louisiana	The negative force involves dealing with the loss of thousands of g/t students and hundreds of certified teachers because of the Hurricanes in 2005. This loss of population has had an impact on services statewide. The start up of schools in Orleans, St. Bernard, St. Tammany, Jefferson, Plaquemine, and Cameron post-hurricanes focused more on essential basic services---these districts are just beginning to resume "normal" school.	5	7	5	4	6
Maine						
Maryland		5	6	5	4	7
Massachusetts		7	7	7	6	6
Michigan	Drastic reductions in funding for gifted education. Loss of funding for gifted consultants.	7	7	6	7	6
Minnesota	Positive forces affecting gifted education: State staff development	6	5	5	4	5

	Q20. Other Forces Affecting Gifted Education in the State	Q21. Representation of Minority Students in Gifted Education	Q21. Funding For Gifted Education	Q21. Funding For Professional Training in Gifted Education	Q21. Mastery Of the Disciplines Among Teachers of the Gifted	Q21. National Mandate For Gifted Education
		Scale is 1 = Least in Need of Attention through 7 = Most in Need of Attention				
	opportunities in gifted education, Innovative district services, state strategic plan for improving gifted education services, expansion of the MN Scholars of Distinction award program, increase in AP/IB programs.					
Mississippi						
Missouri		5	7	5	4	7
	The positive forces are increased state funding and statewide awareness of the importance of Gifted Education. The negative forces are chronic lack of acknowledgement of gifted students by many school districts.					
Montana		5	6	6	5	7
Nebraska		7	7	7	6	7
Nevada						
New Hampshire		5	5	5	5	4
New Jersey		4	6	6	5	4
New Mexico		7	7	7	7	7
New York		6	6	7	5	5
	A positive force is add-on gifted licensure was moved back to higher education (instead of "field-based")					
North Carolina		7	7	7	4	6
North Dakota		1	4	5	4	1
Ohio		6	7	6	1	7
Oklahoma		6	5	7	5	5
Oregon		5	7	7	4	4
	Although Pennsylvania has monitoring for gifted education, it is limited to 10 districts per year out of 501 districts. Initiatives for the struggling student, basic and below basic student have meant very little or no attention to students of above average ability, high ability, high achieving and gifted students.					
Pennsylvania		6	7	7	5	7

	Q20. Other Forces Affecting Gifted Education in the State	Q21. Representation of Minority Students in Gifted Education	Q21. Funding For Gifted Education	Q21. Funding For Professional Training in Gifted Education	Q21. Mastery Of the Disciplines Among Teachers of the Gifted	Q21. National Mandate For Gifted Education
		Scale is 1 = Least in Need of Attention through 7 = Most in Need of Attention				
Rhode Island						
	Lack of full funding provides some challenges to overcome. The use of a nonverbal performance assessment is helping to identify some of the underserved populations.					
South Carolina		6	7	6	5	6
South Dakota		5	6	6	4	4
Tennessee						
Texas		5	6	6	6	2
Utah						
Vermont	Parent advocacy	5	5	6	1	1
Virginia		7	6	6	7	7
Washington		5	5	5	5	4
West Virginia		5	5	5	4	4
Wisconsin	Positive: 1) Refunding of State Director position in 2006. 2) Advanced coursework initiates	6	6	6	5	2
Wyoming		5	5	5	5	2
Summary		1 – (1) Least in need 0 - 2 0 - 3 1 – (4) Neutral 18 - 5 12 - 6 11 – (7) Most in need 5.67 – Mean n = 43	0 - (1) Least in need 0 - 2 0 - 3 4 - (4) Neutral 8 - 5 12 - 6 19 – (7) Most in need 6.07 - Mean n = 43	0 - (1) Least in need 0 - 2 0 - 3 1 - (4) Neutral 14 - 5 14 - 6 14 – (7) Most in need 5.95 - Mean n = 43	2 - (1) Least in need 0 - 2 0 - 3 14 - (4) Neutral 15 - 5 7 - 6 5 – (7)Most in need 4.88 - Mean n = 43	2 - (1) Least in need 3 - 2 0 - 3 12 - (4) Neutral 5 - 5 6 - 6 15 – (7) Most in need 5.16 - Mean n = 43

Table 10. State Agencies – Positive/Negative Forces on Gifted Education (continued)

	Q21. Appropriate Program Evaluation in Gifted Education	Q21. Appropriate Pre-service Training at the Undergraduate Level in Gifted Education	Q21. Professional Training for General Education Teachers to Provide GT Instruction	Q21. Assessing Academic Growth in Gifted Students	Q21. Teaching Standards for Licensure/ Endorsement	Q21. Graduate Level Coursework in Gifted Education	Q21. Curriculum that Differentiates State Standards	Q21. State Definition of Gifted
Scale is 1 = Least in Need of Attention through 7 = Most in Need of Attention								
Alabama	4	6	6	4	4	4	5	4
Alaska								
Arizona	6	7	7	6	6	5	7	4
Arkansas	3	7	7	5	1	1	5	1
California	4	7	7	7	7	7	7	4
Colorado	7	7	7	7	3	3	7	1
Connecticut	7	7	7	7	4	6	5	4
Delaware	4	5	5	5	4	6	5	2
District of Columbia								
Florida	7	5	5	7	4	4	6	6
Georgia	7	6	6	6	5	4	5	1
Guam								
Hawaii	7	7	7	4	5	6	7	4
Idaho	6	6	6	6	6	6	6	5
Illinois	5	5	6	5	5	5	5	4
Indiana	3	7	7	7	4	2	6	4
Iowa	7	7	7	7	4	6	4	4
Kansas	5	5	5	4	4	3	5	4
Kentucky	7	7	7	7	7	6	6	1
Louisiana	6	5	5	4	1	1	7	1
Maine								
Maryland	4	5	7	4	7	6	4	1
Massachusetts	6	6	6	6	6	6	6	7
Michigan	4	6	7	6	5	6	3	7
Minnesota	5	6	6	5	5	5	5	5
Mississippi								

	Q21. Appropriate Program Evaluation in Gifted Education	Q21. Appropriate Pre-service Training at the Undergraduate Level in Gifted Education	Q21. Professional Training for General Education Teachers to Provide GT Instruction	Q21. Assessing Academic Growth in Gifted Students	Q21. Teaching Standards for Licensure/ Endorsement	Q21. Graduate Level Coursework in Gifted Education	Q21. Curriculum that Differentiates State Standards	Q21. State Definition of Gifted
Scale is 1 = Least in Need of Attention through 7 = Most in Need of Attention								
Missouri	4	6	6	5	1	1	5	1
Montana	7	7	7	6	6	7	7	1
Nebraska	5	7	7	7	6	7	7	1
Nevada								
New Hampshire	4	5	4	5	4	6	4	4
New Jersey	6	6	6	5	4	4	4	2
New Mexico	7	7	7	6	6	5	6	4
New York	4	5	6	6	4	6	5	4
North Carolina	7	1	4	7	5	5	6	4
North Dakota	5	5	5	6	5	5	6	5
Ohio	6	6	6	6	1	1	6	5
Oklahoma	6	7	7	5	6	6	1	1
Oregon	4	6	7	5	4	4	1	1
Pennsylvania	7	7	6	6	7	6	6	4
Rhode Island								
South Carolina	6	5	5	6	5	7	7	3
South Dakota	4	7	7	5	4	6	5	4
Tennessee								
Texas	6	5	4	5	1	4	5	1
Utah								
Vermont	5	7	7	7	6	6	7	1
Virginia	7	6	7	7	6	5	7	6
Washington	5	6	6	6	5	5	5	4
West Virginia	6	4	5	6	4	4	4	2
Wisconsin	4	7	7	5	4	2	5	2
Wyoming	4	5	5	4	4	5	4	4

	Q21. Appropriate Program Evaluation in Gifted Education	Q21. Appropriate Pre-service Training at the Undergraduate Level in Gifted Education	Q21. Professional Training for General Education Teachers to Provide GT Instruction	Q21. Assessing Academic Growth in Gifted Students	Q21. Teaching Standards for Licensure/ Endorsement	Q21. Graduate Level Coursework in Gifted Education	Q21. Curriculum that Differentiates State Standards	Q21. State Definition of Gifted
Scale is 1 = Least in Need of Attention through 7 = Most in Need of Attention								
Summary	0 – (1) Least in need 0 - 2 2 - 3 12 – (4) Neutral 7 - 5 10 - 6 12 – (7) Most in need 5.42 - Mean n = 43	1 - (1) Least in need 0 - 2 0 - 3 1 - (4) Neutral 12 - 5 12 - 6 17 - (7) Most in need 5.95 - Mean n = 43	0 - (1) Least in need 0 - 2 0 - 3 3 - (4) Neutral 8 - 5 12 - 6 20 - (7) Most in need 6.14 - Mean n = 43	0 - (1) Least in need 0 - 2 0 - 3 6 - (4) Neutral 12 - 5 14 - 6 11- (7) Most in need 5.7 = Mean n = 43	5 - (1) Least in need 0 - 2 1 - 3 15 - (4) Neutral 9 - 5 9 - 6 4 - (7) Most in need 4.53 - Mean n = 43	4 - (1) Least in need 2 - 2 2 - 3 7 - (4) Neutral 9 - 5 15 - 6 4 - (7) Most in need 4.77 - Mean n = 43	2 - (1) Least in need 0 - 2 1 - 3 6 - (4) Neutral 14 - 5 10 - 6 10 - (7) Most in need 5.33 - Mean n = 43	13 - (1) Least in need 4 - 2 1 – 3 17 - (4) Neutral 4 - 5 2 – 6 2 - (7) Most in need 3.21 - Mean n = 43

Table 11. Areas Needing Attention

	Q22. Other Areas in Greatest Need of Attention in the State
Alabama	
Alaska	
Arizona	More professional development opportunities for training in meeting the needs of gifted learners. Schools and districts proactively reaching out to parents and community organizations to support their gifted programs. Schools moving toward using an 'excellence model' of teaching and learning for all students. Raising the expectations and rigor of programs for all students. Schools using inclusive identification procedures to equitably and defensibly identify gifted and advanced learners. Stronger focus on K-2, 7-8, and 9-12 for identification and provision gifted services - moving beyond the old paradigm of gifted education only being (as a practical matter) 3-6. Stronger focus on meeting the social and emotional needs of gifted learners K-12.
Arkansas	
California	Teacher training and funding
Colorado	Communication with stakeholders at all levels of the instructional system, including administrators.
Connecticut	1. Curriculum differentiation training for the regular classroom teacher 2. An assessment person, housed within the SDE, whose responsibility it would be to track the academic progress of identified GT student and provide annual reports on these students' learning progress in all content areas.
Delaware	Awareness and advocacy to overcome complacency
District of Columbia	
Florida	Time requirements, service delivery options
Georgia	
Guam	
Hawaii	
Idaho	
Illinois	
Indiana	
Iowa	
Kansas	
Kentucky	
Louisiana	We must change the law so that the funds that are sent to the districts for GT are dedicated only to GT.
Maine	
Maryland	
Massachusetts	
Michigan	Funding for gifted education, funding support for dual enrollment and advanced placement.
Minnesota	Assistance with program design and evaluation. Access program for high potential students from underserved populations.
Mississippi	
Missouri	
Montana	Increased FTE in GT program

	Q22. Other Areas in Greatest Need of Attention in the State
Nebraska	
Nevada	
New Hampshire	
New Jersey	
New Mexico	
New York	
North Carolina	PD for administrators
North Dakota	
Ohio	
Oklahoma	
Oregon	
Pennsylvania	Enforcement of state regulations, professional development and parent training, certification or licensure for teachers of gifted, and funding.
Rhode Island	
South Carolina	1. Building a parental support structure or advocacy group 2. Continued improvement on the social emotional side of the educational experience
South Dakota	
Tennessee	
Texas	identifying and successfully serving students from poverty and twice-exceptional students
Utah	
Vermont	
Virginia	
Washington	
West Virginia	Update guidelines
Wisconsin	
Wyoming	

Table 12. Definition of Giftedness – State Definition

	Q32. Definition of Giftedness	Q33. Areas of Giftedness Addressed in State Statute Definition	Q36. LEAs Required to Follow State Definition	Q37. Citation in State Statute or Regulation for State Definition
Alabama	In state statute	Intellectually Gifted Creatively Gifted Culturally Diverse	Yes	Alabama Administrative Code 290-8-9-.12
Alaska				
Arizona	In state statute In state rules & regulations	Intellectually Gifted Academically Gifted	Yes	15-779. Definitions In this article, unless the context otherwise requires: 1. "Gifted education" means appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted pupil. 2. "Gifted pupil" means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability.
Arkansas	In state rules & regulations	Intellectually Gifted Academically Gifted Creatively Gifted	Yes	Gifted and Talented Rules and Regulations
California	In state statute In state rules & regulations	Intellectually Gifted Academically Gifted Specific academic areas Leadership Performing/Visual Arts Creatively Gifted Highly Gifted Underachieving Culturally Diverse ESL / ELL	Yes	California Education Code Sections 52200-52212 and California Title 5 Regulations Sections 3820-3870
Colorado	In state statute In state rules & regulations	Other: Outstanding abilities, talents and potential	Yes	Statute: 22-20-103(3.7) Rules: 12.01 (9) - 12.01 (9)(e)
Connecticut	In state statute	Intellectually Gifted Performing/Visual Arts	Yes	10-76a
Delaware	In state statute	Intellectually Gifted Academically Gifted Specific academic areas Leadership Performing/Visual Arts Creatively Gifted	Yes	

	Q32. Definition of Giftedness	Q33. Areas of Giftedness Addressed in State Statute Definition	Q36. LEAs Required to Follow State Definition	Q37. Citation in State Statute or Regulation for State Definition
		Psychomotor		
District of Columbia				
Florida	In state rules & regulations	Not applicable	Yes	6A-6.03019
Georgia	In state rules & regulations		Yes	State Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS
Guam				
Hawaii	In state statute In state rules & regulations	Intellectually Gifted Academically Gifted Specific academic areas Leadership Performing/Visual Arts Creatively Gifted	Yes	HRS 296-12, 301-33, 301-34 Chapter 51, BOE Policy 2102
Idaho	In state statute	Intellectually Gifted Specific academic areas Leadership Performing/Visual Arts Creatively Gifted		33-2001
Illinois	In state statute	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted Culturally Diverse	No	105 ILCS 5/Article 14A
Indiana	In state statute	Intellectually Gifted Specific academic areas Performing/Visual Arts Creatively Gifted Other: Technical Practical Arts & Interpersonal	No	IC 20-36 and 511 AC 6-9.1-1
Iowa	In state statute	Intellectually Gifted Leadership Performing/Visual Arts Creatively Gifted Other: Specific ability aptitude	Yes	Iowa Code 257.44 Gifted and talented children defined. "Gifted and talented children" are those identified as possessing outstanding abilities that 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 these areas or in combination: 1. General intellectual ability; 2. Creative thinking; 3. Leadership ability; 4. Visual and performing arts ability; 5. Specific ability aptitude.
Kansas	In state statute In state rules &	Intellectually Gifted	Yes	K.A.R. 91-40-1(cc) and K.S.A. 72-962(h)

	Q32. Definition of Giftedness	Q33. Areas of Giftedness Addressed in State Statute Definition	Q36. LEAs Required to Follow State Definition	Q37. Citation in State Statute or Regulation for State Definition
	regulations			
Kentucky	In state rules & regulations	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	Yes	704 KAR 3
Louisiana	In state statute In state rules & regulations	Intellectually Gifted Academically Gifted Performing/Visual Arts	Yes	Title 28, Part CI. Bulletin 1508 Gifted definition is in Subsection 313 and Talented definition is in Subsection 329.
Maine				
Maryland	In state statute	Intellectually Gifted Academically Gifted Specific academic areas Leadership Performing/Visual Arts Creatively Gifted Culturally Diverse	Yes	Maryland Annotated Code Section 8 - 201 - 204
Massachusetts	In state statute			
Michigan	In state statute	Intellectually Gifted Academically Gifted Performing/Visual Arts Other: Humanities	No	State Definition of "gifted & talented": "The 'gifted and/or academically talented' means elementary and/or secondary school students who may be considered to be (1) intellectually gifted, (2) outstanding in school achievement, and/or (3) those who have outstanding abilities in particular areas of human endeavor, including the arts and humanities." (Michigan Comp. Laws § 388.1092)
Minnesota	Other: Minnesota Automated Reporting Student System (MARSS) Manual	Not applicable	No	Gifted/Talented Participation
Mississippi				
Missouri	In state statute	Academically Gifted	No	Section 162.675 RSMo
Montana	In state statute	Not applicable Other: Gifted and talented children means children of outstanding abilities who are capable of high performance	Yes	Montana Code Annotated 20-7-901-904
Nebraska	In state rules & regulations	Intellectually Gifted Academically Gifted Specific academic areas Performing/Visual Arts Creatively Gifted	No	Rule 3, 001.01C Section 79-1107 (3)
Nevada				

	Q32. Definition of Giftedness	Q33. Areas of Giftedness Addressed in State Statute Definition	Q36. LEAs Required to Follow State Definition	Q37. Citation in State Statute or Regulation for State Definition
New Hampshire	No definition			
New Jersey	Other: New Jersey Administrative Code 6A:8-3.1	Other: High levels of ability, in one or more content areas, when compared to chronological peers	Yes	NJAC 6A:8-3.1
New Mexico	In state rules & regulations	Intellectually Gifted Creatively Gifted Culturally Diverse Other: Critical thinking	Yes	Rule: 6.31.2.12
New York	In state statute	Intellectually Gifted Academically Gifted Performing/Visual Arts	No	
North Carolina	In state statute	Intellectually Gifted Academically Gifted Specific academic areas	Yes	GS 115.C-150.5 Article 9B
North Dakota	No definition			
Ohio	In state statute In state rules & regulations	Intellectually Gifted Academically Gifted Specific academic areas Performing/Visual Arts Creatively Gifted		Ohio Revised Code 3324-01-07 (statute) Ohio Administrative Code 3301-51-15 (rules)
Oklahoma	In state statute In state rules & regulations	Intellectually Gifted Specific academic areas Leadership Performing/Visual Arts Creatively Gifted	Yes	70 O.S. 1210.301-307
Oregon	In state statute In state rules & regulations	Intellectually Gifted Academically Gifted Specific academic areas Leadership Performing/Visual Arts Creatively Gifted Other: Potential to Perform at the 97th %ile to be defined by the local school district.	Yes	ORS 343.411 OAR 581-022-1310
Pennsylvania	In state rules & regulations	Intellectually Gifted PA defines gifted as a student with an IQ of 130 or higher, slightly lower IQ with strong evidence.	Yes	Chapter 16.1 gifted students is exception by school code and mentally gifted is outstanding intellectual and creative ability the development of which requires specially designed programs, support services or both not ordinarily provide in the regular education program. Chapter 16.21(d) a student is mentally gifted who has an IQ of 130 or higher and when multiple criteria indicate gifted ability. A person with a lower IQ may be admitted when strong evidence indicates gifted ability.

	Q32. Definition of Giftedness	Q33. Areas of Giftedness Addressed in State Statute Definition	Q36. LEAs Required to Follow State Definition	Q37. Citation in State Statute or Regulation for State Definition
Rhode Island				
South Carolina	In state rules & regulations	Academically Gifted Performing/Visual Arts	Yes	South Carolina State Board of Education Regulation 43-220
South Dakota	No definition		.	
Tennessee				
Texas	In state statute	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts	Yes	Texas Education Code 29.121
Utah				
Vermont	In state statute In state rules & regulations	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	No	16 V.S.A. § 13. Gifted and talented children
Virginia	In state rules & regulations	Intellectually Gifted Performing/Visual Arts Other: Practical and Technical Arts Aptitude	Yes	8VAC20-40-10 et. seq. currently open for revision
Washington	In state statute In state rules & regulations	Intellectually Gifted Academically Gifted Creatively Gifted Culturally Diverse	Yes	WAC 392-170
West Virginia	In state rules & regulations	Not applicable	Yes	West Virginia Board of Education Policy 2419
Wisconsin	In state statute In state rules & regulations	Intellectually Gifted Specific academic areas Leadership Performing/Visual Arts Creatively Gifted Culturally Diverse Disabled Gifted ESL / ELL Other: Socio-economic status	Yes	S. 118.35
Wyoming		Not Applicable	Yes	Wyoming Statute (WS) 21-9-101, C 11
Summary	27- state statute 22 - In state rules & regulations 3 - No definition 2 - Other	29 - Intellectually gifted 22 - Performing/visual arts 19 - Creatively gifted 19 - Academically gifted 12 - Specific academic areas 12 - Leadership	29 - LEAs required to follow state definition 8 – LEAs not required to	

	Q32. Definition of Giftedness	Q33. Areas of Giftedness Addressed in State Statute Definition	Q36. LEAs Required to Follow State Definition	Q37. Citation in State Statute or Regulation for State Definition
		7 - Culturally diverse 1 - Highly gifted 1 - Underachieving isolated/rural 2 - ESL/ELL 1 - Disabled gifted 0 - Profoundly gifted 0 - Vo-Tech 0 - Geographically 5 - Not applicable 12 - Other	follow state definition	

Table 13. Definition of Giftedness – Areas of Giftedness, Culturally Diverse Groups (continued)

	Q34. Areas of Giftedness Addressed in State Rules & Regulations	Q35. Culturally Diverse Groups Included in State's Definition
Alabama	Intellectually Gifted Creatively Gifted Culturally Diverse	No groups specifically included
Alaska		
Arizona	Intellectually Gifted Academically Gifted Other: The needs of students who may be disabled or ELL are included in language regarding ID tests	No groups specifically included
Arkansas	Intellectually Gifted Academically Gifted Creatively Gifted	No groups specifically included
California	Intellectually Gifted Academically Gifted Specific academic areas Leadership Performing/Visual Arts Creatively Gifted Highly Gifted Underachieving Culturally Diverse	No groups specifically included
Colorado	Intellectually Gifted Specific academic areas Leadership Performing/Visual Arts Creatively Gifted Culturally Diverse Disabled Gifted Other: Socio-economic	No groups specifically included
Connecticut	Intellectually Gifted Performing/Visual Arts	No groups specifically included
Delaware	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted Other: Psychomotor	No groups specifically included
District of Columbia		
Florida	Intellectually Gifted Academically Gifted Leadership Creatively Gifted	Other: Low socio-economic status and limited English proficient
Georgia	Intellectually Gifted	No groups specifically included

	Q34. Areas of Giftedness Addressed in State Rules & Regulations	Q35. Culturally Diverse Groups Included in State's Definition
Guam		
Hawaii	Intellectually Gifted Academically Gifted Specific academic areas Leadership Performing/Visual Arts Creatively Gifted Other: Psychomotor	No groups specifically included
Idaho		
Illinois	Academically Gifted	No groups specifically included
Indiana	Intellectually Gifted Specific academic areas Performing/Visual Arts Creatively Gifted Other: Technical/ Practical Arts & Interpersonal	No groups specifically included
Iowa	Not applicable	No groups specifically included
Kansas	Intellectually Gifted	No groups specifically included
Kentucky	Intellectually Gifted Academically Gifted Specific academic areas Leadership Performing/Visual Arts Creatively Gifted Underachieving Geographically isolated/rural Culturally Diverse Disabled Gifted	No groups specifically included
Louisiana	Intellectually Gifted Academically Gifted Performing/Visual Arts	No groups specifically included
Maine		
Maryland	Intellectually Gifted Academically Gifted Specific academic areas Leadership Performing/Visual Arts Creatively Gifted	No groups specifically included
Massachusetts		
Michigan	Intellectually Gifted Academically Gifted Performing/Visual Arts Humanities	No groups specifically included

	Q34. Areas of Giftedness Addressed in State Rules & Regulations	Q35. Culturally Diverse Groups Included in State's Definition
Minnesota	Intellectually Gifted Specific academic areas Leadership Performing/Visual Arts Creatively Gifted Culturally Diverse	No groups specifically included
Mississippi		
Missouri	Intellectually Gifted Academically Gifted Specific academic areas Performing/Visual Arts Creatively Gifted Highly Gifted Profoundly Gifted Underachieving Culturally Diverse Disabled Gifted ESL / ELL	No groups specifically included
Montana	Not applicable Other: Gifted and talented children means children of outstanding abilities who are capable of high performance	No groups specifically included
Nebraska	Intellectually Gifted Academically Gifted Specific academic areas Performing/Visual Arts Creatively Gifted	No groups specifically included
Nevada		
New Hampshire		
New Jersey	Not applicable	No groups specifically included
New Mexico	Intellectually Gifted Creatively Gifted Culturally Diverse Other: Critical thinking	No groups specifically included
New York	Intellectually Gifted Academically Gifted Performing/Visual Arts	No groups specifically included
North Carolina	Intellectually Gifted Academically Gifted Specific academic areas	No groups specifically included
North Dakota		

	Q34. Areas of Giftedness Addressed in State Rules & Regulations	Q35. Culturally Diverse Groups Included in State's Definition
Ohio	Intellectually Gifted Academically Gifted Specific academic areas Performing/Visual Arts Creatively Gifted	
Oklahoma	Intellectually Gifted Specific academic areas Leadership Performing/Visual Arts Creatively Gifted	No groups specifically included
Oregon	Intellectually Gifted Academically Gifted Specific academic areas Other: Potential to Perform at the 97th Percentile	Other: See OAR 581-022-1310 (1)
Pennsylvania	Intellectually Gifted Gifted is defined as mentally gifted with outstanding intellectual & creative ability requiring SDI	No groups specifically included
Rhode Island		
South Carolina	Academically Gifted Performing/Visual Arts	No groups specifically included
South Dakota		
Tennessee		
Texas		No groups specifically included
Utah		
Vermont		No groups specifically included
Virginia	Intellectually Gifted Specific academic areas Performing/Visual Arts Technical and Practical Arts Aptitude	No groups specifically included
Washington	Intellectually Gifted Academically Gifted Creatively Gifted	No groups specifically included
West Virginia	Intellectually Gifted Academically Gifted Specific academic areas Underachieving Culturally Diverse Disabled Gifted ESL / ELL	No groups specifically included

	Q34. Areas of Giftedness Addressed in State Rules & Regulations	Q35. Culturally Diverse Groups Included in State's Definition
Wisconsin	Intellectually Gifted Specific academic areas Leadership Performing/Visual Arts Creatively Gifted Culturally Diverse Disabled Gifted ESL / ELL Other: Socio-economic status	No groups specifically included
Wyoming	Other: Found in Wyoming Gifted Education Guidelines	No groups specifically included
Summary	30 - Intellectually gifted 20 - Academically gifted 19 - Performing/visual arts 18 - Creatively gifted 16 - Specific academic areas 10 - Leadership 9 - Culturally diverse 6 - Disabled gifted 4 - Underachieving 3 - ESL/ELL 2 - Highly gifted 1 - Profoundly gifted 1 - Geographically isolated/rural 0 - Vo-tech 9 - Other	35 - No groups specifically included 0 - Native American 0 - Hispanic 0 - Asian 0 - African American 2 - Other

Table 14. Mandate to Identify and Serve Gifted Students; Funding Mandate

	Q38. State Mandate for Gifted and Talented Education	Q39. Areas Included in State Mandate	Q40. Authority for State Mandate	Q41. Citation in State Regulation	Q42. Mandate Funding
Alabama	Yes	Identification Services	State law specific to disabled and gifted education	Act 106	Mandated with partial funding
Alaska					
Arizona	Yes	Identification Services Other: social development emotional development professional development, parent involvement program eval, gifted education endorsement	State law specific to gifted education Administrative rule SEA guidelines State Department of Education policy	Arizona Revised Statutes - The Arizona Revised Statutes have been updated with the 47th Legislature, 2nd Regular Session information, and contain the version of the statutes effective January 1, 2007.	Mandated with full funding
Arkansas	Yes	Identification Services Other: Program and student evaluation	Administrative rule State Department of Education policy	Gifted and Talented Rules and Regulations	Mandated with partial funding
California	No				
Colorado	Yes	Identification Services Other: Program Plan shall satisfy criteria of Accreditation and Rules	State law specific to disabled and gifted education	Statute: 22-20 Rules for the Implementation of the Education of Exceptional Children: 12.0	Mandated with partial funding
Connecticut	No	Identification	State law specific to gifted education	"A child requiring special education" means any exceptional child who (A) meets the criteria for eligibility for special education pursuant to the Individuals With Disabilities Education Act, 20 USC 1400, et seq., as amended from time to time, (B) has extraordinary learning ability or outstanding talent in the creative arts, the development of which requires programs or services beyond the level of those ordinarily provided in regular school programs but which may be provided through special education as part of the public school program, or (C), is age three to five, inclusive, and is experiencing developmental delay that causes such child to require special education."	
Delaware	No				
District of Columbia					
Florida	Yes	Identification Services	State law specific to disabled and gifted education	1003.01, 6A-4.01791, 6A-6.03019, 6A-6.030191, 6A-6.03313, 6A-6.0334, 1003.21	Mandated with partial funding

	Q38. State Mandate for Gifted and Talented Education	Q39. Areas Included in State Mandate	Q40. Authority for State Mandate	Q41. Citation in State Regulation	Q42. Mandate 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	Mandated with full funding
Guam					
Hawaii	Yes	Identification Services	State law specific to gifted education SEA guidelines State Department of Education policy	HRS 296-12, 301-33, 301-34 Chapter 51, BOE Policy 2102	Mandated with partial funding
Idaho	Yes	Identification Services	State law specific to gifted education State law specific to disabled and gifted education	33-2003	
Illinois	No				
Indiana	No				
Iowa	Yes	Identification Services Other: Program goals, objectives, and activities, staff in-in service, program evaluation, budget,	State law specific to gifted education Administrative rule	257.43 PROGRAM PLANS. The program plans submitted by school districts shall be part of the school improvement plan submitted pursuant to section 256.7, subsection 21, paragraph "a", and shall include all of the following: 1. Program goals, objectives, and activities to meet the needs of gifted and talented children; 2. Student identification criteria and procedures; 3. Staff in-service education design; 4. Staff utilization plans; 5. Evaluation criteria and procedures and performance measures; 6. Program budget; 7. Qualifications required of personnel administering the program; 8. Other factors the department requires	
Kansas	Yes	Identification Services	State law specific to gifted education State law specific to disabled and gifted education	K.S.A. 72-961 et seq. K.A.R. 91-40-8(a)(1)and(2)	Mandated with full funding
Kentucky	Yes	Identification Services Other: Policies & procedures, program evaluation, curriculum, personnel, budget	State law specific to disabled and gifted education	704 KAR 3	Mandated with partial funding

	Q38. State Mandate for Gifted and Talented Education	Q39. Areas Included in State Mandate	Q40. Authority for State Mandate	Q41. Citation in State Regulation	Q42. Mandate Funding
		& funding, procedural safeguards			
Louisiana	Yes	Identification Services	State law specific to disabled and gifted education State Department of Education policy	Chapter 8 Education of Children with Exceptionalities, Part I, Subsection 1941 as part of Act 1977	Mandated with full funding
Maine					
Maryland	Yes	Identification Services	Other: Bridge to Excellence legislation on the Master Plan	Maryland Annotated Code Section 5 - 401.	Not applicable
Massachusetts	No				
Michigan	No				
Minnesota	No				
Mississippi					
Missouri	No				
Montana	Yes	Identification Services	Administrative rule SEA guidelines	Administrative Rules of Montana 10.55.804	Mandated with partial funding
Nebraska	Yes	Identification Other: Students must be identified, if served, services must be approved by NDE to qualify for funds.	Administrative rule	Revised Statutes of the State of Nebraska (RRS) Section 79-318.	Mandated with partial funding
Nevada					
New Hampshire	No				
New Jersey	Yes	Identification Services	Other: Administrative Code	NJAC 6A:8-3.1	Mandated with no funding
New Mexico	Yes	Identification Services	State law specific to disabled and gifted education Administrative rule SEA guidelines	Rule 6.31.2.12	Mandated with partial funding
New York	No				
North Carolina	Yes	Identification Services Other: Parent involvement & professional development	State law specific to gifted education	GS 115C-150.7 Local Plans	Mandated with full funding

	Q38. State Mandate for Gifted and Talented Education	Q39. Areas Included in State Mandate	Q40. Authority for State Mandate	Q41. Citation in State Regulation	Q42. Mandate Funding
North Dakota	No				
Ohio	Yes	Identification	State law specific to gifted education Administrative rule	Ohio Revised Code 3324-01-07 (Statute) Ohio Administrative Code 3301-51-15 (Rules)	Mandated with partial funding
Oklahoma	Yes	Identification Services	State law specific to gifted education	70 O.S. 1210.301-307	Mandated with full funding
Oregon	Yes	Identification Services	State law specific to gifted education State Department of Education policy	ORS 343.391, 343.395, 343.396, 343.397 OAR 581-022-1310, 581-022-1320, 581-022-1330	Mandated with no funding
Pennsylvania	Yes	Identification Services Other: Gifted IEP, educational placement, procedural safeguards, support services.	State law specific to gifted education	24 PS School Code 13-1371 and State Board Regulations Chapter 16	Mandated with no funding
Rhode Island					
South Carolina	Yes	Identification Other: Reporting	State law specific to gifted education State Department of Education policy	Program for Talented Students, 59-29-170. Code of Laws of South Carolina 1976, Amended 1986 by State Board of Education Regulation 43-220	Mandated with partial funding
South Dakota	No				
Tennessee					
Texas	Yes	Identification Services	State law specific to gifted education Administrative rule	Texas Education Code 29.121-123, Texas Administrative Code 89.1 - 89.5	Mandated with partial funding
Utah					
Vermont	No				
Virginia	Yes	Identification Services Other: Differentiated curriculum provided by trained teachers	Administrative rule	8VAC20-40-10 et. seq. currently under revision	Mandated with partial funding
Washington	No				
West Virginia	Yes	Services	State law specific to disabled and gifted education	West Virginia 18-20-1	Mandated with partial funding
Wisconsin	Yes	Identification Services Other: Access without charge,	State law specific to gifted education Administrative rule	S. 118.35 and PI 8.01(2)(t)	Mandated with partial funding

	Q38. State Mandate for Gifted and Talented Education	Q39. Areas Included in State Mandate	Q40. Authority for State Mandate	Q41. Citation in State Regulation	Q42. Mandate Funding
		parental participation			
Wyoming	No				
Summary	27 - States with state mandate for GT education	26 - Identification 24 - Services 11 - Other	14 – State law specific to gifted education 10 – State law specific to disabled and gifted education 11 – Administrative rule 5 - SEA guidelines 6 - State Department of Education policy 2 - Other		6 - Mandate with full funding 15 - Mandate with partial funding 3 - Mandate with no funding

Table 15. Mandate to Identify and Serve Gifted Students (continued)

	Q43. Free Appropriate Public Education	Q43. Child Find	Q43. Individual Plan for Gifted Students	Q43. Least Restrictive Environment	Q43. Non- Discrimi- natory Testing	Q43. Mediation	Q43. Due Process	Q43. Related Services	Q43. Other Related Services
Alabama	By state disability education law	By state disability education law	By state disability education law	Not Applicable	By state disability education law	By state disability education law	By state disability education law	Not Applicable	
Alaska									
Arizona	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Arkansas	As Under IDEA	Not Applicable	Not Required	As Under IDEA	As Under IDEA	Not Required	As Under IDEA	Not Required	
California									
Colorado	Not Applicable	Not Applicable	By state disability education law	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Connecticut									
Delaware									
District of Columbia									
Florida	As Under IDEA	Not Required	By state disability education law	As Under IDEA	As Under IDEA	As Under IDEA	By state disability education law	By state disability education law	As necessary for the student to make appropriate progress toward gifted goals on the educational plan
Georgia	Not Applicable	By state disability education law	Not Required	Not Applicable	By state disability education law	Not Required	By state disability education law	Not Applicable	
Guam									
Hawaii	As Under IDEA	As Under IDEA	Not Required	Not Required	Not Applicable	By state disability education law	By state disability education law	As Under IDEA	Com-prehensive School Support Services
Idaho	By state disability education law	By state disability education law	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	
Illinois									

	Q43. Free Appropriate Public Education	Q43. Child Find	Q43. Individual Plan for Gifted Students	Q43. Least Restrictive Environment	Q43. Non- Discrimi- natory Testing	Q43. Mediation	Q43. Due Process	Q43. Related Services	Q43. Other Related Services
Indiana									
Iowa	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Kansas	As Under IDEA By state disability education law	As Under IDEA By state disability education law	As Under IDEA By state disability education law	Not Applicable	As Under IDEA By state disability education law	As Under IDEA By state disability education law	As Under IDEA By state disability education law	As Under IDEA By state disability education law	K.S.A. 91-40- 1(c)
Kentucky	By state disability education law	Not Required	By state disability education law	Not Applicable	Not Required	By state disability education law	By state disability education law	Not Applicable	
Louisiana	As Under IDEA	As Under IDEA	As Under IDEA	As Under IDEA	As Under IDEA	As Under IDEA	As Under IDEA	As Under IDEA	Related services are counseling and transportation as needed.
Maine									
Maryland	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	
Massachusetts									
Michigan									
Minnesota									
Mississippi									
Missouri									
Montana	Not applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Nebraska	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Required	Not Required	
Nevada									
New Hampshire									
New Jersey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
New Mexico	As Under IDEA By state disability	As Under IDEA By state disability	As Under IDEA By state disability	As Under IDEA By state disability	As Under IDEA By state disability	As Under IDEA By state disability	As Under IDEA By state disability	As Under IDEA By state disability	All that are required to provide FAPE to the student.

	Q43. Free Appropriate Public Education	Q43. Child Find	Q43. Individual Plan for Gifted Students	Q43. Least Restrictive Environment	Q43. Non-Discriminatory Testing	Q43. Mediation	Q43. Due Process	Q43. Related Services	Q43. Other Related Services
	education law	education law	education law	education law	education law	education law	education law	education law	
New York									
North Carolina	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	By state disability education law	Not Applicable	
North Dakota									
Ohio	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Oklahoma	As Under IDEA	As Under IDEA	By state disability education law Not Required	Not Required	As Under IDEA	Not Required	Not Required	Not Required	
Oregon	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
									Chap. 16: Spec Ed for Gifted Students regulation is separate from "disability" education law, regulated by Chap. 14. PA's School Code (24 PS 13-1371) states that students who are gifted and students with a disability are considered students with exceptionality and by reason thereof need specially designed instruction.
Pennsylvania	By state disability education law	By state disability education law	By state disability education law	Not Required	By state disability education law	By state disability education law	By state disability education law	By state disability education law	
Rhode Island									
South Carolina	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	

	Q43. Free Appropriate Public Education	Q43. Child Find	Q43. Individual Plan for Gifted Students	Q43. Least Restrictive Environment	Q43. Non- Discrimi- natory Testing	Q43. Mediation	Q43. Due Process	Q43. Related Services	Q43. Other Related Services
South Dakota									
Tennessee									
Texas	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	
Utah									
Vermont									
Virginia	Not Required	Not Required	Not Required	Not Required	Not Applicable	Not Required	Not Applicable	Not Applicable	
Washington									
West Virginia	As Under IDEA By state disability education law	As Under IDEA By state disability education law	As Under IDEA By state disability education law0	Not Applicable	As Under IDEA By state disability education law	As Under IDEA By state disability education law	As Under IDEA By state disability education law	As Under IDEA By state disability education law	
Wisconsin	Not Applicable	Not Required	Not Required	Not Required	Not Applicable	Not Required	Not Required	Not Required	
Wyoming									
Summary	8 - As under IDEA 7 - By state disability education law 3 - Not required	6 - As under IDEA 7 - By state disability education law 6 - Not required	4 - As under IDEA 9 - By state disability education law 9 - Not required	4 - As under IDEA 1 - By state disability education law 8 - Not required	7 - As under IDEA 6 - By state disability education law 4 - Not required	5 - As under IDEA 7 - By state disability education law 8 - Not required	5 - As under IDEA 10 - By state disability education law 6 - Not required	5 - As under IDEA 5 - By state disability education law 7 - Not required	

Table 16. Identification of Gifted Students – State Criteria

	Q45. State Requires Specific Criteria to Identify Gifted Students	Q46. Required Methods for Identifying Gifted Students	Q47. Approximate Percentage of LEAs that Identify Gifted and Talented Students	Q51. State Provides Guidance/ Guidelines for Identification	Q52. LEAs Required to Follow Uniform Process	53. Why LEAs Not Required to Follow Uniform Process
Alabama	Yes	IQ scores Achievement data Nominations Multiple criteria model Range of state-approved assessments from which LEAs may select	100%	Yes	Yes	.
Alaska						
Arizona	Yes	IQ scores Other: Districts may also identify based on local equitable/defensible policies & criteria	Data not collected	Yes	Combination of state and LEA policies	.
Arkansas	Yes	Nominations Multiple criteria model Other: Two subjective measures and two subjective measures but state does not dictate what they are.	100%	Yes	Yes	.
California	No		80%	Yes	No	State law does not specifically require
Colorado	Yes	Achievement data Nominations Multiple criteria model Other: Equitable access, criteria, team procedures, communication and parental awareness	100%	Yes	Yes	.
Connecticut	No		75%	Yes	Combination of state and LEA policies	.
Delaware	No		60%	Yes	No	There is no state law on identification process
District of Columbia						
Florida	Yes	IQ scores Achievement data Nominations Multiple criteria model Range of state-approved assessments from which LEAs may select Other: Need for service		Yes	Combination of state and LEA policies	.

	Q45. State Requires Specific Criteria to Identify Gifted Students	Q46. Required Methods for Identifying Gifted Students	Q47. Approximate Percentage of LEAs that Identify Gifted and Talented Students	Q51. State Provides Guidance/ Guidelines for Identification	Q52. LEAs Required to Follow Uniform Process	53. Why LEAs Not Required to Follow Uniform Process
Georgia	Yes	Multiple criteria model Range of state-approved assessments from which LEAs may select		Yes	Yes	.
Guam						
Hawaii	Yes	Achievement data Nominations Multiple criteria model Range of state-approved assessments from which LEAs may select		Yes	No	State law does not specifically require
Idaho	No		100%	Yes	Combination of state and LEA policies	.
Illinois	No		Data not collected	Yes	No	State law does not specifically require
Indiana	No		98%	Yes	No	State law does not specifically require
Iowa	No		100%	Yes	No	Other: local decision making within the guidelines
Kansas	No		97%	Yes	No	Other: State law does not specifically require, strong local decision to determine criteria
Kentucky	Yes	IQ scores Achievement data Nominations Multiple criteria model Range of state-approved assessments from which LEAs may select Other: Portfolios, observations, continuous progress data, awards, critiques, etc.	100%	Yes	No	State law does not specifically require
Louisiana	Yes	IQ scores Achievement data		Yes	Yes	.
Maine						
Maryland	No		100%	Yes	No	There is no state law on identification process
Massachusetts	No			No	No	There is no state law on identification process
Michigan	No			No	No	State law does not specifically require

	Q45. State Requires Specific Criteria to Identify Gifted Students	Q46. Required Methods for Identifying Gifted Students	Q47. Approximate Percentage of LEAs that Identify Gifted and Talented Students	Q51. State Provides Guidance/ Guidelines for Identification	Q52. LEAs Required to Follow Uniform Process	53. Why LEAs Not Required to Follow Uniform Process
Minnesota	No		Data not collected	Yes	No	There is no state law on identification process. LEAs have the ability to tailor gifted services to meet the needs of the local population.
Mississippi						
Missouri	Yes	Multiple criteria model	57%	Yes	No	There is no state law on identification process
Montana	No		21%	Yes	No	Other: Local control
Nebraska	No		100%	No	No	State law does not specifically require
Nevada						
New Hampshire	No			No	No	There is no state law on identification process
New Jersey	No		Data not collected	Yes	No	State law does not specifically require
New Mexico	Yes	IQ scores Achievement data Nominations Multiple criteria model Range of state-approved assessments from which LEAs may select Other: Creativity and Critical Thinking		Yes	Yes	
New York	No		Data not collected	Yes	No	State law does not specifically require
North Carolina	No		100%	Yes	No	Other: Local control
North Dakota	No		1%	Yes	Yes	
Ohio	Yes	IQ scores Achievement data Multiple criteria model Range of state-approved assessments from which LEAs may select	100%	Yes	Yes	
Oklahoma	Yes	IQ scores Achievement data Nominations Multiple criteria model	100%	Yes	Yes	
Oregon	Yes	IQ scores		Yes	Combination of	

	Q45. State Requires Specific Criteria to Identify Gifted Students	Q46. Required Methods for Identifying Gifted Students	Q47. Approximate Percentage of LEAs that Identify Gifted and Talented Students	Q51. State Provides Guidance/ Guidelines for Identification	Q52. LEAs Required to Follow Uniform Process	53. Why LEAs Not Required to Follow Uniform Process
		Achievement data Nominations Multiple criteria model			state and LEA policies	
Pennsylvania	Yes	IQ scores Achievement data Multiple criteria model Other: IQ measure is required as part of a Gifted Multidisciplinary Evaluation	100%	Yes	Yes	
Rhode Island			82%			
South Carolina	Yes	Achievement data Other: Reasoning Ability and State Performance Assessment (STAR)	100%	Yes	Yes	
South Dakota	No		Data not collected	No	No	There is no state law on identification process
Tennessee						
Texas	No		100%	Yes	No	Other: The locally-developed process must follow required state guidelines.
Utah						
Vermont	No		Data not collected	No	No	There is no state law on identification process
Virginia	Yes	Multiple criteria model	100%	Yes	Combination of state and LEA policies	
Washington	Yes	IQ scores Achievement data Nominations Multiple criteria model		Yes	No	State law does not specifically require
West Virginia	Yes	Multiple criteria model	100%	Yes	Yes	
Wisconsin	Yes	Multiple criteria model	Data not collected	Yes	No	Other: Wisconsin is a local control state
Wyoming	Yes	IQ scores Achievement data Nominations Multiple criteria model Range of state-approved assessments from	54%	Yes	Yes	

	Q45. State Requires Specific Criteria to Identify Gifted Students	Q46. Required Methods for Identifying Gifted Students	Q47. Approximate Percentage of LEAs that Identify Gifted and Talented Students	Q51. State Provides Guidance/ Guidelines for Identification	Q52. LEAs Required to Follow Uniform Process	53. Why LEAs Not Required to Follow Uniform Process
		which LEAs may select				
Summary	21 - States require specific criteria/methods to identify gifted students 22- no requirement	18 - Multiple criteria model 14 - Achievement data 12 - IQ scores 11 - Nominations 8 - Range of state-approved assessments from which LEAs may select 7 - Other	16-100% 11 Between 1% & 98% (mean = 75%) 8 not collected	37 - States that provide guidance/guidelines for identification process	13 - Yes 24 - No 6 - Combination of state and LEA policies	

Table 17. Identification of Gifted Students – When Students are Identified

	Q48. Age or Time Identified as Gifted Mandated	Q49. When Students are Identified	Q50. When Students Are Usually Identified
Alabama	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 Other: Age 6 through 12th grade and anyone with knowledge of the child including the child can refer.	Elementary school (multiple times) Following teacher referral
Alaska			
Arizona	Yes	Following parent referral Following teacher referral Following student referral Other: Districts must provide for identification for gifted education for students K-12.	Elementary school (one time only) Elementary school (multiple times) Following parent referral Following teacher referral Following student 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	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
California	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 Kindergarten or early entrance screening	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
Colorado	No		Elementary school (multiple times) Entering middle school Entering high school When students transfer from in state Following parent referral Following teacher referral Following student referral
Connecticut	Yes	Kindergarten or early entrance screening	Elementary school (multiple times)

	Q48. Age or Time Identified as Gifted Mandated	Q49. When Students are Identified	Q50. When Students Are Usually Identified
Delaware	No		Elementary school (multiple times) When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral When taking other assessments approved for GT identification Kindergarten or early entrance screening
District of Columbia			
Florida	No		Elementary school (multiple times) Entering middle school When students transfer from out of state Following parent referral Following teacher referral Following student referral When taking other assessments approved for GT identification
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 other assessments approved for GT identification Kindergarten or early entrance screening Other: Students in grades K-12 may be referred for possible gifted program placement at any time.	Elementary school (multiple times) Following parent referral Following teacher referral When taking other assessments approved for GT identification
Guam			
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 teacher referral Following student referral

	Q48. Age or Time Identified as Gifted Mandated	Q49. When Students are Identified	Q50. When Students Are Usually Identified
			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
Idaho	Yes	Other: Ages 5-18	
			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
Illinois	No		
Indiana	No		Other: Local decision
Iowa	No		Other: Ongoing identification from K1- 12 grade
			Elementary school (multiple times) Following parent referral Following teacher referral When taking other assessments approved for GT identification
Kansas	No		
			Elementary school (one time only) Elementary school (multiple times) Entering middle school Following parent referral Following teacher referral Following student referral When taking other assessments approved for GT identification Kindergarten or early entrance screening
Kentucky	Yes	Other: Fourth Grade	
			Following parent referral Following teacher referral Following student referral
Louisiana	No		
Maine			

	Q48. Age or Time Identified as Gifted Mandated	Q49. When Students are Identified	Q50. When Students Are Usually Identified
Maryland	No		Elementary school (multiple times) Entering middle 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
Massachusetts	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 When taking other assessments approved for GT identification Kindergarten or early entrance screening
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 other assessments approved for GT identification
Minnesota	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 other assessments approved for GT identification Kindergarten or early entrance screening
Mississippi			
Missouri	No		Elementary school (multiple times)
Montana	No		Elementary school (multiple times)
Nebraska	No		Elementary school (multiple times) Following parent referral

	Q48. Age or Time Identified as Gifted Mandated	Q49. When Students are Identified	Q50. When Students Are Usually Identified
			Following teacher referral Following student referral When taking other assessments approved for GT identification
Nevada			
New Hampshire	No		Not applicable
New Jersey	Yes	Elementary school (multiple times) Entering middle school Entering high school When students transfer from in state Kindergarten or early entrance screening	Not applicable
New Mexico	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 other assessments approved for GT identification Kindergarten or early entrance screening
New York	Yes	When students transfer from out of state When students transfer from in state Kindergarten or early entrance screening	When students transfer from out of state When students transfer from in state Kindergarten or early entrance screening
North Carolina	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 When taking other assessments approved for GT identification Kindergarten or early entrance screening
North Dakota	No		Elementary school (one time only)
Ohio	Yes	Following parent referral Following teacher referral Following student referral When taking other assessments approved for GT identification	Elementary school (multiple times) Following parent referral Following teacher referral

	Q48. Age or Time Identified as Gifted Mandated	Q49. When Students are Identified	Q50. When Students Are Usually Identified
Oklahoma	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 When taking other assessments approved for GT identification
Oregon	Yes	Other: K-12	Elementary school (multiple times) Entering middle school Entering high school Following parent referral Following teacher referral Following student referral When taking other assessments approved for GT identification Kindergarten or early entrance screening
Pennsylvania	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 Gifted identification & services are Kindergarten thru 12th grade.	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
Rhode Island			
South Carolina	Yes	Elementary school (multiple times) Following parent referral Following teacher referral Following student referral When taking other assessments approved for GT identification Other: Grade 2 Census testing	Elementary school (multiple times) Following parent referral Following teacher referral Following student referral When taking other assessments approved for GT identification Other: Grade two census testing
South Dakota	No		Not applicable
Tennessee			
Texas	Yes	Elementary school (one time only) 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	When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral

	Q48. Age or Time Identified as Gifted Mandated	Q49. When Students are Identified	Q50. When Students Are Usually Identified
Utah			
Vermont	No		Not applicable
Virginia	No		Elementary school (one time only) Following parent referral
Washington	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 other assessments approved for GT identification Kindergarten or early entrance screening
West Virginia	No		Following parent referral Following teacher referral Following student referral
Wisconsin	Yes	Other: K-12	Elementary school (multiple times)
Wyoming	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 other assessments approved for GT identification Kindergarten or early entrance screening
Summary	16 - Yes 27 - No	9 - Following parent referral 9 - Following teacher referral 9 - Following student referral 7 - Kindergarten or early entrance screening 7 - Elementary school (multiple times) 5 - Entering middle school 5 - Entering high school 7 - When students transfer from out of state 7 - When students transfer from in state 3 - When taking other assessments approved for GT identification 2 - Elementary school (one time only) 9 - Other	30 - Following parent referral 30 - Following teacher referral 29 - Elementary school (multiple times) 19 - Entering middle school 19 - When students transfer from out of state 19 - When students transfer from in state 21 - Following student referral 19 - When taking other assessments approved for GT identification 16 - Entering high school 14 - Kindergarten or early entrance screening 12 - Elementary school (one time only) 3 - Other

Table 18. Identification of Gifted Students – Number Identified, Service and Diversity of Students

	Q54. Number of Public School Students Enrolled in 2006-2007	Q55. Number of Students Identified as GT in 2006-2007	Q56. How Number of GT Students is Calculated	Q57. Number of GT Students Served in 2006-2007	Q58. & Q59. Maximum Percentage of Students a District May Identify for GT	Q60. & Q 61. Gender of GT Identified	Q62. & Q63. Students Identified as GT by Culturally Diverse Group
Alabama	743,604	32,390	State-collected information	35,000	No	Data not collected	Data not collected
Alaska							
Arizona	1,120,759	75,121 (based on districts applying for gifted funding - out of 878,060)	State-collected information	Data not collected	No	Male: 52% Female: 48%	African American: 4% Native American: 3% Asian: 6% Hispanic: 22% Caucasian: 65% Other: 0%
Arkansas	465,600	42,600	State-collected information	42,674	No	Data not collected	Data not collected
California	6,286,952	512,698	State-collected information	512,698	No	Male: 49% Female: 51%	African American: 5% Native American: 1% Asian: 18% Hispanic: 29% Caucasian: 45% Other: 2%
Colorado	758,554	56,133	State-collected information	56,133	No	Data not collected	African American: 4% Native American: 1% Asian: 5% Hispanic: 15% Caucasian: 75% Other: 0%
Connecticut	500,000	9,082	State-collected information	3,000	Yes: 10%	Male: 47% Female: 53%	African American: 6% Native American: .25% Asian: 5% Hispanic: 5% Caucasian: 83% Other: 0%
Delaware	119,109	Data not collected		Data not collected		Data not collected	Data not collected

	Q54. Number of Public School Students Enrolled in 2006-2007	Q55. Number of Students Identified as GT in 2006-2007	Q56. How Number of GT Students is Calculated	Q57. Number of GT Students Served in 2006-2007	Q58. & Q59. Maximum Percentage of Students a District May Identify for GT	Q60. & Q 61. Gender of GT Identified	Q62. & Q63. Students Identified as GT by Culturally Diverse Group
District of Columbia							
Florida	2,662,701	126,795	State-collected information		No	Data not collected	African American: 10% Native American: 0% Asian: 5% Hispanic: 22% Caucasian: 60% Other: 4%
Georgia	1,577,320	181,058	State-collected information		No	Data not collected	Data not collected
Guam							
Hawaii	180,383	9,538	State-collected information	9,538	No	No	Data not collected
Idaho	225,000	14,610	State-collected information	14,850	No	Data not collected	Data not collected
Illinois	2,110,000	Data not collected		Data not collected	No	Data not collected	Data not collected
Indiana	1,117,721	106,263	District reports (not mandatory reporting)	106,263	No	Male: 46% Female 54%	African American: 5% Native American: 0% Asian: 3% Hispanic: 3% Caucasian: 87% Other: 2%
Iowa	474,867	40,523	State-collected information	40,523	No	Male: 50% Female: 50%	African American: 3% Native American: 0% Asian: 3% Hispanic: 2% Caucasian: 92% Other: 0%
Kansas	441,545	14,376	State-collected information	14,376	No	Data not collected	African American: 3% Native American: 1% Asian: 4% Hispanic: 3% Caucasian: 87%

	Q54. Number of Public School Students Enrolled in 2006-2007	Q55. Number of Students Identified as GT in 2006-2007	Q56. How Number of GT Students is Calculated	Q57. Number of GT Students Served in 2006-2007	Q58. & Q59. Maximum Percentage of Students a District May Identify for GT	Q60. & Q 61. Gender of GT Identified	Q62. & Q63. Students Identified as GT by Culturally Diverse Group
							Other: 3% Other: Multi-ethnic
Kentucky	633,248	113,671	State-collected information	112,386	No	Data not collected	African American: 5% Native American: 0% Asian: 1% Hispanic: 1% Caucasian: 93% Other: 0%
Louisiana	653,885	19,848	State-collected information		No	Male: 49% Female: 51%	Data not collected
Maine							
Maryland	865,561	Data not collected	Data not collected	Data not collected	No	Data not collected	Data not collected
Massachusetts	968,661	Data not collected		Data not collected	No	Data not collected	Data not collected
Michigan	1,697,600	52,756	State-collected information		No	Data not collected	African American: 11% Native American: 1% Asian: 5% Hispanic: 2% Caucasian: 82% Other: 1% Other: Multiracial, National Hawaiian and other Pacific Islanders
Minnesota	821,416	Data not collected	State-collected information	Data not collected	No	Data not collected	
Mississippi							
Missouri	900,021	Data not collected	Data not collected	37,324	No	Data not collected	
Montana	145,416	8,686	State-collected information	8,686	No	Male: 49% Female: 51%	
Nebraska	285,548	42,212	District reports (not mandatory reporting)		No	Data not collected	African American: 9% Native American: 6% Asian: 18% Hispanic: 6% Caucasian: 14%

	Q54. Number of Public School Students Enrolled in 2006-2007	Q55. Number of Students Identified as GT in 2006-2007	Q56. How Number of GT Students is Calculated	Q57. Number of GT Students Served in 2006-2007	Q58. & Q59. Maximum Percentage of Students a District May Identify for GT	Q60. & Q 61. Gender of GT Identified	Q62. & Q63. Students Identified as GT by Culturally Diverse Group
							Other: 48%
Nevada							
New Hampshire	203,572	Data not collected	Data not collected	Data not collected	No	Data not collected	Data not collected
New Jersey	1,300,000	Data not collected	Data not collected	Data not collected	No	Data not collected	Data not collected
New Mexico	325,731	13,056	State-collected information	13,139	No	Data not collected	Data not collected
New York	3,155,000	not collected	Data not collected	Data not collected	No	Data not collected	Data not collected
North Carolina	1,365,000	150,000	State-collected information	155,221	No	Data not collected	
North Dakota	103,706	not collected	Data not collected	Data not collected	No	Data not collected	
Ohio	1,835,188	286,604	State-collected information	80,116	No	Data not collected	African American: 7% Native American: 0% Asian: 2% Hispanic: 1% Caucasian: 88% Other: 2%
Oklahoma	631,337	103,546	State-collected information	103,546	No	Male: 48% Female: 52%	African American: 6% Native American: 16% Asian: 3% Hispanic: 5% Caucasian: 71% Other: 0%
Oregon	562,828	Data not yet available	State-collected information		No	Data not collected	Data not collected
Pennsylvania	1,830,684	71,830	State-collected information	68,924	No	Data not collected	Data not collected
Rhode Island							
South Carolina	681,845	Data not collected	Data not collected	81,878	No	Male: 47% Female: 53%	African American: 17% Native American: 0% Asian: 2% Hispanic: 2% Caucasian: 77% Other: 2%

	Q54. Number of Public School Students Enrolled in 2006-2007	Q55. Number of Students Identified as GT in 2006-2007	Q56. How Number of GT Students is Calculated	Q57. Number of GT Students Served in 2006-2007	Q58. & Q59. Maximum Percentage of Students a District May Identify for GT	Q60. & Q 61. Gender of GT Identified	Q62. & Q63. Students Identified as GT by Culturally Diverse Group
South Dakota	121,558	Data not collected	Data not collected	Data not collected	No	Data not collected	Data not collected
Tennessee							
Texas	4,594,942	343,158	State-collected information	343,158	No	Male: 49% Female: 52%	African American: 8% Native American: 0% Asian: 7% Hispanic: 33% Caucasian: 51% Other: 0%
Utah							
Vermont	95,481	Data not collected	Data not collected	Data not collected	No	Data not collected	Data not collected
Virginia	1,221,939	160,603	State-collected information	176,649	No	Male: 51% Female: 49%	African American: 12% Native American: 0% Asian: 10% Hispanic: 4% Caucasian: 71% Other: 2%
Washington	1,100,000	35,600	State-collected information	82,720	Yes: 3%	Male: 51% Female: 49%	African American: 3% Native American: 1% Asian: 1% Hispanic: 6% Caucasian: 80% Other: 0%
West Virginia	281,298	4,988	State-collected information	4,988 gifted grades 1-8 and 305 exceptional gifted grades 9-12	No	Data not collected	Data not collected
Wisconsin	875,543	Not collected	Data not collected	Data not collected	No	Data not collected	Data not collected
Wyoming	84,611				No	Male: 48% Female: 52%	Data not collected

	Q54. Number of Public School Students Enrolled in 2006-2007	Q55. Number of Students Identified as GT in 2006-2007	Q56. How Number of GT Students is Calculated	Q57. Number of GT Students Served in 2006-2007	Q58. & Q59. Maximum Percentage of Students a District May Identify for GT	Q60. & Q 61. Gender of GT Identified	Q62. & Q63. Students Identified as GT by Culturally Diverse Group
Summary	Total: 46,125,734 (n=43)	Total: 2,627,745 (n=31)	29 - State-collected information Estimate 2 - District reports (not mandatory reporting) 10 - Data not collected	Total: 2,104,095 (n=23)	41 – No 2 – Yes	46% - 52% - Male range 48% - 54% - Female range 29 – Data not collected	21 – Data not collected

Table 19. Services for Gifted Students – Services Required by Giftedness Category and Grades; Percentage of Students Served By Grade

	Q65. Categories of Giftedness for Which Programs/Services are Required	Q66. Grades GT Services are Mandated	Q78. Percentage of GT Students That Receive Services in Each Grade
Alabama	Not specified	Kindergarten – Grade 12	Pre-Kindergarten: Do not collect data 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%
Alaska			
Arizona	Intellectual General academic	Kindergarten – Grade 12	Do not collect data or Not applicable
Arkansas	Intellectual General academic Creativity	Kindergarten – Grade 12	Pre-Kindergarten: Do not collect data or Not applicable Kindergarten: 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%
California	Intellectual	Not required	Do not collect data or Not applicable

	Q65. Categories of Giftedness for Which Programs/Services are Required	Q66. Grades GT Services are Mandated	Q78. Percentage of GT Students That Receive Services in Each Grade
	Visual/performing arts Leadership Intellectual General academic Creativity Specific academic areas	Kindergarten – Grade 12	Pre-Kindergarten: Do not collect data or Not applicable Kindergarten: Grade 1: Grade 2: Grade 3: 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: 40% - 59% Grade 12: 40% - 59%
Colorado			
Connecticut	Not required	Not required	Do not collect data or Not applicable
Delaware	Not required	Not required	Do not collect data or Not applicable
District of Columbia			
Florida	Not specified	Kindergarten – Grade 12	Do not collect data or Not applicable
	Intellectual Creativity Specific academic areas	Pre-K to Grade 12	Pre-Kindergarten: 0% Kindergarten: Grade 1: 80% - 100% Grade 2: 80% - 100% Grade 3: 80% - 100% Grade 4: 80% - 100% Grade 5: 80% - 100% Grade 6: Grade 7: Grade 8: Grade 9: Grade 10: Grade 11: Grade 12:
Georgia			
Guam			

	Q65. Categories of Giftedness for Which Programs/Services are Required	Q66. Grades GT Services are Mandated	Q78. Percentage of GT Students That Receive Services in Each Grade
Hawaii	Visual/performing arts Leadership Intellectual General academic Creativity Specific academic areas	Up to LEA to determine	Pre-Kindergarten: 0% Kindergarten: 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%
Idaho	Visual/performing arts Leadership Intellectual Creativity Specific academic areas	Kindergarten – Grade 12	Pre-Kindergarten: Do not collect data or Not applicable Kindergarten: Grade 1: 20% - 39% Grade 2: 40% - 59% Grade 3: 60% - 79% Grade 4: 60% - 79% Grade 5: 60% - 79% Grade 6: Grade 7: Grade 8: Grade 9: Grade 10: Grade 11: Grade 12:
Illinois	Not required	Not required	Do not collect data or Not applicable
Indiana	Not required	Not required	Pre-Kindergarten: Do not collect data or Not applicable Kindergarten: Grade 1: 1% - 19% Grade 2: 1% - 19% Grade 3: 1% - 19% Grade 4: 1% - 19% Grade 5: 1% - 19% Grade 6: 60% - 79% Grade 7: 60% - 79% Grade 8: 60% - 79% Grade 9: 40% - 59% Grade 10: 20% - 39%

	Q65. Categories of Giftedness for Which Programs/Services are Required	Q66. Grades GT Services are Mandated	Q78. Percentage of GT Students That Receive Services in Each Grade
			Grade 11: 20% - 39% Grade 12: 20% - 39%
Iowa	Visual/performing arts Leadership Intellectual Creativity	Kindergarten – Grade 12	Do not collect data or Not applicable
Kansas	Intellectual	Up to LEA to determine	Pre-Kindergarten: Do not collect data or Not applicable Kindergarten: Grade 1: 100% Grade 2: 100% Grade 3: 100% Grade 4: 100% Grade 5: 100% Grade 6: 100% Grade 7: 100% Grade 8: 100% Grade 9: 100% Grade 10: 100% Grade 11: 100% Grade 12: 100%
Kentucky	Visual/performing arts Leadership Intellectual Creativity Specific academic areas	Kindergarten – Grade 12	Pre-Kindergarten: Do not collect data or Not applicable Kindergarten: Do not collect data or Not applicable 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%
Louisiana	Visual/performing arts Intellectual General academic	Pre-K to 12	Do not collect data or Not applicable
Maine			
Maryland	Not specified	Up to LEA to determine	Do not collect data or Not applicable
Massachusetts	Not specified	Not required	Do not collect data or Not applicable

	Q65. Categories of Giftedness for Which Programs/Services are Required	Q66. Grades GT Services are Mandated	Q78. Percentage of GT Students That Receive Services in Each Grade
			Pre-Kindergarten: Do not collect data or Not applicable Kindergarten: Do not collect data or Not applicable Grade 1: 0% Grade 2: 1% - 19% Grade 3: 1% - 19% Grade 4: 1% - 19% Grade 5: 1% - 19% Grade 6: 1% - 19% Grade 7: 1% - 19% Grade 8: 1% - 19% Grade 9: 1% - 19% Grade 10: 1% - 19% Grade 11: 1% - 19% Grade 12: 1% - 19%
Michigan	Not required	Not required	
Minnesota	Not required	Not required	Do not collect data or Not applicable
Mississippi			
Missouri	Not required	Not required	Do not collect data or Not applicable
Montana	Not specified	Pre-K – Grade 12	Do not collect data or Not applicable
			Pre-Kindergarten: Do not collect data or Not applicable Kindergarten: Do not collect data or Not applicable 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%
Nebraska	Visual/performing arts Intellectual General academic Creativity Specific academic areas	Pre-K to 12	
Nevada			
New Hampshire	Not required	Not required	Do not collect data or Not applicable
New Jersey	Not specified	Kindergarten – Grade 12	Do not collect data or Not applicable

	Q65. Categories of Giftedness for Which Programs/Services are Required	Q66. Grades GT Services are Mandated	Q78. Percentage of GT Students That Receive Services in Each Grade
			Pre-Kindergarten: Do not collect data or Not applicable Kindergarten: 0% 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%
New Mexico	Intellectual General academic Creativity	Kindergarten – Grade 12	
New York	Not required	Not required	Do not collect data or Not applicable
North Carolina	Intellectual Specific academic areas	Kindergarten – Grade 12	Do not collect data or Not applicable
North Dakota	Not required	Not required	Do not collect data or Not applicable
			Pre-Kindergarten: Do not collect data or Not applicable Kindergarten: 1% - 19% Grade 1: 1% - 19% Grade 2: 1% - 19% Grade 3: 1% - 19% Grade 4: 20% - 39% Grade 5: 40% - 59% Grade 6: 40% - 59% Grade 7: 20% - 39% Grade 8: 1% - 19% Grade 9: 1% - 19% Grade 10: 1% - 19% Grade 11: 1% - 19% Grade 12: 1% - 19%
Ohio	Not required	Not required	

	Q65. Categories of Giftedness for Which Programs/Services are Required	Q66. Grades GT Services are Mandated	Q78. Percentage of GT Students That Receive Services in Each Grade
Oklahoma	Visual/performing arts Leadership Intellectual General academic Creativity Specific academic areas	Kindergarten – Grade 12	Pre-Kindergarten: Do not collect data or Not applicable Kindergarten: Do not collect data or Not applicable 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%
Oregon	Intellectual Specific academic areas Not specified	Pre-K to Grade 12	Do not collect data or Not applicable
Pennsylvania	Intellectual	Kindergarten – Grade 12	Do not collect data or Not applicable
Rhode Island			
South Carolina	Visual/performing arts General academic	Grade 1– Grade 12	Pre-Kindergarten: 0% Kindergarten: 0% Grade 1: 0% Grade 2: 0% Grade 3: 1% - 19% Grade 4: 1% - 19% Grade 5: 20% - 39% Grade 6: 20% - 39% Grade 7: 20% - 39% Grade 8: 20% - 39% Grade 9: 1% - 19% Grade 10: 1% - 19% Grade 11: 1% - 19% Grade 12: 1% - 19%
South Dakota	Not required	Not required	Do not collect data or Not applicable
Tennessee			

	Q65. Categories of Giftedness for Which Programs/Services are Required	Q66. Grades GT Services are Mandated	Q78. Percentage of GT Students That Receive Services in Each Grade
			Pre-Kindergarten: Do not collect data or Not applicable Kindergarten: 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%
Texas	Specific academic areas	Kindergarten – Grade 12	
Utah			
Vermont	Intellectual General academic	Not required	Do not collect data or Not applicable
Virginia	General academic Specific academic areas	Kindergarten – Grade 12	Do not collect data or Not applicable
			Pre-Kindergarten: Do not collect data or Not applicable Kindergarten: 1% - 19% Grade 1: 1% - 19% Grade 2: 1% - 19% Grade 3: 20% - 39% Grade 4: 20% - 39% Grade 5: 20% - 39% Grade 6: 20% - 39% Grade 7: 20% - 39% Grade 8: 20% - 39% Grade 9: 20% - 39% Grade 10: 20% - 39% Grade 11: 20% - 39% Grade 12: 20% - 39%
Washington	Intellectual General academic Creativity	Up to LEA to determine	
West Virginia	Intellectual General academic	Grade 1 – Grade 8	Do not collect data or Not applicable
	Visual/performing arts Leadership Intellectual Creativity		
Wisconsin	Specific academic areas	Kindergarten – Grade 12	Do not collect data or Not applicable
Wyoming	Not required	Not required	Do not collect data or Not applicable

	Q65. Categories of Giftedness for Which Programs/Services are Required	Q66. Grades GT Services are Mandated	Q78. Percentage of GT Students That Receive Services in Each Grade
Summary	14 - Not required 10 - Visual/performing arts 7 - Leadership 20 - Intellectual 12 - General academic 12 - Creativity 13 - Specific academic areas 7 - Not specified	15 - Not required 4 - Pre-K to 12 4 - Up to LEA to determine 1 - Pre-K 17 - Kindergarten 19 - Grade 1 19 - Grade 2 19 - Grade 3 19 - Grade 4 19 - Grade 5 19 - Grade 6 19 - Grade 7 19 - Grade 8 18 - Grade 9 18 - Grade 10 18 - Grade 11 18 - Grade 12	26 - Do not collect data / not applicable

Table 20. Services for Gifted Students – Methods of Delivering Services

	Q79., Q80. & Q81. Top Delivery Methods in Pre-K and Kindergarten	Q82., Q83. & Q84. Top Delivery Methods in Early Elementary	Q85., Q86. & Q87. Top Delivery Methods in Upper Elementary	Q88., Q89. & Q90. Top Delivery Methods in Middle School	Q91., Q92. & Q93. Top Delivery Methods in High School
Alabama	1 – Other: Consultative Services 2 – Cluster Classrooms 3 – Resource Room	1 – Other: Consultative Services 2 – Cluster Classrooms 3 – Resource Room	1 – Resource Room 2 – Other: Consultative 3 – Cluster Classrooms	1 – Other: Honors or Advanced Classes 2 – Cluster Classrooms 3 – Resource Room	1 – AP 2 – Dual Enrollment 3 – IB
Alaska					
Arizona	No estimate	1 – Regular Classroom 2 – Resource Room 3 – Self-Paced Learning	1 – Regular Classroom 2 – Resource Room 3 – Self-Paced Learning	1 – Regular Classroom 2 – Other: Advanced level or honors academic courses, content replacement, independent study 3 – Self-Paced Learning	1 – Regular Classroom 2 – AP 3 – Independent Study
Arkansas	1 – Regular Classroom 2 – Other: Instruction is provided by a trained teacher of the gifted and delivered by the same teacher and/or by the classroom teacher to all students (whole group enrichment) 3 – Cluster Classrooms	1 – Resource Room 2 – Cluster Classrooms 3 – Regular Classroom	1 – Resource Room 2 – Other: Pre-AP Courses 3 – Regular Classroom	1 – Regular Classroom 2 – Other: Pre-AP Classes 3 – Resource Room	1 – AP 2 – Regular Classroom 3 – Other: Pre-AP Classes
California	1 – Regular Classroom 2 – Cluster Classrooms 3 – Other: Informal identification and differentiated curriculum in regular classroom	No estimate	1 – Regular Classroom 2 – Cluster Classrooms 3 – Other: Regular classroom with differentiated curriculum	1 – Regular Classroom 2 – Cluster Classrooms 3 – Other: Regular classroom with cluster grouping for differentiated curriculum. Some Honors classes for high achiever students and identified gifted students.	1 – AP 2 – Regular Classroom 3 – Other: AP, honors classes, some International Baccalaureate
Colorado	1 – Regular Classroom 2 – Continuous Progress Curriculum 3 – Self-Paced Learning	1 – Regular Classroom 2 – Resource Room 3 – Magnet Schools	1 – Regular Classroom 2 – Resource Room 3 – Magnet Schools	1 – Regular Classroom 2 – Resource Room 3 – Other: Special classes and seminars, magnet classrooms, consultation	1 – Regular Classroom 2 – Other: Special classes and seminars, resource room and consultation 3 – Magnet Schools
Connecticut	1 – Regular Classroom 2 – Resource Room 3 – Cluster Classroom	1 – Regular Classroom 2 – Self-Contained Classroom 3 – Cluster Classrooms	1 – Regular Classroom 2 – Cluster Classrooms 3 – Resource Room	No estimate	1 – Regular Classroom 2 – AP 3 – Independent Study
Delaware	1 – Regular Classroom 2 – Self-contained Classroom 3 – Continuous Progress	1 – Regular Classroom 2 – Self-Contained Classroom 3 – Continuous Progress	1 – Regular Classroom 2 – Self-Contained Classroom 3 – AP	1 – Regular Classroom 2 – Self-Contained Classroom 3 – Resource Room	1 – AP 2 – IB 3 – Magnet Schools

	Q79., Q80. & Q81. Top Delivery Methods in Pre-K and Kindergarten	Q82., Q83. & Q84. Top Delivery Methods in Early Elementary	Q85., Q86. & Q87. Top Delivery Methods in Upper Elementary	Q88., Q89. & Q90. Top Delivery Methods in Middle School	Q91., Q92. & Q93. Top Delivery Methods in High School
	Curriculum	Curriculum			
District of Columbia					
Florida	No estimate	1 – Resource Room 2 – Cluster Classrooms 3 – Self-Contained Classroom	1 – Cluster Classrooms 2 – Resource Room 3 – Self-Contained Classroom	1 – Self-Contained Classroom 2 – Cluster Classrooms 3 – Regular Classroom	No estimate
Georgia	1 – Resource Room 2 – Cluster Classrooms 3 – Other: Collaboration/Consultant Model	1 – Resource Room 2 – Cluster Classrooms 3 – Other: Collaboration/Consultant Model	1 – Resource Room 2 – Cluster Classrooms 3 – Other: Collaboration/Consultant Model	1 – Other: Academic/Honors Classes (other than AP/IB) 2 – Cluster Classrooms 3 – Resource Room	1 – Other: Honors/Advanced Classes 2 – AP 3 – Dual Enrollment
Guam					
Hawaii	No estimate	1 – Regular Classroom 2 – Other: Pull-out 3 – Continuous Progress Curriculum	1 – Self-Contained Classroom 2 – Other: Pull-out 3 – Continuous Progress	1 – Regular Classroom 2 – Continuous Progress 3 – Cluster Classrooms	1 – Self-Contained Classroom 2 – AP 3 – Dual Enrollment
Idaho	No estimate	1 – Regular Classroom 2 – Resource Room 3 – Self-Paced Learning	1 – Regular Classroom 2 – Resource Room 3 – Self-Paced Learning	1 – Regular Classroom 2 – Resource Room 3 – Self-Paced Learning	1 – AP 2 – Dual Enrollment 3 – Self-Paced Learning
Illinois	No estimate	No estimate	No estimate	No estimate	No estimate
Indiana	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 – AP 3 – Dual Enrollment
Iowa	No estimate	No estimate	No estimate	No estimate	No estimate
Kansas	No estimate	No estimate	No estimate	No estimate	No estimate
Kentucky	No estimate	1 – Other: Differentiated Individual Studies 2 – Cluster Classrooms 3 – Resource Room	1 – Other: Differentiated Individual Studies 2 – Cluster Classrooms 3 – Resource Room	1 – Other: Differentiated Individual Studies 2 – Cluster Classrooms 3 – Regular Classroom	1 – AP 2 – Other: Differentiated Individual Studies 3 – Dual Enrollment
Louisiana	1 – Self-Contained Classroom 2 – Resource Room 3 – Magnet Schools	1 – Resource Room 2 – Self-Contained Classroom 3 – Magnet Schools	1 – Resource Room 2 – Self-Contained Classroom 3 – Magnet Schools	1 – Self-Contained Classroom 2 – Resource Room 3 – Magnet Schools	No estimate
Maine					
Maryland	1 – Regular Classroom 2 – Cluster Classrooms 3 – Other: the Primary Talent Development program, Pre-K - 2	1 – Cluster Classrooms 2 – Self-Contained Classroom 3 – Regular Classrooms	1 – Self-Contained Classroom 2 – Cluster Classrooms 3 – Regular Classroom	1 – Self-Contained Classroom 2 – Resource Room 3 – Magnet Schools	1 – Self-Contained Classroom 2 – AP 3 – Magnet Schools

	Q79., Q80. & Q81. Top Delivery Methods in Pre-K and Kindergarten	Q82., Q83. & Q84. Top Delivery Methods in Early Elementary	Q85., Q86. & Q87. Top Delivery Methods in Upper Elementary	Q88., Q89. & Q90. Top Delivery Methods in Middle School	Q91., Q92. & Q93. Top Delivery Methods in High School
Massachusetts	No estimate	No estimate	No estimate	No estimate	No estimate
Michigan	No estimate	1 – Other: Specialized Activities 2 – Resource Room 3 – Cluster Classrooms	1 – Other: Self-contained Classroom Teacher Consultant 2 – Cluster Classrooms 3 – Resource Room	1 – Self-Contained Classroom 2 – Other: Pullout Program Teacher Consultant 3 – Cluster Classrooms	1 – Self-Contained Classroom 2 – Other: Specialized Activities 3 – Other: Cluster Grouping
Minnesota	No estimate	1 – Regular Classroom 2 – Resource Room 3 – Cluster Classrooms	1 – Regular Classroom 2 – Resource Room 3 – Cluster Classrooms	1 – Regular Classroom 2 – Self-Contained Classroom 3 – Resource Room	1 – AP 2 – Mentorships 3 – Regular Classroom
Mississippi					
Missouri	1 – Resource room 2 – Regular Classroom 3 – Self-Contained Classroom	1 – Resource Room 2 – Self-Paced Learning 3 – Cluster Classrooms	1 – Resource Room 2 – Cluster Classrooms 3 – Self-Paced Learning	1 – Resource Room 2 – Self-Contained Classroom 3 – Self-Paced Learning	1 – Self-Contained Classroom 2 – AP 3 – Dual Enrollment
Montana	No estimate	No estimate	No estimate	No estimate	No estimate
Nebraska	No estimate	1 – Regular Classroom 2 – Magnet Schools 3 – Independent Study	1 – Regular Classroom 2 – Magnet Schools 3 – Self-Paced Learning	1 – Regular Classroom 2 – Magnet Schools 3 – Independent Study	1 – AP 2 – Dual Enrollment 3 – Magnet Schools
Nevada					
New Hampshire	No estimate	No estimate	No estimate	No estimate	No estimate
New Jersey	No estimate	No estimate	No estimate	No estimate	No estimate
New Mexico	1 – Resource Room 2 – Regular Classroom 3 – Continuous Progress Curriculum	1 – Resource Room 2 – Regular Classroom 3 – Continuous Progress Curriculum	1 – Resource Room 2 – Self-Contained Classroom 3 – Regular Classroom	1 – Resource Room 2 – Cluster Classrooms 3 – Self-Contained Classroom	1 – Other: Content based classes 2 – AP 3 – Dual Enrollment
New York	No estimate	No estimate	No estimate	No estimate	No estimate
North Carolina	No estimate	No estimate	No estimate	No estimate	1 – AP 2 – IB 3 – Regular Classroom
North Dakota	No estimate	1 – Regular Classroom 2 – Self-Paced Learning 3 – Independent Study	1 – Regular Classroom 2 – Self-Paced Learning	No estimate	1 – Dual Enrollment 2 – Other: Governor's School summer programs 3 – Independent Study
Ohio	1 – Resource Room 2 – Regular Classroom 3 – Other: early entrance, cluster grouping, whole grade acceleration, subject acceleration	1 – Resource Room 2 – Cluster Classrooms 3 – Regular Classroom	1 – Resource Room 2 – Other: Self contained subject specific (e.g., advanced math class) 3 – Cluster Classrooms	1 – Resource Room 2 – Self-Contained Classroom 3 – Other: subject acceleration	1 – AP 2 – Dual Enrollment 3 – Other: Honors classes

	Q79., Q80. & Q81. Top Delivery Methods in Pre-K and Kindergarten	Q82., Q83. & Q84. Top Delivery Methods in Early Elementary	Q85., Q86. & Q87. Top Delivery Methods in Upper Elementary	Q88., Q89. & Q90. Top Delivery Methods in Middle School	Q91., Q92. & Q93. Top Delivery Methods in High School
Oklahoma	No estimate	1 – Other: Pull Out Program 2 – Regular Classroom 3 – Self-Contained Classroom	1 – Other: Pull Out Program 2 – Regular Classroom 3 – Self-Contained Classroom	1 – Regular Classroom 2 – Continuous Progress 3 – Telescoped Learning	1 – AP 2 – Dual Enrollment 3 – Regular Classroom
Oregon	No estimate	No estimate	No estimate	No estimate	No estimate
Pennsylvania	1 – Self-Contained Classroom 2 – Regular Classroom 3 – Resource Room	1 – Resource Room 2 – Regular Classroom	1 – Resource Room 2 – Regular Classroom 3 – Cluster Classrooms	1 – Resource Room 2 – Regular Classroom 3 – Cluster Classrooms	1 – AP 2 – Resource Room 3 – Regular Classroom
Rhode Island					
South Carolina	No estimate	No estimate	1 – Self-Contained Classroom 2 – Resource Room 3 – Regular Classroom	1 – Self-Contained Classroom 2 – Resource Room 3 – Magnet Schools	1 – AP 2 – IB 3 – Dual Enrollment
South Dakota	No estimate	No estimate	No estimate	No estimate	No estimate
Tennessee					
Texas	No estimate	No estimate	No estimate	1 – Cluster Classrooms 2 – Regular Classroom 3 – Self-Contained Classroom	1 – AP 2 – Dual Enrollment 3 – Independent Study
Utah					
Vermont	1 – Regular Classroom 2 – Resource Room 3 – Other: early entrance to kindergarten	1 – Resource Room 2 – Regular Classroom 3 – Continuous Progress Curriculum	1 – Resource Room 2 – Regular Classroom 3 – Continuous Progress	1 – Other: after school and summer enrichment programs 2 – Resource Room	1 – AP 2 – Other: online learning and Governor's Institutes 3 – Dual Enrollment
Virginia	1 – Cluster Classrooms 2 – Regular Classrooms 3 – Resource Room	1 – Cluster Classrooms 2 – Regular Classroom 3 – Resource Room	1 – Regular Classroom 2 – Cluster Classrooms 3 – Resource Room	1 – Cluster Classrooms 2 – Regular Classroom 3 – Other: Homogeneously grouped programs in some content areas... most typically accelerated mathematics	1 – AP 2 – Dual Enrollment 3 – Magnet Schools
Washington	1 – Regular Classroom 2 – Resource Room 3 – Self-Contained Classroom	1 – Regular Classroom 2 – Resource Room 3 – Self-Contained Classroom	1 – Resource Room 2 – Self-Contained Classroom 3 – Regular Classroom	1 – Resource Room 2 – Self-Contained Classroom 3 – Cluster Classrooms	1 – AP 2 – Self-Contained Classroom 3 – Regular Classroom
West Virginia	No estimate	No estimate	No estimate	No estimate	No estimate
Wisconsin	1 – Regular Classroom 2 – Other: Pull-out Acceleration	1 – Regular Classroom 2 – Other: Pull-out 3 – Cluster Classrooms	1 – Regular Classroom 2 – Other: Pull-out 3 – Cluster Classrooms	1 – Regular Classroom 2 – Other: Acceleration Co-curricular	1 – AP 2 – Other: Course selection (e.g. honors courses), youth options - college courses

	Q79., Q80. & Q81. Top Delivery Methods in Pre-K and Kindergarten	Q82., Q83. & Q84. Top Delivery Methods in Early Elementary	Q85., Q86. & Q87. Top Delivery Methods in Upper Elementary	Q88., Q89. & Q90. Top Delivery Methods in Middle School	Q91., Q92. & Q93. Top Delivery Methods in High School
Wyoming	No estimate	No estimate	No estimate	No estimate	No estimate
Summary	Within the Top 3: 15 – Regular classroom 12 – Resource Room 8 – Cluster Classrooms 3 – Continuous Progress Curriculum 4 – Self-Contained classroom 2 – Self-Paced Learning 1 – Magnet Schools 8 – Other 24 - No Estimate	Within the Top 3: 20 – Regular Classrooms 19 – Resource Room 14 – Cluster Classrooms 7 – Self-Contained Classroom 4 – Self-Paced Learning 4 – Continuous Progress Curriculum 2 – Independent Study 3 – Magnet Schools 7 - Other 16 - No Estimate	Within the Top 3: 21 – Resource Room 20 – Regular Classroom 9 – Self-Contained Classroom 5 – Self-Paced Learning 4 – Cluster Classrooms 3 – Continuous Progress Curriculum 1 – Independent Study 3 – Magnet Schools 10 – Other 14 – No Estimate	Within the Top 3: 17 - Regular Classroom 16 - Resource Room 13 - Cluster Classrooms 13 - Self-Contained Classroom 4 - Magnet Schools 3 - Self-Paced Learning 1 - Telescoped Learning 1 - AP 1 - Continuous Progress 1 - Independent Study 1 – Virtual High School 12 - Other 15 – No Estimate	Within the Top 3: 26 – Advanced Placement (AP) 16 - Dual Enrollment 10 - Regular Classroom 6 - Self-Contained Classroom 4 - Independent Study 4 - IB 5 - Magnet Schools 1 - Virtual High School 1 - Mentorships Classroom 1 - Self-Paced Learning 1 - Resource Room 11 - Other 12 – No Estimate

Table 21. Accountability – Monitoring and Reporting

	Q67. Monitor/Audit LEA Programs for GT Students	Q68. LEAs Required to Report Effectiveness of GT Education through State Accountability Procedures or Guidelines	Q69. Criteria Required in Accountability Report	Q70. How State Ensures Compliance	Q71. School Districts Required to Submit Gifted Education Plans to SEA	Q72. Local Gifted Plans Approved by SEA	Q73. Components of District GT Plan Approved by the State
Alabama	Yes	No			Yes	Yes	Identification Programming Evaluation Teacher training Other: Acceleration Procedures
Alaska							
Arizona	Yes	Yes	Other: SEA is in the process of developing evaluation guidelines. Districts now use locally dev. criteria	Program monitoring and review of district plans for gifted education programs and services - Scope and Sequences for Gifted Education - as required by law.	Yes	Yes	Identification Programming Funding Evaluation Teacher training Other: social & emotional dev., PD of admin, teachers, school psychs & counselors, parent & comm. inv,budgt
Arkansas	Yes	Yes	Service Options	Onsite visits once every three years by state GT personnel and annual program approval applications.	Yes	Yes	Identification Programming Evaluation Teacher training
California	Yes	Only when LEA applies for funds			Only when LEA applies for funds	Only when LEA applies for funds	Identification Programming Funding Evaluation Teacher training social emotional development, curriculum, parent involvement

	Q67. Monitor/Audit LEA Programs for GT Students	Q68. LEAs Required to Report Effectiveness of GT Education through State Accountability Procedures or Guidelines	Q69. Criteria Required in Accountability Report	Q70. How State Ensures Compliance	Q71. School Districts Required to Submit Gifted Education Plans to SEA	Q72. Local Gifted Plans Approved by SEA	Q73. Components of District GT Plan Approved by the State
Colorado	Yes	Yes	Service Options Other: Report on goals, demographics, budget, assurances, accountability methods	Annual review of objectives, periodic (rotating) participation in the Colorado Improvement and Monitoring Program	Yes	Yes	Identification Programming Funding Evaluation Teacher training Definition, accountability, reporting methods
Connecticut	No	No			No		
Delaware	No	No			No		
District of Columbia							
Florida	Yes	No			No		
Georgia	No	No			Yes	No	
Guam							
Hawaii	No	No			No		
Idaho	Yes	No			Yes	Yes	Identification Programming Funding Evaluation Other: Philosophy, Definitions
Illinois	No	No			No		
Indiana	No	No			Only when LEA applies for funds	Only when LEA applies for funds	Identification Programming Funding Evaluation Teacher training Other: Guidance & Counseling
Iowa	Yes	No			Yes	Yes	Identification Programming Funding Evaluation Teacher training Other: Shall be incorporated in the school district comprehensive school

	Q67. Monitor/Audit LEA Programs for GT Students	Q68. LEAs Required to Report Effectiveness of GT Education through State Accountability Procedures or Guidelines	Q69. Criteria Required in Accountability Report	Q70. How State Ensures Compliance	Q71. School Districts Required to Submit Gifted Education Plans to SEA	Q72. Local Gifted Plans Approved by SEA	Q73. Components of District GT Plan Approved by the State
							improvement plan
Kansas	Yes	No			No		
Kentucky	Yes	Yes	Service Options Other: Identification, Special Populations, Parent Communication, Policy, Curriculum, Monitoring	Through desk audits, site visits, and analysis and monitoring of specific indicators.	No	.	
Louisiana	Yes	No			No	.	
Maine							
Maryland	Yes	Yes	Other: Report on "goals, objectives, and strategies" for gifted and talented students	The school system's Master Plan section on Gifted and Talented Education is reviewed annually by the State Department.	Yes	No	
Massachusetts	No	Yes	Other: Development of policy	School site visits End of the year reports	No		
Michigan	No	No			Only when LEA applies for funds	No	
Minnesota	No	No			No	No	
Mississippi							
Missouri	Yes	No			No		
Montana	Only when LEA applies for funds	Only when LEA applies for funds	Other: Data and analysis specific to the measurable objective identified by the district	End-of-the-year reports are required.	No		
Nebraska	Yes	Yes	Service Options	Visitations of all schools at 20% of the schools per year. Plans must be sent to NDE when applications for funding are received.	Yes	Yes	Identification Programming Funding Evaluation Teacher training
Nevada							
New Hampshire	No	No			No		

	Q67. Monitor/Audit LEA Programs for GT Students	Q68. LEAs Required to Report Effectiveness of GT Education through State Accountability Procedures or Guidelines	Q69. Criteria Required in Accountability Report	Q70. How State Ensures Compliance	Q71. School Districts Required to Submit Gifted Education Plans to SEA	Q72. Local Gifted Plans Approved by SEA	Q73. Components of District GT Plan Approved by the State
New Jersey	Yes	No			No		
New Mexico	Yes	No			No		
New York	No	No			No		
							Identification Programming Teacher training Other: Parent involvement, due process, professional development
North Carolina	Yes	No			Yes	Yes	
North Dakota	Only when LEA applies for funds	No			Only when LEA applies for funds	Only when LEA applies for funds	Other: Qualified personnel
Ohio	Yes	No			Yes		Identification
							Identification Programming Funding Evaluation Teacher training
Oklahoma	Yes	No			Yes	Yes	
Oregon	Only when LEA applies for funds	No			Only when LEA applies for funds	Only when LEA applies for funds	Identification Programming Evaluation
Pennsylvania	Yes	No			No		
Rhode Island							
				Reporting of data, annual submission of gifted and talented plans for each school district, written communication			Programming Teacher training Other: Social and emotional counseling
South Carolina	Yes	Yes			Yes	Yes	
South Dakota	No	No			No		
Tennessee							
Texas	No	No			No		
Utah							
Vermont	No	No			No		

	Q67. Monitor/Audit LEA Programs for GT Students	Q68. LEAs Required to Report Effectiveness of GT Education through State Accountability Procedures or Guidelines	Q69. Criteria Required in Accountability Report	Q70. How State Ensures Compliance	Q71. School Districts Required to Submit Gifted Education Plans to SEA	Q72. Local Gifted Plans Approved by SEA	Q73. Components of District GT Plan Approved by the State
Virginia	Yes	No			Yes	Yes	Identification Programming Evaluation Teacher training Other: Parent/community involvement, curriculum development
Washington	Yes	Only when LEA applies for funds	Service Options	The state reviews districts through the Consolidated Program Reviews.	Yes	No	
West Virginia	Yes	No			No		
Wisconsin	No	No			No		
Wyoming	Yes	No			No		
Summary	25 – Yes 15 – No 3 – Only when LEA applies for funds	8 – Yes 32 – No 3 – Only when LEA applies for funds	2 – Student Performance 1 – Program Performance 7 – A combination of student performance and program evaluation 4 – Teacher training 5 – Service options 5 - Other		15 – Yes 23 – No 5 – Only when LEA applies for funds	11 – Yes 4 - No	14 – Identification 14 – Programming 8 – Funding 12 – Evaluation 12 – Teacher training 9 - Other

Table 22. Accountability – Required District Personnel

	Q74. State Require District GT Administrator	Q75. State Required Administrator to Have GT Training	Q76. State Required GT Administrator Required to be Full-Time Position	Q77. Percentage of LEAs with Full-Time GT Administrator
Alabama	Yes	No	No	
Alaska				
Arizona	No			
Arkansas	Yes	Yes	No	5%
California	No			
Colorado	Yes	No	No	50%
Connecticut	No			
Delaware	No			5%
District of Columbia				
Florida	Yes	No	No	
Georgia	Yes	No	No	5%
Guam				
Hawaii	No			0%
Idaho	Yes	No	No	
Illinois	No			
Indiana	Yes	No	No	Do not collect data or Not applicable
Iowa	No			
Kansas	No			
Kentucky	Yes	Yes	No	
Louisiana	Yes	No	No	25%
Maine				
Maryland	No			33%
Massachusetts	No			
Michigan	No			
Minnesota	No			Data not collected
Mississippi				
Missouri	No			
Montana	No			
Nebraska	No			10%
Nevada				
New Hampshire	No			
New Jersey	No			

	Q74. State Require District GT Administrator	Q75. State Required Administrator to Have GT Training	Q76. State Required GT Administrator Required to be Full-Time Position	Q77. Percentage of LEAs with Full-Time GT Administrator
New Mexico	No			
New York	No			
North Carolina	Yes	No	No	
North Dakota	No			0%
Ohio	Yes	Yes	No	
Oklahoma	No			
Oregon	No			
Pennsylvania	No			
Rhode Island				
South Carolina	No			20%
South Dakota	No			0%
Tennessee				
Texas	No			25%
Utah				
Vermont	No			
Virginia	Yes	No	No	
Washington	No			
West Virginia	No			0%
Wisconsin	Yes	No	No	
Wyoming	No			Data not collected
Summary	13 – Yes 30 - No	3 – Yes 10 - No	13 - No	0 – 50% – Range Mean = 20% (n=9)

Table 23. Personnel Preparation – Pre-Service Training and Teachers in Specialized Programs for the Gifted

	Q114. State Requires GT Training for All Candidates at Pre-Service Level	Q115. GT Pre-Service Level Requirements	Q116. State Required GT Credentialing (Certification/Endorsement)	Q117. Professionals in Specialized Programs for GT Required to Have Certification or Endorsement	Q118. Method Hours Earned for Certification or Endorsement	Q119. Number of Course Semester Credit Hours, CEUs or Staff Development Hours for Certification or Endorsement	Q120. Percentage of Professionals Working with GT in Specialized Program Endorsed or Certified in 2006-2007	Q121. How Percentage is Calculated
Alabama	No		Yes	Yes	Course semester credit hours	Master's Degree in Gifted Education	71-80%	An estimate
Alaska								
Arizona	No		Yes	Yes	Other: Could be a combination of coursework and PD. Currently, 12 hours plus 6 practicum for full end.	Could be a combination of coursework and PD. Currently, 12 hours plus 6 practicum for full end.	Data not collected	.
Arkansas	No		Yes	Yes	Course semester credit hours	Approved Program of Study from institutions of higher learning (usually 18 graduate hours).	81-90%	Collected data
California	No		No	No			Data not collected	
Colorado	No		No	No			Data not collected	
Connecticut	No		No	No			Data not collected	
Delaware	No		Yes	Yes	Course semester credit hours	18	71%-80%	An estimate
District of Columbia								
Florida	No		Yes	Yes	Course semester credit hours Continuing education units (CEUs) Staff development	15 semester hours (5 courses)	Data not collected	
Georgia	No		No	Yes	Course semester		91-100%	Collected

	Q114. State Requires GT Training for All Candidates at Pre-Service Level	Q115. GT Pre-Service Level Requirements	Q116. State Required GT Credentialing (Certification/Endorsement)	Q117. Professionals in Specialized Programs for GT Required to Have Certification or Endorsement	Q118. Method Hours Earned for Certification or Endorsement	Q119. Number of Course Semester Credit Hours, CEUs or Staff Development Hours for Certification or Endorsement	Q120. Percentage of Professionals Working with GT in Specialized Program Endorsed or Certified in 2006-2007	Q121. How Percentage is Calculated
					credit hours Continuing education units (CEUs)			data
Guam								
Hawaii	No		No	No			Data not collected	
Idaho	No		Yes	Yes	Course semester credit hours	20	81-90%	An estimate
Illinois	No		No	No			Data not collected	
Indiana	No		No	No			Data not collected	
Iowa	No		No	Yes	Other: graduate semester hours of coursework		Data not collected	
Kansas	Yes	Kansas has modified the professional education standards (INTASC Standards) to include all students with exceptionalities	Yes	Yes	Course semester credit hours	Varies from one institution to another	91-100%	Collected data
Kentucky	No		Yes	Yes	Course semester credit hours	12	Data not collected	
Louisiana	No		Yes	Yes	Course semester credit hours	18 graduate hours	71-80%	An estimate
Maine								
Maryland	No		No	No			Data not collected	

	Q114. State Requires GT Training for All Candidates at Pre-Service Level	Q115. GT Pre-Service Level Requirements	Q116. State Required GT Credentialing (Certification/Endorsement)	Q117. Professionals in Specialized Programs for GT Required to Have Certification or Endorsement	Q118. Method Hours Earned for Certification or Endorsement	Q119. Number of Course Semester Credit Hours, CEUs or Staff Development Hours for Certification or Endorsement	Q120. Percentage of Professionals Working with GT in Specialized Program Endorsed or Certified in 2006-2007	Q121. How Percentage is Calculated
Massachusetts	No		No	No			1-10%	Collected data
Michigan	No		No	No			Data not collected	
Minnesota	No		No	No			Data not collected	
Mississippi								
Missouri	No		Yes	Yes	Course semester credit hours	15	91-100%	Collected data
Montana	Yes	Very general. Address the needs of all students.	No	No			Data not collected	
Nebraska	No		No	No			Data not collected	
Nevada								
New Hampshire	No		No	No			Data not collected	
New Jersey	No		No	No			0%	Collected data
New Mexico	No		No	No	Course semester credit hours		Data not collected	
New York	Yes		Yes	Yes	Course semester credit hours Other: approved program or individual evaluation	12 minimum	Data not collected	
North Carolina	No		No	No			11-20%	An estimate
North Dakota	No		Yes	Yes	Course semester credit hours	9	91-100%	Collected data
Ohio	No		Yes	Yes	Course semester credit hours	18 hours minimum	91-100%	Collected data
Oklahoma	No		No	No			1-10%	Collected data
Oregon	Yes	Must be part of	No	No			Data not	

	Q114. State Requires GT Training for All Candidates at Pre-Service Level	Q115. GT Pre-Service Level Requirements	Q116. State Required GT Credentialing (Certification/Endorsement)	Q117. Professionals in Specialized Programs for GT Required to Have Certification or Endorsement	Q118. Method Hours Earned for Certification or Endorsement	Q119. Number of Course Semester Credit Hours, CEUs or Staff Development Hours for Certification or Endorsement	Q120. Percentage of Professionals Working with GT in Specialized Program Endorsed or Certified in 2006-2007	Q121. How Percentage is Calculated
		pre-service course on differentiated instruction, not specifically for gifted students.					collected	
Pennsylvania	No		No	No			Data not collected	
Rhode Island								
South Carolina	No		Yes	Yes	Other: 6 Graduate credit hours for endorsement, two specific courses are required	6 for endorsement, 18 for certification	81-90%	Collected data
South Dakota	No		No	No			Data not collected	.
Tennessee								
Texas	No		No	Yes	Continuing education units (CEUs)		Data not collected	.
Utah								
Vermont	No		No	No	Other		Data not collected	.
Virginia	Yes	General awareness of gifted and talented students and differentiation of services to meet educational needs	No	No			1-10%	Collected data
Washington	No		No	No			11-20%	Estimate
West Virginia	No		Yes	Yes	Course semester	21	71-80%	Collected

	Q114. State Requires GT Training for All Candidates at Pre-Service Level	Q115. GT Pre-Service Level Requirements	Q116. State Required GT Credentialing (Certification/Endorsement)	Q117. Professionals in Specialized Programs for GT Required to Have Certification or Endorsement	Q118. Method Hours Earned for Certification or Endorsement	Q119. Number of Course Semester Credit Hours, CEUs or Staff Development Hours for Certification or Endorsement	Q120. Percentage of Professionals Working with GT in Specialized Program Endorsed or Certified in 2006-2007	Q121. How Percentage is Calculated
					credit hours			data
Wisconsin	No		No	No			Data not collected	
Wyoming	No		No				Data not collected	
Summary	5 – Yes 38 – No		15 – Yes 28 – No	18 – Yes 24 – No	14 – Course Semester Credit Hours 3 – Continuing Education Units (CEUs) 1 – Staff Development 4 - Other		24 – Data not collected 1 – 0% 3 – 1% - 10% 2 – 11% - 20% 4 – 71% - 80% 3 – 81% - 90% 5 – 91% - 100%	6 – Estimate 12 – Collected data

Table 24. Personnel Preparation – General Education Teachers

	Q122. General Education Teachers Required to Have Training in Nature/ Needs of Gifted Students	Q123. How General Education Teachers Receive Preservice Training	Q123. How General Education Teachers Receive Inservice Staff Development Training	Q123. How General Education Teachers Receive CEUs	Q124. Preservice Hours Required	Q124. Inservice Hours Required	Q124. CEUs Required	Q124. Endorsement Hours Required
Alabama	Yes	Elective	Required	Left to LEAs	0	8	0	0
Alaska								
Arizona	No	Elective Up to LEAs to Determine	Elective Up to LEAs to Determine	Elective Up to LEAs to Determine	N/A	N/A	N/A	N/A
Arkansas	No							
California	No	Up to LEAs to Determine	Up to LEAs to Determine	Up to LEAs to Determine	N/A	N/A	N/A	N/A
Colorado	No	Elective	Elective Up to LEAs to Determine Endorsement/ Certification After Initial License	Elective Endorsement/ Certification After Initial License				3
Connecticut	Yes	Elective	Up to LEAs to Determine	Up to LEAs to Determine	N/A	N/A	N/A	N/A
Delaware	No							
District of Columbia								
Florida	No		Required Endorsement/ Certification After Initial License			3 college credits or 60 hours		
Georgia	No	Elective Left to LEAs to Determine	Elective Left to LEAs to Determine	Elective Left to LEAs to Determine				150 hours plus 50 hours Field Studies
Guam								
Hawaii	No							
Idaho	No							

	Q122. General Education Teachers Required to Have Training in Nature/ Needs of Gifted Students	Q123. How General Education Teachers Receive Preservice Training	Q123. How General Education Teachers Receive Inservice Staff Development Training	Q123. How General Education Teachers Receive CEUs	Q124. Preservice Hours Required	Q124. Inservice Hours Required	Q124. CEUs Required	Q124. Endorsement Hours Required
Illinois	No							
Indiana	No							
Iowa	No	Endorsement/ Certification After Initial License	Endorsement/ Certification After Initial License	Endorsement/ Certification After Initial License				12 graduate semester hours
Kansas	No							
Kentucky	Yes	Required Endorsement/ Certification After Initial License	Left to LEA to determine	Elective	For the general Ed teacher: Minimal & usually one mini-lesson within the 3 CR hours of a required "special education" class For the GT Teacher: To work directly with GT students, teachers must receive 12 CR hours toward GT endorsement	N/A	N/A	12
Louisiana	No							
Maine								
Maryland	No							
Massachusetts	No							
Michigan	No							
Minnesota	No	Left to LEA to determine	Left to LEA to determine	Left to LEA to determine		Left to LEA to determine	N/A	N/A
Mississippi								

	Q122. General Education Teachers Required to Have Training in Nature/ Needs of Gifted Students	Q123. How General Education Teachers Receive Preservice Training	Q123. How General Education Teachers Receive Inservice Staff Development Training	Q123. How General Education Teachers Receive CEUs	Q124. Preservice Hours Required	Q124. Inservice Hours Required	Q124. CEUs Required	Q124. Endorsement Hours Required
Missouri	No							
Montana	No							
Nebraska	No							
Nevada								
New Hampshire	No							
New Jersey	No							
New Mexico	No	Left to LEAs to determine	Left to LEAs to determine	Left to LEAs to determine	N/A	N/A	N/A	N/A
New York	Yes	Required	Left to LEAs to determine	Left to LEAs to determine	N/A	N/A	N/A	N/A
North Carolina	No	Elective	Left to LEAs to determine	Left to LEAs to determine	N/A	N/A	N/A	N/A
North Dakota	No							
Ohio	No							
Oklahoma	No	Left to LEAs to determine	Left to LEAs to determine	Left to LEAs to determine	N/A	N/A	N/A	N/A
Oregon	Yes	Left to LEAs to determine	Left to LEAs to determine	Left to LEAs to determine	N/A	N/A	N/A	N/A
Pennsylvania	No							
Rhode Island								
South Carolina	No	Endorsement/Certification After Pre-Service Training	Required	Up to LEAs to Determine	N/A	3 hours	N/A	N/A
South Dakota	No							
Tennessee								
Texas	No	Required	Left to LEA to determine	Left to LEA to determine	30 + 6 hours annual update	N/A	N/A	N/A
Utah								
Vermont	No							
Virginia	No	Required	Left to LEAs to	Left to LEAs to	Left to LEAs to	N/A	N/A	N/A

	Q122. General Education Teachers Required to Have Training in Nature/ Needs of Gifted Students	Q123. How General Education Teachers Receive Preservice Training	Q123. How General Education Teachers Receive Inservice Staff Development Training	Q123. How General Education Teachers Receive CEUs	Q124. Preservice Hours Required	Q124. Inservice Hours Required	Q124. CEUs Required	Q124. Endorsement Hours Required
			determine	determine	determine			
Washington	Yes	Left to LEAs to determine	Left to LEAs	Left to LEAs to determine	N/A	N/A	N/A	N/A
West Virginia	No							
Wisconsin	No	Elective	Left to LEAs to determine	N/A	N/A	N/A	N/A	N/A
Wyoming	No							
Summary	6 – Yes 37 - No	7 – Elective 4 – Required 3- Endorse/Certif 2 Up to LEAs to determine 6 – Left to LEAs	3 – Elective 4 – Required 3- Endorse/Certif 5 – Up to LEAs to determine 13 – Left to LEAs	5 – Elective 0 – Required 2 Endorse/Certif 5 – Up to LEAs to determine 12 – Left to LEAs	s			

Table 25. Personnel Preparation – General Education Teachers, Teachers in Specialized Programs for the Gifted (continued)

	Q125. & Q126. Percentage of General Education Teachers with 3 or More Course Semester Credit Hours (or Equivalent) in GT Education	Q127. Percentage of General Education Teachers Estimated to Receive Annual Staff Development in Gifted Education	Q128. State Required Annual Staff Development Hours in Gifted Education Working in Specialized Programs for the GT	Q129. Number of Staff Development Hours Required for GT Education Teachers	Q130. Percentage of Teachers & Staff Working in GT Receive Annual Staff Development in Gifted Education
Alabama	Data not collected	80%	Yes	8	
Alaska					
Arizona	Data not collected	Data not collected	Left to LEA	up to LEA	
Arkansas	Data not collected	50%	Yes		
California	Data not collected	Data not collected	No		
Colorado	Data not collected	33%	Left to LEA		80%
Connecticut	Data not collected	20%	No		
Delaware	Estimate: 11%-20%	25%	No		
District of Columbia					
Florida	Data not collected	10%	No		
Georgia	Data not collected	Data not collected	No		
Guam					
Hawaii	Data not collected	10%	No		
Idaho	Data not collected	50%	No		50%
Illinois	Data not collected	Data not collected	No		
Indiana	Data not collected	Data not collected	No		Not collected
Iowa	Data not collected	N/A	No		
Kansas	Data not collected	N/A	No		
Kentucky	Data not collected	N/A	No		
Louisiana	Data not collected	10%	Yes	unspecified	
Maine					
Maryland	Data not collected	5%	No		50%
Massachusetts	Estimate: 1-10%	20-30%	No		
Michigan	Data not collected	Data not collected	No		
Minnesota	Data not collected	50%	No		60%
Mississippi					
Missouri	Data not collected	5%	No		
Montana	Data not collected	Data not collected	No		

	Q125. & Q126. Percentage of General Education Teachers with 3 or More Course Semester Credit Hours (or Equivalent) in GT Education	Q127. Percentage of General Education Teachers Estimated to Receive Annual Staff Development in Gifted Education	Q128. State Required Annual Staff Development Hours in Gifted Education Working in Specialized Programs for the GT	Q129. Number of Staff Development Hours Required for GT Education Teachers	Q130. Percentage of Teachers & Staff Working in GT Receive Annual Staff Development in Gifted Education
Nebraska	Data not collected	75%	Left to LEA		75%
Nevada					
New Hampshire	Data not collected	Data not collected	No		
New Jersey	Data not collected	Data not collected	Left to LEA	100 hrs/5 years	
New Mexico	Estimate: 51-60%	59%	No		
New York	Data not collected	Data not collected	Left to LEA		
North Carolina	Data not collected	5%	Left to LEA		25%
North Dakota	Data not collected	0%	No		0%
Ohio	Data not collected	20%	No		
Oklahoma	Data not collected	25%	Yes	LEA determines	100%
Oregon	Data not collected	Data not collected	No		
Pennsylvania	Data not collected	Data not collected	Yes	No specific number of hours	
Rhode Island					
South Carolina	Data not collected	60%	Yes	not specified	
South Dakota	Data not collected	0%	No		0%
Tennessee					
Texas	Data not collected	65%	Yes	6	90%
Utah					
Vermont	Data not collected	5-10 %	No		
Virginia	Data not collected	<10%	Left to LEA	NA	100%
Washington	Estimate: 11-20%	20%	Left to LEA		20%
West Virginia	Data not collected	0%	No		
Wisconsin	Data not collected	Data not collected	No		
Wyoming	Data not collected	Data not collected	No		No estimate
Summary	39 – Data not collected 1 – 1% - 10% 2 – 11% - 20% 1 – 51% - 60%	8 – 50% or greater (19%) 18- less than 50% (42%) 14 – Do not collect data (33%) n= 43	7 – Yes 28 – No 8 – Left to LEA		2- 100% 1- 90% 1 – 80% 1 – 75% 1 – 60% 2 – 50% 1 – 25% 1 – 20%

Table 26. Personnel Preparation – Training Required for Other Personnel, Written Competencies, Availability of Graduate Programs

	Q131. & Q132. Specific Training in Nature/Needs of Gifted Students for Veteran Teachers, Principals, Counselors, Auxiliary Staff, Curriculum/Instruction Directors/Assessment Directors	Q133. Written Competencies Other than Endorsement or Certification Standards for Teachers in Specialized Gifted Programs	Q134. Graduate Degrees with Emphasis in Gifted Education Offered In-State	Q135. Levels of Graduate Degrees Offered
Alabama	None required	No	Yes	Master's Specialist's Ph.D. Ed.D.
Alaska				
Arizona	None required	No	Yes	Master's Ph.D.
Arkansas	None required	No	Yes	Master's Specialist's Ph.D.
California	None required	No	No	
Colorado	None required	No	Yes	Master's Ph.D. Endorsement
Connecticut	None required	No	Yes	Master's Ph.D.
Delaware	None required	No	Yes	Master's
District of Columbia				
Florida	None required	No	Yes	Master's Specialist's
Georgia	None required	Yes	Yes	Master's Specialist's Ph.D. Ed.D.
Guam				
Hawaii	None required	No	No	
Idaho	None required	No	No	
Illinois	None required	No	Yes	Master's
Indiana	None required	No	Yes	Master's Ph.D.
Iowa	None required	No	No	
Kansas	None required	No	Yes	Master's
Kentucky	None required	No	Yes	Master's

	Q131. & Q132. Specific Training in Nature/Needs of Gifted Students for Veteran Teachers, Principals, Counselors, Auxiliary Staff, Curriculum/Instruction Directors/Assessment Directors	Q133. Written Competencies Other than Endorsement or Certification Standards for Teachers in Specialized Gifted Programs	Q134. Graduate Degrees with Emphasis in Gifted Education Offered In-State	Q135. Levels of Graduate Degrees Offered
Louisiana	None required	No	Yes	Master's Ph.D. Ed.D.
Maine				
Maryland	None required	No	Yes	Master's
Massachusetts	None required	No	No	
Michigan	None required	No	Yes	Master's Specialist's Ph.D. Ed.D.
Minnesota	None required	No	Yes	Master's000 Other: Gifted Education certificate(s)
Mississippi				
Missouri	None required	No	Yes	Master's
Montana	None required	Yes	No	
Nebraska	None required	No	Yes	Master's
Nevada				
New Hampshire	None required	No	No	
New Jersey	None required	No	No	
New Mexico	None required	No	Yes	Master's Specialist's Ph.D. Ed.D.
New York	None required	No	Yes	Master's Ph.D.
North Carolina	None required	No	Yes	Master's
North Dakota	None required	No	No	
Ohio	None required	No	Yes	Master's
Oklahoma	None required	No	Yes	Master's Ph.D. Ed.D.
Oregon	None required	No	No	
Pennsylvania	None required	No	Yes	Master's Other: One university offer master's degree, two offer graduate university level certificates in gifted

	Q131. & Q132. Specific Training in Nature/Needs of Gifted Students for Veteran Teachers, Principals, Counselors, Auxiliary Staff, Curriculum/Instruction Directors/Assessment Directors	Q133. Written Competencies Other than Endorsement or Certification Standards for Teachers in Specialized Gifted Programs	Q134. Graduate Degrees with Emphasis in Gifted Education Offered In-State	Q135. Levels of Graduate Degrees Offered
Rhode Island				
South Carolina	None required	No	Yes	Master's
South Dakota	None required	No	Yes	Master's
Tennessee				
Texas	None required	No	Yes	Master's Ed.D.
Utah				
Vermont	None required	No	Yes	Master's
Virginia	None required	Yes	Yes	Master's Specialist's Ph.D. Ed.D.
Washington	None required	No	Yes	Master's
West Virginia	None required	No	Yes	Master's
Wisconsin	None required	No	Yes	Specialist's
Wyoming	None required	No	No	
Summary	43 –None required	3 –Yes 40 – No	32 –Yes 11 – No	31 – Master's 8 – Specialist's 13 – Ph.D. 8 – Ed.D. 2 -Other

Table 27. State Funding for Gifted and Talented Education – Allocation of State Funds, Funding Formula and Funding Caps

	Q136. State Funds Allocated Specifically for Services to GT Students	Q137. How GT Education is Funded	Q138. Funding Formula	Q139. & Cap on State Funds	Q140. Basis for Cap
Alabama	Yes	Funding available from the state through formula or other allocation	Discretionary funding: Districts apply for state funds and send a plan for his 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	Yes	Percent of Average Daily Attendance (ADA)
Alaska					
Arizona	Yes	Funding available from the state through formula or other allocation	Other: Funding for gifted programs = \$75/pupil for 4% of the district's student count, or \$2000	Yes	Other: Limited to total appropriated funds for assistance grant.
Arkansas	Other	Other	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 Other	N/A	N/A
California	Yes	Funding available from the state through grants	Discretionary funding: Districts apply for state funds and send a plan for his funds will be used	Yes	Other
Colorado	Yes	Funding available from the state through formula or other allocation	Discretionary funding: Districts apply for state funds and send a plan for his 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	Yes	State Legislature allocation
Connecticut	Yes	Funding available from the state through grants	Other: \$100,000 is granted to the state consultant to provide professional development activities	N/A	
Delaware	No	N/A	N/A	N/A	N/A
District of Columbia					
Florida	Other	Funding available from the state through formula or other allocation	Other: Lump sum allocation to LEAs for all ESE students	Yes	Other: All ESE students
Georgia	Yes	Funding available from the state through formula or other allocation	Other: Weighted funding. State aid is allocated based on SEGMENTS of service in Gifted Education.	No	N/A
Guam					
Hawaii	Yes	Funding available 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.	N/A	
Idaho	Other	Funding available from the state through formula or other allocation		N/A	N/A

	Q136. State Funds Allocated Specifically for Services to GT Students	Q137. How GT Education is Funded	Q138. Funding Formula	Q139. & Cap on State Funds	Q140. Basis for Cap
Illinois	No	N/A	N/A	N/A	N/A
Indiana	Yes	Funding available from the state through grants	Discretionary funding: Districts apply for state funds and send a plan for his funds will be used Other: LEAs apply for funding through grant process. Grant amounts are set based on a funding formula.	Yes	Other: Preset grant amounts based on a funding formula
Iowa	Yes	Funding available from the state through formula or other allocation	Amount per certified K-12 school district student enrollment	N/A	N/A
Kansas	Yes	Funding available 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	No	N/A
Kentucky	Yes	Funding available 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	Other: Limited Funds
Louisiana	Yes	Funding available 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	N/A
Maine					
Maryland	No	N/A	N/A	N/A	N/A
Massachusetts	Yes	Funding available from the state through formula or other allocation Other: Javits federal grant	Discretionary funding: Districts apply for state funds and send a plan for his funds will be used	Yes	Other: Grant funding allocations
Michigan	Yes	Funding available from the state through grants	Discretionary funding: Districts apply for state funds and send a plan for his funds will be used Flat grant: A state provides a specific amount per student, with all districts receiving the same amount. Other: Each ISD/RESA may apply for a flat amount by submitting a plan and assurances.	No	N/A
Minnesota	Yes	Funding available 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	N/A
Mississippi					
Missouri	No	N/A	N/A	N/A	N/A
Montana	Yes	Funding available from the state through grants	Discretionary funding: Districts apply for state funds and send a plan for his funds will be used	No	N/A
Nebraska	Yes	Funding available from the state through grants	Discretionary funding: Districts apply for state funds and send a plan for his funds will be used	Yes, percent of identified students	Percent of identified students
Nevada					
New Hampshire	No	N/A	N/A	N/A	N/A

	Q136. State Funds Allocated Specifically for Services to GT Students	Q137. How GT Education is Funded	Q138. Funding Formula	Q139. & Cap on State Funds	Q140. Basis for Cap
New Jersey	No	N/A	N/A	N/A	N/A
New Mexico	Yes	Funding available 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	N/A
New York	No	N/A	N/A	N/A	N/A
North Carolina	Other	Funding available from the state through formula or other allocation Other: Funds are earmarked to support gifted services but LEAs can determine how they spend monies	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)
North Dakota	Yes	Other: Funds dependent on qualified personnel hired	Resource based: Funding is figured based on the specific education resources, such as staff or classroom units	Yes	Other: Set by ND state legislature
Ohio	Yes	Other: Teacher units	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 Other: competitive grants	Yes	Teacher units Other: Dollar amount
Oklahoma	Yes	Funding available 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	Other: Multicriteria category -- 8% ADM Ability Test -- no cap
Oregon	No	N/A	N/A	N/A	N/A
Pennsylvania	No	N/A	N/A	N/A	N/A
Rhode Island					
South Carolina	Yes	Funding available 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	N/A	
South Dakota	No	N/A	N/A	N/A	N/A
Tennessee					
Texas	Yes	Funding available 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					
Vermont	No	N/A	N/A	N/A	N/A

	Q136. State Funds Allocated Specifically for Services to GT Students	Q137. How GT Education is Funded	Q138. Funding Formula	Q139. & Cap on State Funds	Q140. Basis for Cap
Virginia	Yes	Funding available from the state through formula or other allocation	Other: Categorical funding through the SOQ, based on total student population	No	N/A
Washington	Yes	Funding available from the state through grants	Discretionary funding: Districts apply for state funds and send a plan for his funds will be used	Yes	Percent of Average Daily Attendance (ADA)
West Virginia	No	N/A	N/A	N/A	N/A
Wisconsin	Yes	Funding available from the state through formula or other allocation	Discretionary funding: Districts apply for state funds and send a plan for his 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	Yes	Other: State aid formula and revenue caps
Wyoming	Yes	Funding available 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.	No	N/A
Summary	27 – Yes 12 – No 4 – Other	7 – Funding available from the state through grants 21 – Funding available from the state through formula or other allocation 3 – Other	10 – Discretionary funding 12 – Weighted funding 4 – Flat grant 3 – Resource based 9 – Other	16 – Yes 8 – No	1 – Percent of identified students 4 – Percent of Average Daily Attendance (ADA) 1 – Teacher Units 10 – Other

Table 28. State Funding for Gifted and Talented Education – Where State Funds Go, Funding Levels

	Q141. How State Funds are Channeled	Q113. Funded at the State Level	Q142. State Funding in 2004-2005	Q142. State Funding in 2005-2006	Q142. State Funding In 2006-2007
Alabama	To LEAs through discretionary funding, based on application To all LEAs as part of general funding to districts	School for Math and Science School for the Fine and Performing Arts	0	0	\$2,300,000
Alaska					
Arizona	Other: Districts must have approved scope & sequence for eligibility to access funds through formula.	AP/IB Tests	\$1,192,500	\$1,192,500	\$3,192,500
Arkansas	To all LEAs as part of general funding to districts Governor's schools and summer programs Residential schools for the gifted and talented	School for Math and Science School for the Fine and Performing Arts Governor's School (Summer) Virtual High School AP/IB Tests			
California	To LEAs through discretionary funding, based on application0		\$49,000,000	\$51,000,000	\$54,000,000
Colorado	To all LEAs by mandate Other: State funds are channeled through Administrative Units (districts or BOCES, dependent upon size)	ACT/SAT/Discover Test	\$6,000,000	\$6,200,000	\$7,700,000
Connecticut	Other: Funds are allocated to the state director to be used for professional development activities	AP/IB Tests	0	0	\$100,000
Delaware	N/A	Governor's School (Summer) Virtual High School AP/IB Tests ACT/SAT/Discover Test	0	0	0
District of Columbia					
Florida	To all LEAs as part of general funding to districts Competitive Grants Governor's schools and summer programs	School for Math and Science Governor's School (Summer) Virtual High School AP/IB Tests ACT/SAT/Discover Test	Unknown	Unknown	Unknown
Georgia	To all LEAs by mandate	Governor's School (Summer)	\$154,569,906	\$169,818,651	\$197,182,317

	Q141. How State Funds are Channeled	Q113. Funded at the State Level	Q142. State Funding in 2004-2005	Q142. State Funding in 2005-2006	Q142. State Funding In 2006-2007
		Virtual High School AP/IB Tests Other: PSAT			
Guam					
Hawaii	To all LEAs by mandate	School for the Fine and Performing Arts Virtual High School AP/IB Tests	\$4,777,108	\$4,777,108	\$745,410
Idaho	To LEAs through discretionary funding, based on application To all LEAs as part of general funding to districts	AP/IB Tests	\$7,874,431	\$8,477,065	\$8,510,000
Illinois		School for Math and Science Virtual High School			
Indiana	To LEAs through discretionary funding, based on application	School for Math and Science AP/IB Tests Other: PSAT	\$5,830,260	\$5,836,337	\$5,836,340
Iowa	To all LEAs as part of general funding to districts	None	\$28,455,595	\$29,642,935	\$30,608,832
Kansas	Other: Categorical aide reimbursement for special ed teachers (gifted) paid out of state special ed funds	None	\$9,161,019	\$10,409,990	\$11,846,869
Kentucky	To all LEAs as part of general funding to districts	School for Math and Science Governor's School (Summer) Virtual High School AP/IB Tests ACT/SAT/Discover Test Other: Norm-Referenced Tests	\$7,100,000	\$7,100,000	\$7,100,000
Louisiana	To all LEAs as part of general funding to districts Governor's schools and summer programs Residential schools for the gifted and talented Virtual High School	School for Math and Science School for the Fine and Performing Arts Governor's School (Summer) Virtual High School AP/IB Tests ACT/SAT/Discover Test	\$40,000,000	\$40,000,000	\$30,000,000
Maine					
Maryland		AP/IB Tests Other: Maryland Summer Centers for Gifted and Talented Students			
Massachusetts	To LEAs through discretionary funding, based on application	None	\$0	\$500,000	\$740,000

	Q141. How State Funds are Channeled	Q113. Funded at the State Level	Q142. State Funding in 2004-2005	Q142. State Funding in 2005-2006	Q142. State Funding In 2006-2007
	Competitive Grants				
Michigan	Virtual High School Other: Flat grant to all ISD/RESAs	Virtual High School AP/IB Tests Other: ACT	\$250,000	\$285,000	\$285,000
Minnesota	To all LEAs as part of general funding to districts Other: Use of funds is restricted to id of G & T, programs and G & T staff development	School for the Fine and Performing Arts AP/IB Tests Other: Certified providers of online learning programs for multidistrict programs, training for AP class teachers, Scholars of Distinction Program, High School Redesign grants, Science, Technology, Engineering and Math initiatives, beginning FY 08 Teacher Centers for Math and Science.	0	\$3,812,154	\$8,575,368 est.
Mississippi					
Missouri		School for Math and Science Governor's School (Summer) Virtual High School AP/IB Tests	\$25,539,828	\$24,800,000	0
Montana	To LEAs through discretionary funding, based on application	None	\$150,000	\$150,000	\$150,000
Nebraska	To LEAs through discretionary funding, based on application	None	\$2,800,000	\$2,800,000	\$2,800,000
Nevada					
New Hampshire	N/A	None	0	0	0
New Jersey	N/A	Governor's School (Summer)	0	0	0
New Mexico	To LEAs through discretionary funding, based on application To all LEAs as part of general funding to districts Competitive Grants	Other: PSAT	\$27,616,223	\$29,360,663	\$32,955,541
New York		Governor's School (Summer)			
North Carolina	To all LEAs by mandate Governor's schools and summer programs Residential schools for the gifted and talented Virtual High School	School for Math and Science School for the Fine and Performing Arts Governor's School (Summer) Virtual High School	\$49,015,878	\$51,789,577	\$53,000,000
North Dakota	Other: To participating LEA upon request and approval of qualified staff hired	Governor's School (Summer)	\$200,000	\$200,000	\$200,000

	Q141. How State Funds are Channeled	Q113. Funded at the State Level	Q142. State Funding in 2004-2005	Q142. State Funding in 2005-2006	Q142. State Funding In 2006-2007
Ohio	To LEAs through discretionary funding, based on application Competitive Grants Governor's schools and summer programs	Other: Summer honors institutes	\$48,200,000	\$46,900,000	\$47,200,000
Oklahoma	To all LEAs by mandate	School for Math and Science AP/IB Tests	\$42,200,030	\$47,554,505	\$48,636,241
Oregon	N/A	Virtual High School AP/IB Tests Other: AP/IB tests funded by SEA using USDOE Test Fee Program grant	0	0	0
Pennsylvania	N/A	Governor's School (Summer)			
Rhode Island					
South Carolina	Competitive Grants Governor's schools and summer programs	Governor's School (school year) Virtual High School	\$29,497,533	\$25,692,571	\$29,257,829
South Dakota	N/A	Governor's School (Summer) Virtual High School AP/IB Tests	0	0	0
Tennessee					
Texas	To all LEAs as part of general funding to districts	School for Math and Science School for the Humanities Governor's School (Summer) AP/IB Tests	\$64,979,487	\$69,641,556	\$77,191,366
Utah					
Vermont	N/A	Governor's School (Summer) Governor's School (school year) AP/IB Tests	0	0	0
Virginia	To all LEAs as part of general funding to districts	Governor's School (Summer) Governor's School (school year) Virtual High School AP/IB Tests	\$25,794,968	\$26,035,512	\$27,685,985
Washington	To LEAs through discretionary funding, based on application	AP/IB Tests Other: UW Early Entrance Program and Young Scholars Program	\$6,200,000	\$6,300,00	\$6,500,000
West Virginia		Governor's School (Summer)			
Wisconsin	To all LEAs as part of general funding to districts Competitive Grants	None	0	\$282,000	\$282,000
Wyoming		ACT/SAT/Discover Test			

	Q141. How State Funds are Channeled	Q113. Funded at the State Level	Q142. State Funding in 2004-2005	Q142. State Funding in 2005-2006	Q142. State Funding In 2006-2007
Summary	12 – To all LEAs as part of general funding to districts 10 – To LEAs through discretionary funding, based on application 6 – Competitive Grants 6 – Governor’s schools and summer programs 5 – To all LEAs by mandate 3 – Residential schools for the gifted and talented 3 – Virtual high school 7 - Other	24 – AP/IB Tests 19 – Governor’s School (Summer) 18 – Virtual High School 14 – School for Math and Science 6 – ACT/SAT/Discover Test 8 – School for the Fine and Performing Arts 3 – Governor’s School (School Year) 1 – School for the Humanities 10 – Other 9 – None	 \$507,291,848 (n=35)	 \$513,421,338 (n=35)	 \$527,117,613 (n=35)

Table 29. Related Policies – Acceleration, Early Entrance to Kindergarten, Alternative Diplomas

	Q94. Acceleration Policy	Q95. Early Entrance to Kindergarten Policy in State Statute or Regulation	Q96. Age Requirement for Admission to Kindergarten	Q97. & Q98. Alternate High School Diploma or Certificate for Gifted Students without Sufficient Units for Regular High School Diploma and Basis for Diploma/Certificate	Q99. Students Allowed Dual or Concurrent Enrollment in Community College, College or University
Alabama	State policy specifically permits	State policy does not permit	Age 5 by October	State policy does not permit	State policy specifically permits
Alaska					
Arizona	No state policy; up to LEA to determine	State policy leaves LEA to determine	Age 5	State policy does not permit	State policy leaves LEA to determine
Arkansas	State policy specifically permits	State policy does not permit	Age 5 by September 15	State policy does not permit	State policy specifically permits
California	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Age 5 by September 1.	No state policy; up to LEA to determine	State policy specifically permits
Colorado	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Age 5 by October 1	No state policy; up to LEA to determine	State policy specifically permits
Connecticut	State policy leaves LEA to determine	State policy leaves LEA to determine	Age 5 by January 1	No state policy; up to LEA to determine	State policy leaves LEA to determine
Delaware	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Age 5 by September 1	State policy does not permit	State policy leaves LEA to determine
District of Columbia					
Florida	State policy specifically permits	State policy does not permit	Age 5 on or before September 1	State policy does not permit	State policy specifically permits
Georgia	No state policy; up to LEA to determine	State policy does not permit	Age 5 by September 1	State policy does not permit	State policy specifically permits
Guam					
Hawaii	State policy leaves LEA to determine	State policy specifically permits	Age 5 by December 31	State policy does not permit	State policy specifically permits
Idaho	No state policy; up to LEA to determine	State policy does not permit	Age 5 as of September 1	State policy does not permit	State policy specifically permits
Illinois	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Age 5 by September 1	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Indiana	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Age 5 by August 1	State policy does not permit	State policy leaves LEA to determine
Iowa	No state policy; up to LEA to determine	State policy does not permit	Age 5 on or before September 15	State policy does not permit	State policy specifically permits
Kansas	State policy specifically permits	State policy does not permit	Age 5 by September 1	State policy does not permit	State policy specifically permits
Kentucky	State policy specifically permits	No state policy; up to LEA to determine	Age 5 by October 5	No state policy; up to LEA to determine	State policy specifically permits
Louisiana	State policy leaves LEA to	State policy leaves LEA to	Age 5 by September 1	State policy does not permit	State policy specifically

	Q94. Acceleration Policy	Q95. Early Entrance to Kindergarten Policy in State Statute or Regulation	Q96. Age Requirement for Admission to Kindergarten	Q97. & Q98. Alternate High School Diploma or Certificate for Gifted Students without Sufficient Units for Regular High School Diploma and Basis for Diploma/Certificate	Q99. Students Allowed Dual or Concurrent Enrollment in Community College, College or University
	determine	determine			permits
Maine					
Maryland	State policy leaves LEA to determine	State policy specifically permits	Age 5 by September 1	No state policy; up to LEA to determine	State policy specifically permits
Massachusetts	No state policy; up to LEA to determine	State policy leaves LEA to determine	Age 6 by September 1	No state policy; up to LEA to determine	State policy specifically permits
Michigan	No state policy; up to LEA to determine	State policy does not permit	Age 5 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	State policy specifically permits
Minnesota	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Age of 5 before the first day of August of the school year beginning	State policy leaves LEA to determine	State policy specifically permits
Mississippi					
Missouri	No state policy; up to LEA to determine	State policy does not permit	Age of 5 before the first day of August of the school year beginning	No state policy; up to LEA to determine	State policy specifically permits
Montana	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Age 5 by September 10	State policy does not permit	State policy specifically permits
Nebraska	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Age 5 by October 15	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Nevada					
New Hampshire	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Local policy determines	State policy does not permit	No state policy; up to LEA to determine
New Jersey	State policy leaves LEA to determine	State policy leaves LEA to determine	Age 5 by October 1	State policy does not permit	State policy leaves LEA to determine
New Mexico	No state policy; up to LEA to determine	State policy leaves LEA to determine	Age 5 by September 1 at 12:01 a.m.	State policy does not permit	State policy specifically permits
New York	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Age 6 by December 1	State policy does not permit	State policy specifically permits
North Carolina	No state policy; up to LEA to determine	State policy specifically permits	"House Bill 1099 allows a child who has reached his/her 4th birthday by April 16 to enter kindergarten if he/she demonstrates an extraordinary level of academic ability and	No state policy; up to LEA to determine	State policy specifically permits

	Q94. Acceleration Policy	Q95. Early Entrance to Kindergarten Policy in State Statute or Regulation	Q96. Age Requirement for Admission to Kindergarten	Q97. & Q98. Alternate High School Diploma or Certificate for Gifted Students without Sufficient Units for Regular High School Diploma and Basis for Diploma/Certificate	Q99. Students Allowed Dual or Concurrent Enrollment in Community College, College or University
			maturity."		
North Dakota	No state policy; up to LEA to determine	State policy leaves LEA to determine	Age 5 by August 31	State policy does not permit	State policy specifically permits
Ohio	State policy specifically permits	State policy specifically permits	Age 5 by January 1 or younger if referred by pediatrician, psychologist or pre-school educator who knows the child.	State policy does not permit	State policy specifically permits
Oklahoma	State policy specifically permits	State policy specifically permits	Age 5 on or before September 1	No state policy; up to LEA to determine	State policy specifically permits
Oregon	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Age 5 on or before September 1	No state policy; up to LEA to determine	State policy specifically permits
Pennsylvania	State policy specifically permits	State policy specifically permits	PA Chapter 11.14 regulations state that minimum entry for kindergarten is 4 years zero months and minimum for grade 1 is 5 yrs. zero month plus	No state policy; up to LEA to determine	State policy specifically permits
Rhode Island					
South Carolina	State policy specifically permits	No state policy; up to LEA to determine	Age 5 by September 1	State policy does not permit	State policy specifically permits
South Dakota	No state policy; up to LEA to determine	State policy does not permit	Age 5 by September 1	State policy does not permit	No state policy; up to LEA to determine
Tennessee					
Texas	State policy specifically permits	State policy specifically permits	Age 5 by September 1	State policy does not permit	State policy specifically permits
Utah					
Vermont	No state policy; up to LEA to determine	No state policy; up to LEA to determine	locally controlled decision	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Virginia	State policy leaves LEA to determine	State policy does not permit		State policy does not permit	State policy specifically permits
Washington	No state policy; up to LEA to determine	State policy specifically permits	Age 5 by September 1	No state policy; up to LEA to determine	State policy leaves LEA to determine
West Virginia	State policy specifically permits	State policy specifically permits	Age 5 by September 1	State policy does not permit	State policy specifically permits
Wisconsin	State policy leaves LEA to determine	State policy leaves LEA to determine	Age 5 by September 1	State policy does not permit	State policy specifically permits
Wyoming	No state policy; up to LEA to	State policy does not permit	Age 5 on or before	State policy does not permit	State policy leaves to LEA

	Q94. Acceleration Policy	Q95. Early Entrance to Kindergarten Policy in State Statute or Regulation	Q96. Age Requirement for Admission to Kindergarten	Q97. & Q98. Alternate High School Diploma or Certificate for Gifted Students without Sufficient Units for Regular High School Diploma and Basis for Diploma/Certificate	Q99. Students Allowed Dual or Concurrent Enrollment in Community College, College or University
	determine		September 15		to determine
Summary	11 – State policy specifically permits 7 – State policy leaves to LEA to determine 25 – No state policy; up to LEA to determine	9 – State policy specifically permits 12 – State policy does not permit 8 – State policy leaves to LEA to determine 14 – No state policy; up to LEA to determine		26 – State policy does not permit 1 – State policy leaves to LEA to determine 16 – No state policy; up to LEA to determine	31 – State policy specifically permits 7 – State policy leaves LEA to determine 5 – No state policy; up to LEA to determine

Table 30. Related Policies – Age for GED, Dual Enrollment

	Q112. Minimum Age to Obtain GED	Q100. When Students Can Begin Dual or Concurrent Enrollment	Q101. High School Credit for Courses Completed at a Community College, College or University	Q102. Who Pays Tuition for High School Students Dually Enrolled	Q103. Middle School Students Permitted Dual/Concurrent Enrollment in High School	Q104. Middle School Students Receive Credit Toward High School Graduation for Courses Dually/Concurrently Enrolled
Alabama	16	Grade 10 Grade 11 Grade 12	State policy specifically permits	LEA Parent	State policy does not permit	
Alaska						
Arizona	18	Grade 11 Grade 12	State policy leaves LEA to determine	LEA Parent Other: Could be a combination of college, LEA, and student	State policy leaves LEA to determine	State policy leaves LEA to determine
Arkansas	16	Grade 9	State policy specifically permits	LEA Parent Other	State policy does not permit	
California	16	Left to LEA to determine	State policy leaves LEA to determine	Parent	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Colorado	15	Left to LEA to determine Grade 11 Grade 12	State policy specifically permits	LEA	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Connecticut	16	Left to LEA to determine	State policy leaves LEA to determine	LEA Parent	State policy leaves LEA to determine	State policy leaves LEA to determine
Delaware	18	Left to LEA to determine Grade 10	State policy leaves LEA to determine	LEA Parent	No state policy; up to LEA to determine	State policy leaves LEA to determine
District of Columbia						
Florida	18	Grade 9	State policy specifically permits	SEA	State policy specifically permits	State policy specifically permits
Georgia	16	Grade 11 Age 16	State policy specifically permits	SEA Parent Other: Guardian	State policy leaves LEA to determine	State policy specifically permits
Guam						
Hawaii	16	Grade 11 Grade 12	State policy specifically permits	Parent	State policy does not permit	
Idaho	16				No state policy; up to LEA to determine	
Illinois	17		No state policy; up to LEA to determine	Parent	No state policy; up to LEA to determine	State policy leaves LEA to determine

	Q112. Minimum Age to Obtain GED	Q100. When Students Can Begin Dual or Concurrent Enrollment	Q101. High School Credit for Courses Completed at a Community College, College or University	Q102. Who Pays Tuition for High School Students Dually Enrolled	Q103. Middle School Students Permitted Dual/Concurrent Enrollment in High School	Q104. Middle School Students Receive Credit Toward High School Graduation for Courses Dually/Concurrently Enrolled
Indiana	17	Left to LEA to determine	No state policy; up to LEA to determine	LEA Parent	State policy leaves LEA to determine	State policy specifically permits
Iowa	18 or when student's class graduates	Grade 11 Grade 12 Other: Identified gifted students in grade 9 and 10 grade	State policy specifically permits	LEA	State policy does not permit	
Kansas	Federal requirement - 16 if dropped out and no longer enrolled	Grade 9 Grade 10 Grade 11 Grade 12 Other: If Gifted IEP indicates need for concurrent enrollment prior to Grade 9, IEP supersedes state law	State policy specifically permits	Parent	State policy specifically permits	State policy specifically permits
Kentucky	Essentially age 16, however there are some variables.	Left to LEA to determine	State policy specifically permits	LEA	State policy specifically permits	State policy specifically permits
Louisiana	17 (16 under special conditions)	Left to LEA to determine	State policy specifically permits	Parent	State policy leaves LEA to determine	State policy specifically permits
Maine						
Maryland	16	Left to LEA to determine	No state policy; up to LEA to determine	Parent	No state policy; up to LEA to determine	State policy leaves LEA to determine
Massachusetts	16	Grade 9 Grade 10 Grade 11 Grade 12	State policy specifically permits	Parent	No state policy; up to LEA to determine	State policy leaves LEA to determine
Michigan	18	Grade 11 Grade 12 Other: Other grades up to the LEA	State policy specifically permits	LEA	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Minnesota	19 or by age waiver after age 16	Grade 11 Grade 12 Other: Case by case as needed.	State policy specifically permits	LEA	State policy specifically permits	State policy specifically permits
Mississippi						
Missouri	16	Left to LEA to determine	State policy specifically permits	SEA LEA Parent	State policy specifically permits	State policy specifically permits

	Q112. Minimum Age to Obtain GED	Q100. When Students Can Begin Dual or Concurrent Enrollment	Q101. High School Credit for Courses Completed at a Community College, College or University	Q102. Who Pays Tuition for High School Students Dually Enrolled	Q103. Middle School Students Permitted Dual/Concurrent Enrollment in High School	Q104. Middle School Students Receive Credit Toward High School Graduation for Courses Dually/Concurrently Enrolled
Montana	16	Left to LEA to determine	State policy leaves LEA to determine	Other: Varies by situation	State policy leaves LEA to determine	State policy leaves LEA to determine
Nebraska	16	Grade 11 Grade 12	State policy leaves LEA to determine	SEA Parent	No state policy; up to LEA to determine	State policy does not permit
Nevada						
New Hampshire	17	Left to LEA to determine	No state policy; up to LEA to determine	LEA determines /other data not available	No state policy; up to LEA to determine	No state policy; up to LEA to determine
New Jersey	16	Left to LEA to determine	State policy leaves LEA to determine	LEA Parent	State policy leaves LEA to determine	State policy leaves LEA to determine
New Mexico	16	Grade 10 Grade 11 Grade 12 Other: IEP determines appropriate placement	State policy specifically permits	LEA	State policy leaves LEA to determine	State policy leaves LEA to determine
New York	16	Grade 9	No state policy; up to LEA to determine	Parent	No state policy; up to LEA to determine	No state policy; up to LEA to determine
North Carolina	16	Grade 11	No state policy; up to LEA to determine	LEA Parent	No state policy; up to LEA to determine	State policy leaves LEA to determine
North Dakota	18	Grade 11 Grade 12	State policy specifically permits	Parent	State policy does not permit	
Ohio	16 with a waiver granted by superintendent and consent signed by parents.	Grade 9 Grade 10 Grade 11 Grade 12	State policy specifically permits	LEA Parent	State policy specifically permits	State policy specifically permits
Oklahoma	16		State policy specifically permits	LEA Parent	State policy specifically permits	State policy specifically permits
Oregon	16	Grade 11	State policy leaves LEA to determine	LEA Parent	State policy leaves LEA to determine	State policy leaves LEA to determine
Pennsylvania	16	Grade 9 Grade 10 Grade 11 Grade 12 Typically-grade 11 & 12 option, however any grade/age level student may participate	State policy leaves LEA to determine	SEA LEA Parent	State policy leaves LEA to determine	State policy specifically permits
Rhode Island						
South Carolina	17	Grade 9	State policy	Other: Student usually	No state policy; up to	State policy leaves LEA

	Q112. Minimum Age to Obtain GED	Q100. When Students Can Begin Dual or Concurrent Enrollment	Q101. High School Credit for Courses Completed at a Community College, College or University	Q102. Who Pays Tuition for High School Students Dually Enrolled	Q103. Middle School Students Permitted Dual/Concurrent Enrollment in High School	Q104. Middle School Students Receive Credit Toward High School Graduation for Courses Dually/Concurrently Enrolled
		Grade 10 Grade 11 Grade 12 Other: Local district can determine	specifically permits	bears the costs unless stipulated by local policy	LEA to determine	to determine
South Dakota	16 with some restrictions	Left to LEA to determine	No state policy; up to LEA to determine	LEA Parent	State policy specifically permits	State policy specifically permits
Tennessee						
Texas	16	Grade 11 Grade 12 exceptions allowed at discretion of both schools	State policy specifically permits	Other: It varies, depending on the district	No state policy; up to LEA to determine	State policy specifically permits
Utah						
Vermont	16, although waivers have been granted to 15 year olds	Left to LEA to determine	No state policy; up to LEA to determine	LEA Parent	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Virginia	18	Left to LEA to determine	State policy specifically permits	LEA Parent	State policy specifically permits	State policy specifically permits
Washington	16	Grade 10 Grade 11 Grade 12 Age 16 Age 17	State policy leaves LEA to determine	SEA LEA Parent	State policy leaves LEA to determine	State policy leaves LEA to determine
West Virginia	17	Grade 11 Grade 12	State policy specifically permits	LEA	State policy leaves LEA to determine	State policy specifically permits
Wisconsin	18 years 6 months	Grade 11 Grade 12	State policy specifically permits	LEA	No state policy; up to LEA to determine	State policy does not permit
Wyoming	Minimum age is 18, age waiver policy available for 16 and 17 year olds	Left to LEA to determine	No state policy; up to LEA to determine	LEA Parent	No state policy; up to LEA to determine	State policy leaves to LEA to determine
Summary		16 – Left to LEA to determine 8 – Grade 9 9 – Grade 10 22 – Grade 11 19 – Grade 12 2 – Age 16 1 – Age 17 6 - Other	23 – State policy specifically permits 10 – State policy leaves LEA to determine 9 – No state policy; up to LEA to determine	29 – Parent 26 – LEA 6 – SEA 6 – Other	9 – State policy specifically permits 5 – State policy does not permit 12 – State policy leaves LEA to determine 17 – No state policy; up to LEA to determine	15 – State policy specifically permits 2 – State policy does not permit 13 – State policy leaves LEA to determine 7 – No state policy; up to LEA to determine

Table 31. Related Policies – Proficiency-Based Promotions

	Q105. Proficiency-Based Promotion for GT Students	Q106. How Student Demonstrates Proficiency	Q107. Accommodations for Students Demonstrating Proficiency	108. State Allows Credit Toward High School for Demonstrated Proficiency
Alabama	State policy does not permit			
Alaska				
Arizona	State policy specifically permits	Left to LEA to determine Other: Verification of student competency/performance by subject area teacher	Left to LEA to determine	State policy specifically permits
Arkansas	State policy does not permit			
California	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine
Colorado	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	No state policy; up to LEA to determine
Connecticut	No state policy; up to LEA to determine	Left to LEA to determine	Not applicable	State policy leaves LEA to determine
Delaware	State policy leaves LEA to determine	Left to LEA to determine Multiple choice test Performance	Individualized instruction Dual/concurrent enrollment Grade/course advancement Left to LEA to determine	State policy leaves LEA to determine
District of Columbia				
Florida	State policy does not permit			
Georgia	State policy specifically permits	Left to LEA to determine	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	State policy specifically permits
Guam				
Hawaii	State policy does not permit			
Idaho	No state policy; up to LEA to determine			
Illinois	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	
Indiana	State policy specifically permits	Other: Measures approved by State Board of Education	Dual/Concurrent enrollment Cross-grade grouping Grade/course advancement Left to LEA to determine	State policy leaves LEA to determine
Iowa	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	No state policy; up to LEA to determine

	Q105. Proficiency-Based Promotion for GT Students	Q106. How Student Demonstrates Proficiency	Q107. Accommodations for Students Demonstrating Proficiency	108. State Allows Credit Toward High School for Demonstrated Proficiency
Kansas	State policy specifically permits	Left to LEA to determine	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	State policy specifically permits
Kentucky	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Louisiana	State policy specifically permits	Multiple choice test state proficiency exams	Individualized instruction Independent study Dual/Concurrent enrollment Cross-grade grouping Cluster grouping Grade/course advancement Individualized education programs Left to LEA to determine	No state policy; up to LEA to determine
Maine				
Maryland	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine
Massachusetts	No state policy; up to LEA to determine	Multiple choice test Essay Lab experiments Oral exam Portfolio Performance Massachusetts Comprehensive Assessment System	Individualized instruction Correspondence courses Independent study Dual/Concurrent enrollment Cluster grouping Grade/course advancement Left to LEA to determine Other: Tuition Waiver	State policy does not permit
Michigan	State policy specifically permits	Portfolio Performance Other: Final exam which all courses should have, talent, by portfolio and performance.	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	State policy specifically permits
Minnesota	State policy specifically permits	Left to LEA to determine	Individualized instruction Correspondence courses Independent study Dual/Concurrent enrollment	State policy specifically permits

	Q105. Proficiency-Based Promotion for GT Students	Q106. How Student Demonstrates Proficiency	Q107. Accommodations for Students Demonstrating Proficiency	108. State Allows Credit Toward High School for Demonstrated Proficiency
			Cross-grade grouping Grade/course advancement Left to LEA to determine Other: Online learning, homeschool or combination	
Mississippi				
Missouri	State policy specifically permits	Left to LEA to determine	Individualized instruction Correspondence courses Independent study Dual/Concurrent enrollment Grade/course advancement Left to LEA to determine	State policy specifically permits
Montana	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine
Nebraska	No state policy; up to LEA to determine	Left to LEA to determine	Individualized instruction Independent study Dual/Concurrent enrollment	No state policy; up to LEA to determine
Nevada				
New Hampshire	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	No state policy; up to LEA to determine
New Jersey	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine
New Mexico	State policy leaves LEA to determine	Left to LEA to determine	Individualized instruction Correspondence courses Independent study Dual/Concurrent enrollment Cross-grade grouping Cluster grouping Grade/course advancement Individualized education programs	State policy does not permit
New York	State policy specifically permits	Left to LEA to determine Regents examination	Left to LEA to determine	State policy specifically permits
North Carolina	State policy does not permit			
North Dakota	State policy does not permit			
Ohio	State policy does not permit			
Oklahoma	State policy specifically permits	Left to LEA to determine Multiple choice test Essay Lab experiments Oral exam Portfolio Performance	Individualized instruction Correspondence courses Independent study Dual/Concurrent enrollment Cross-grade grouping Cluster grouping Grade/course advancement Left to LEA to determine	State policy specifically permits

	Q105. Proficiency-Based Promotion for GT Students	Q106. How Student Demonstrates Proficiency	Q107. Accommodations for Students Demonstrating Proficiency	108. State Allows Credit Toward High School for Demonstrated Proficiency
Oregon	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine
			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	
Pennsylvania	State policy leaves LEA to determine	Left to LEA to determine Typically - credit by exam	Left to LEA to determine	State policy leaves LEA to determine
Rhode Island				
South Carolina	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	No state policy; up to LEA to determine
South Dakota	State policy does not permit			
Tennessee				
Texas	State policy specifically permits	Left to LEA to determine credit by exam, district has the freedom to develop its own exam	Grade/course advancement Left to LEA to determine	State policy specifically permits
Utah				
Vermont	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	No state policy; up to LEA to determine
Virginia	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine
Washington	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine
			Dual/Concurrent enrollment Grade/course advancement Individualized education programs	
West Virginia	State policy specifically permits	Left to LEA to determine		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	
Wisconsin	No state policy; up to LEA to determine	Left to LEA to determine		No state policy; up to LEA to determine
Wyoming	State policy does not permit			

	Q105. Proficiency-Based Promotion for GT Students	Q106. How Student Demonstrates Proficiency	Q107. Accommodations for Students Demonstrating Proficiency	108. State Allows Credit Toward High School for Demonstrated Proficiency
Summary	11 – No state policy; up to LEA to determine 13 – State policy specifically permits 10 – State policy leaves LEA to determine 8 – State policy does not permit	29 – Left to LEA to determine 4 – Multiple choice test 4 – Performance 3 – Portfolio 3 – Other 2 – Essay 2 – Lab experiments 2 – Oral exam	29 – Left to LEA 15 – Grade/course advancement 15 – Dual/concurrent enrollment 13 – Individualized instruction 13 – Independent study 10 – Cross-grade grouping 10 – Correspondence courses 9 – Cluster grouping 8 – Individualized education programs 2 – Other	11 – State policy specifically permits 11 – State policy leaves LEA to determine 2 – State policy does not permit 8 – No state policy; up to LEA to determine

Table 32. Related Policies – Guidance and Counseling as part of Program/Service Delivery Options; Acceptance of Gifted Eligibility Determined Elsewhere

	Q109. Social-Emotional Support as Part of Program/Service Options	Q109. Academic Guidance & Counseling as Part of Program/Service Options	Q109. Contact time as Part of Program/Service Options	Q110. State Policy Recognizes Gifted Eligibilities from Other States	Q111. State Policy Requiring LEAs to Recognize Gifted Eligibilities from Other LEAs in the Same State
Alabama	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy specifically requires	State policy does not permit	State policy specifically requires
Alaska					
Arizona	State policy specifically requires	State policy leaves LEA to determine	No state policy; up to LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Arkansas	No state policy; up to LEA to determine	No state policy; up to LEA to determine	State policy specifically requires	No state policy; up to LEA to determine	No state policy; up to LEA to determine
California	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Colorado	State policy specifically requires	State policy specifically requires	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Connecticut	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Delaware	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
District of Columbia					
Florida	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	State policy specifically permits	State policy specifically requires
Georgia	No state policy; up to LEA to determine	No state policy; up to LEA to determine	State policy specifically requires	State policy does not permit	State policy specifically requires
Guam					
Hawaii	State policy specifically requires	State policy specifically requires	State policy leaves LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Idaho	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	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	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Indiana	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Iowa	State policy leaves LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Kansas	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Kentucky	State policy leaves LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine	State policy does not permit	State policy specifically requires
Louisiana	State policy leaves LEA to	State policy leaves LEA to	State policy specifically	State policy does not permit	State policy specifically

	Q109. Social-Emotional Support as Part of Program/Service Options	Q109. Academic Guidance & Counseling as Part of Program/Service Options	Q109. Contact time as Part of Program/Service Options	Q110. State Policy Recognizes Gifted Eligibilities from Other States	Q111. State Policy Requiring LEAs to Recognize Gifted Eligibilities from Other LEAs in the Same State
	determine	determine	requires		requires
Maine					
Maryland	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	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	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	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Minnesota	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Mississippi					
Missouri	No state policy; up to LEA to determine	No state policy; up to LEA to determine	State policy specifically requires	State policy does not permit	State policy specifically requires
Montana	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Nebraska	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Nevada					
New Hampshire	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
New Jersey	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
New Mexico	State policy specifically requires	State policy specifically requires	State policy specifically requires	State policy specifically permits	State policy specifically requires
New York	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
North Carolina	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine	State policy leaves LEA to determine
North Dakota	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Ohio	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	State policy does not permit	State policy specifically requires
Oklahoma	State policy leaves LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Oregon	State policy does not require	State policy does not require	State policy does not require	State policy leaves LEA to determine	State policy leaves LEA to determine
Pennsylvania	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine	State policy specifically requires
Rhode Island					

	Q109. Social-Emotional Support as Part of Program/Service Options	Q109. Academic Guidance & Counseling as Part of Program/Service Options	Q109. Contact time as Part of Program/Service Options	Q110. State Policy Recognizes Gifted Eligibilities from Other States	Q111. State Policy Requiring LEAs to Recognize Gifted Eligibilities from Other LEAs in the Same State
South Carolina	State policy specifically requires	State policy specifically requires	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
South Dakota	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Tennessee					
Texas	No state policy; up to LEA to determine	No state policy; up to LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine
Utah					
Vermont	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Virginia	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Washington	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
West Virginia	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Wisconsin	State policy does not require	State policy does not require	State policy does not require	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Wyoming	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Summary	5 – State policy specifically requires 2 – State policy does not require 15 – State policy leaves LEA to determine 21 – No state policy; up to LEA to determine	4 – State policy specifically requires 2 – State policy does not require 15 – State policy leaves LEA to determine 22 – No state policy; up to LEA to determine	6 – State policy specifically requires 2 – State policy does not require 12 – State policy leaves LEA to determine 23 – No state policy; up to LEA to determine	2– State policy specifically permits 6 – State policy does not permit 10 – State policy leaves LEA to determine 25 – No state policy; up to LEA to determine	9 – State policy specifically requires 10 – State policy leaves LEA to determine 24 – No state policy; up to LEA to determine