2012-2013
STATE of THE STATES in GIFTED EDUCATION
NATIONAL POLICY AND PRACTICE DATA

National Association for Gifted Children
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FOREWORD FROM THE COUNCIL OF STATE DIRECTORS OF PROGRAMS FOR THE GIFTED

The Council of State Directors for Programs of Gifted (CSDPG) is pleased to partner with the National Association for Gifted Children (NAGC) on the State of States (SoS) Report. This collaboration fosters respect for the voices of practitioners, researchers, and advocates, resulting in meaningful discourse about gifted programming and policy. CSDPG thanks NAGC staff for dedicating time, expertise, and resources for data collection.

The State of States report provides insight into how key elements of gifted education programs are implemented in a majority of states. Service delivery, programming options, personnel, professional learning, budget, laws, and preservice programs are among the studied elements. The information collected serves as data for comparisons to national and state standards, models for replication, and defining areas of need where targets can be readjusted for building programs and high expectations. The 2012-2013 SoS report revealed several themes, like:

- There are increases in policy and staffing for gifted education in the past 3 years.
- There is an overall increase in state budgets for gifted education services.
- Despite this increase, funding lags behind need. States are providing significant services for high ability/high potential students with limited resources.
- The mention of postsecondary workforce and credit by assessment options were apparent in state highlights.
- A majority of respondents said that federal policy would benefit gifted students.

The Council of State Directors for Programs for the Gifted values the use of the SoS data elements to impact local improvement efforts, adequate funding, rigorous instruction, and effective educators serving gifted students. Given this, the CSDPG does not overlook the fact that positive student outcomes are essential to every gifted program. Reporting of gifted student achievement and growth is outside the scope of the SoS. Student outcome data is best sought through individual state information systems.

Again, the Council of State Directors for Program of Gifted (CSDPG) appreciates the partnership with the National Association for Gifted Children. We encourage readers to use the State of States as a means to respond to data for a collective voice expressing high expectations for gifted student outcomes, family partnerships and increases in program resources.

Jacquelin Medina
President, CSDPG
2013

COUNCIL OF STATE DIRECTOR OF PROGRAMS FOR THE GIFTED

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FOREWORD FROM THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN

The *2012-2013 State of the States in Gifted Education* report is the only compilation of information about the state of gifted education nationally. It is produced biannually by the Council of State Directors of Programs for the Gifted and the National Association for Gifted Children. This crucial report provides a detailed look at the range of services and supportive policies available for gifted students.

The quality of gifted education is largely dependent on the efforts in individual states to develop and implement policies that promote the identification of gifted children, deliver services to them, ensure their teachers are well-trained, and gather data to 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 push for state policies and practices that support the provision of a range of appropriate services to gifted students at the local level. I am proud that NAGC continues to be a leader in these efforts and I thank the Council of State Directors, as well as the individual directors who completed the survey, for their support. Together we can build a strong and vital infrastructure to support gifted and talented students.

Tracy L. Cross
NAGC President
2013-2015

ACKNOWLEDGMENTS

A project such as the *2012-2013 State of the States in Gifted Education* survey and report depends on the support and input from a host of individuals who contribute advice, expertise, and time to the report development, survey completion, and data compilation and analysis.

The National Association for Gifted Children and the Council of State Directors of Programs for the Gifted (CSDPG) would like to thank the working group of state directors for their assistance and support through the report's various stages: Jacquelin Medina, Colorado; Kathie Anderson, Kentucky; Rebecca Blocher, Oregon; Deborah Hansen, Delaware; Kristina Johnstone and Gayle Pauley, Washington; and former South Carolina CSDPG member Rick Blanchard. We would also like to thank all of the individual state directors who participated in the survey – without their support the report would not be possible. Finally, we would like to thank Catherine Little, Jaclyn Chancey, and Kelly Kearney at the University of Connecticut for conducting the survey and compiling the responses into this report. Thanks also go to Jane Clarenbach and Carolyn Kaye at the NAGC national office for coordinating the project.

INTRODUCTION

While there are pockets of progress, our nation has yet to comprehensively address the lack of consideration of top learners. As our country's need for scientists, mathematicians, and other highly skilled professionals in every field continues to grow, the *2012-2013 State of the States in Gifted Education* report shows that in many places high-ability and high-achieving learners are expected to fend for themselves and succeed in spite of the lack of attention and understanding of their learning needs.

There have been some improvements in some states since the last report, such as increased teacher training in gifted education as part of the Common Core State Standards implementation, inclusion of academic performance of identified gifted students on state report cards, and increased accelerated and other curricular opportunities. However, it is still not possible to say that all our gifted and talented students are receiving the education they need and deserve. Indeed, some states lack basic data about gifted students and teachers around which high quality programs can be built. The differences between states, and even between districts within a state, yield disparities that virtually guarantee that many gifted students are going unserved.

We hope the information in the *State of the States* report can help gifted education supporters advocate for a renewed focus on our most capable students, resulting in increased data collection, strong state policies, increased teacher training, and other critical resources. The National Association for Gifted Children and the Council of State Directors of Programs for the Gifted are working together to encourage legislators, administrators, teachers, and parents to learn more about gifted children and the kind of challenging education they need to achieve their potential.

ABOUT THE REPORT

The State of the States report is organized into ten key areas that combine to provide readers with a better understanding of the degree of support individual states offered to gifted and talented students for the school year 2012-2013. This is not to say that these ten areas are clearly differentiated in actual practice. There are, in fact, multiple points of overlap and influence among them.

I. STATE EDUCATION AGENCIES AND II. FUNDING FOR GIFTED AND TALENTED EDUCATION

The allocation of funding and personnel is a major indicator of state-level commitment to gifted and talented education. Questions in the first section 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. The questions in the second section address the total amount of state funds allocated to gifted and talented education, along with details of the allocation of those funds, funding formulas, and funding caps.

III. 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 provide services. If a state does not have mandates to identify and/or serve gifted and talented students, it is solely up to each district to determine whether and how to identify students and what programs and services to offer 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.

IV. ACCOUNTABILITY

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 gifted education plans to the state agency, and for what purpose, and various indicators on report cards, including GT student achievement.

V. DEFINITION OF GIFTEDNESS AND VI. IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

The provision of programs and services for advanced learners is typically tied to whether students are considered to be "gifted and talented." The definition of giftedness generally informs the identification process used to determine eligibility. These two sections of the report focus on the existence and elements of state definitions, as well as whether districts are required to follow a state definition and/or use specific criteria or methods to identify gifted students. The identification section also includes data on when students are identified for services, the number and demographics of students identified in each state, and whether state law places a limit on the number of identified students.

VII. Programs and Services for Gifted Students

There is wide variance among states and districts in the programs and services offered to meet the needs of gifted students. Questions in this section address state requirements for service offerings, the percentage of gifted and talented students who receive services (by grade), and estimates of the most common service delivery methods used in the states at different grade levels.

VIII. Staffing and Personnel Preparation

The availability of qualified teachers and other personnel is a critical factor to the success of programs for gifted and talented students. Because gifted students typically spend much of their time in regular education classrooms, information in this section includes data about teachers in the regular classroom as well as those working in specialized gifted education programs. This section includes state requirements regarding pre-service training, certification and endorsement, and professional development for educators.

IX. Related Policies and Practices

In many states, there are policies in place that affect high-ability learners but may not have been designed with gifted learners in mind. For example, policies regarding early entrance to kindergarten often hold back children who are ready for school earlier than are their age peers. This section includes information about acceleration policies generally as well as entrance to kindergarten, alternate high school diplomas, dual enrollment, and proficiency-based promotion. The section also includes information about Response to Intervention (RtI) and the Common Core State Standards (CCSS).

X. Concerns and Directions for the Future

Professionals in gifted and talented education share many concerns about the future of gifted programs and services. Such concerns are influenced by the different environments in which these professionals operate as well as outside forces affecting education generally. This section includes ratings of positive and negative forces, indications of areas needing attention, and free-form responses on recent legislative and other changes in their states as well as the impact of federal education policy.

The *State of the States* report offers an overview of how individual states support gifted learners as well as details on the areas in which states perceive a need for federal support to help ensure that all of America's high-potential youth have equal opportunities to excel in school.

OVERVIEW

There are between three million and five million academically gifted and talented students in U.S. classrooms, spanning pre-kindergarten to grade 12. Although these students represent a diversity of experiences, expertise, and cultural backgrounds, they all require a responsive and challenging educational system to help them maximize their potential.

The data collected for this report and highlighted here offer a snapshot of the extent of state support for gifted learners in the 2012-2013 school year. Forty-two states, the District of Columbia, and one territory (Guam) (referred to collectively from here forward as "states") responded to the State of the States questionnaire, which contained a combination of closed-response and open-ended questions about gifted policies, programs, services, and other practices within the states. There are areas of positive change; however, in alignment with previous reports, several major themes emerged: decentralized decision-making and accountability; limited service model options used in most grades; the importance of professional development; the impact of federal education policy; and funding issues in a difficult economic climate.

DECENTRALIZED DECISION-MAKING AND LIMITED ACCOUNTABILITY

Without a coordinated national strategy or a federal mandate, all gifted programming decisions are made at the state and local levels. Within this context, states and districts are able to respond to the specific needs of their populations, yet the context also presents the potential for fractured approaches and gaps in the availability of programs and services. The variation in policies results in a disparity of services between and within states. Many states provide little direction regarding the education of gifted and talented students, leaving local education agencies (LEAs) to determine whether and how to identify and serve these students. Even in states that provide direction, there is often a lack of specificity and clarity regarding identification procedures, programs, and services for gifted learners, creating wide variability in gifted education programming.

- Thirty-two states have a mandate related to gifted and talented education, for identification, services, or both.
- Eleven states have no mandate, and 8 states that have mandates do not provide any funding for them.
- Forty states have defined giftedness in statute or regulations; 30 of these states require LEAs to follow the definition.
- Schools in 38 states are required to use specific criteria and/or methods to identify gifted and talented students, and the criteria/methods are fully or partially determined at the state level in 13.
- A range of criteria/methods are required, including multiple criteria model (25), IQ scores (18); and achievement data (16).

- Two states require LEAs to accept gifted identifications from other states. Families that relocate may have to repeat the identification process in order to obtain services for their gifted children. 13 states require LEAs to accept identifications from other LEAs in the same state.

- Some states require gifted education strategies that are aligned with special education, especially free appropriate public education (20) and non-discriminatory testing (17). Far fewer states require other strategies from special education, such as due process (9), dispute resolution (10), Child Find (13), and individual education plans (11).

States that specify standards or requirements regarding gifted programming differ in their ability to monitor and report on the quality of gifted programs.

- Twenty-two states reported having one or more full-time staff members at the state level dedicated to gifted education. Twenty states have less than 1 full time staff person assigned to gifted education. Two states do not have any staff for gifted education. In 24 states, including 16 without a full-time person dedicated to gifted education, personnel also have responsibilities for one or more programs or projects not specific to gifted education.

- Sixteen states reported that they neither monitor nor audit LEA programs for gifted and talented students.

- Eleven states reported that data is not collected or not available on the number of students in the state who are identified as gifted and talented.

- Seventeen states reported that the demographics of students in the state who are identified as gifted and talented was not collected or not available.

- States did not have information on identified students' gender (20), race/ethnicity (17), English learner status (26), socio-economic status (27), or whether the identified student also had a disability (24).

- Ten states publish an annual report on the state of gifted education.

- Fifteen states report the number of identified gifted student on report cards.

SERVICE OPTIONS

Services to gifted and talented students vary by state and/or district funding, geographic isolation, or other factors. Additionally, many state laws and policies leave to districts all decisions about the type of services offered.

- Twenty-six states require some form of program or service for gifted and talented students in their state mandates. These required services fall under a variety of categories, including intellectual (18), specific academic areas (14), general academic (9), visual or performing arts (8), creativity (7), and leadership (4).

- Seventeen states require services starting in either prekindergarten or kindergarten through grade 12. Another 4 start service requirements later, and 2 of those states also end service requirements earlier.

- Few states have state policy to specify gifted program components such as differentiated instruction (12), contact time (10), social-emotional support (7), academic guidance and counseling (6), or content-based acceleration (6).

- The regular classroom is one of the most-used delivery methods for gifted services. It was the second most frequently named method for pre-kindergarten and Kindergarten (9), early elementary (18), upper elementary (18), and middle school (15). Resource room was the most used delivery method in pre-kindergarten and kindergarten (10), early elementary (20), and upper elementary (20). Honors/advanced coursework (19) was the most frequently used delivery model in middle school; Advanced Placement (AP) coursework was the most frequently used delivery model in high school.

Policies Affecting Services

- In the majority of states (32), LEAs set academic acceleration policies. Nine states specifically allow acceleration by state policy.

- LEAs also set proficiency-based promotion policies in 19 states; an additional 20 states have policies permitting this practice. However, 3 states specifically prohibit proficiency-based promotion.

- Eight states have policies specifically permitting early entrance to Kindergarten. Sixteen states do not allow early entrance, and 18 states leave the decision to LEAs, either by specific policy (7) or because the state does not have a policy (11).

- In most states (28), policies on whether a student may be dually enrolled in middle and high school are made at the local level. Ten states specifically allow this kind of dual enrollment, and 3 states prohibit it. Whether high school graduation credit is earned for these courses is also usually determined at the local level (24); 14 states have policies that specificially permit it and 3 states prohibit it.

- Twenty-nine states specifically permit students to be dually enrolled in high school and college or university. LEAs set this policy in 17 states; no states prohibit it. In most cases (30), state policy specifically allows the student to earn credit towards high school graduation through college courses.

- Several states fund residential public high schools for math and science (14) or fine and performing arts (8). Fourteen states fund a virtual high school. Ten states also fund advanced programs, called governor's schools, during the summer.

- In 10 states, the Response to Intervention (RtI) framework includes attention to gifted students. In another 30, this decision is left up to the LEA. One state does not permit gifted students to be included in the RtI framework.

THE IMPORTANCE OF PROFESSIONAL DEVELOPMENT

Survey responses indicated that LEAs relied upon the regular classroom as one of the top three delivery methods for gifted services from pre-Kindergarten to middle school. This means that general education teachers are most often relied upon to meet the diverse educational needs of gifted students, although few of these teachers have received training in gifted education.

- One state requires all teachers to receive pre-service training in gifted and talented education.
- General education teachers in only 3 states are required to have training in gifted and talented education during their careers.
- Eight states report that 5% or less of general education teachers receive annual professional development; 4 states report that more than 50% of the teachers receive the annual training.

Professional preparation of teachers in specialized programs for GT students varies. Implementation of the Common Core State Standards has had a positive influence.

- Seventeen states require teachers in specialized gifted education programs to have a certificate or endorsement in gifted education.
- Only five states require teachers in specialized gifted programs to receive annual professional development in gifted education.
- Twenty-five states report that changes are being made to teacher training or curriculum planning specifically for gifted students in alignment with the Common Core State Standards (CCSS), either at the state level (11) or the district level (14).

While there are signs that the emphasis placed on professional development in gifted education may be improving, it is still an area of concern. Professional development initiatives were considered a positive influence on gifted education by 23 of 42 respondents, and only 5 respondents said that this factor was not applicable to their states. However, a majority of respondents rated funding for professional training in gifted education (34), pre-service training in gifted education at the undergraduate level (31), and professional training for general education teachers in gifted instruction (35) as areas in need of attention.

THE INFLUENCE OF FEDERAL EDUCATION LAW

The survey explored views of the impact of federal education policy on gifted and talented education.

- The lack of recognition of gifted and talented students in federal education law was one of the most negatively rated factors influencing gifted education, with 30 ratings in the very negative to slightly negative range, 10 neutrals, and no positive ratings.

- Federal education law's focus on struggling learners received similar ratings regarding its overall effect on gifted education, with 26 in the very negative to slightly negative range, 11 neutrals, and 4 in the slightly positive to positive range. There were no very positive ratings.

- Nearly all of the respondents (39) indicated that federal policy could benefit gifted students, because it would increase accountability for GT student learning (32 responses), or improve teachers' capacity to differentiate curriculum (27). Only one respondent indicated there would be no benefit from federal policy for gifted education.

Funding Issues In A Difficult Economic Climate

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. 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.

- Out of 36 responding states, 27 reported specifically providing funding for gifted services, whether to the LEA (25) or through funds retained at the state education agency (2). Four states spent more than $50 million; 3 spent less than $1 million. State funding per identified gifted student ranged from less than $5 to more than $2,200.

- Fourteen of 42 responding states did not provide funding to LEAs.

- Of the 32 states with mandates to identify and/or serve gifted and talented students, only 4 reported fully funding the mandate at the state level; 18 partially fund the mandate and 8 do not fund the mandate.

- Between 2010-11 and 2012-13, 6 states decreased funding for gifted education, while 12 increased it, though most by slight increments.

- Funding for gifted education was rated as one of the areas of greatest need of attention, with 32 respondents rating it as most in need (18) or in need (14) of attention, and 1 rating it as not in need. Funding for professional training in gifted education was rated highly in need of attention, with 34 rating it as most in need (14) or in need (20) of attention and 2 rating it as not in need.

Positive Changes In State Policy

When asked about recent positive developments in gifted education their states, 30 respondents were able to note favorable change. The responses covered a wide range of strategies that improve gifted education programs and services, such as improved identification procedures; expanded services in the form of new delivery models or methods (e.g., via technology) (7 states); an increased focus on diverse learners (4); the creation of new advisory committees, credit based on proficiency (3); increased attention to student growth, including for gifted and talented students; changes in policy regarding acceleration or dual enrollment; rewritten programming standards; and some positive changes in funding. Also of note is 25 states are making changes to teacher training and/or curriculum planning to address the needs of gifted students in alignment with the CCSS.

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 each state department of education. In states without a current designated individual, we contacted the state superintendent to request a response. Multiple requests for participation were made by e-mail and telephone between June and August 2013

After the completion deadline, non-responding states or territories were contacted by telephone and e-mail again to invite their participation. Responding states were also contacted as necessary to resolve data inconsistencies.

The survey instrument covered multiple topic areas, including policies, services, funding, and other information about the 2012-2013 school year. The survey was completed online using a system that allowed respondents to save their progress and resume at a later time; submitting a completed survey was a separate step. Representatives from 42 states, the District of Columbia, and 1 territory (Guam) submitted surveys.

NOTES ON READING THIS REPORT

For the purposes of this report, both states and territories are referred to, in general, as "states." Three abbreviations frequently employed throughout the report are listed below:

GT: Gifted and Talented

LEA: Local Education Agency

SEA: State Education Agency

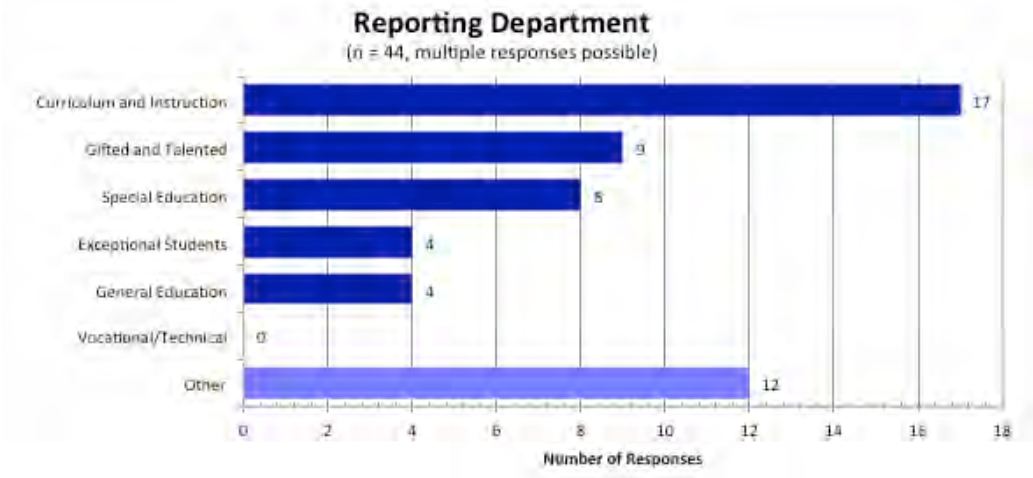
In a study of this type, which includes a small sample size, reporting percentages to question responses can be misleading. Therefore, results are reported as actual numbers of states responding and should be considered in context with the total number of responses for a given question, which is also provided.

The Appendix to this report consists of 40 tables reporting all responses to all questions. Within the summary of findings, the reader is directed to the specific table(s) containing the data for each question being discussed. 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. Those cells should be considered questions left blank by a state's responding person. Crosshatching in the data tables is used to indicate states that did not submit a survey.

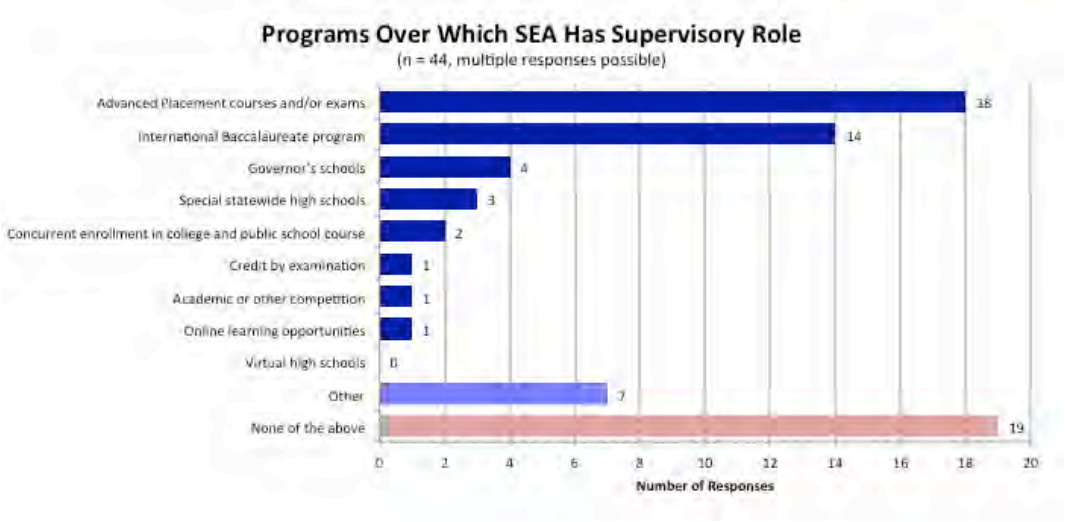
SUMMARY OF FINDINGS

STATE EDUCATION AGENCIES

State education agencies (SEAs) vary widely in how they are structured, including the reporting channel for gifted and talented education. All but 9 respondents indicated that at least a portion of gifted and talented education is part of a larger department; the larger departments include curriculum and instruction (17), special education (8), general education (4), exceptional students (4), and a variety of other departments (12). In 9 responding states, gifted and talented education was a separate department, but 5 of the 9 listed other reporting channels as well. (See Appendix, Table 1.)



There is also variation in the types of programs that fall under the supervision of the SEA's GT office. Of 44 respondents, 25 indicated that their office has supervisory responsibilities for one or more programs, including Advanced Placement (AP) courses and/or exams (18), International Baccalaureate (IB) (14), Governor's schools (4), and special statewide high schools (3). (See Appendix, Table 1.)



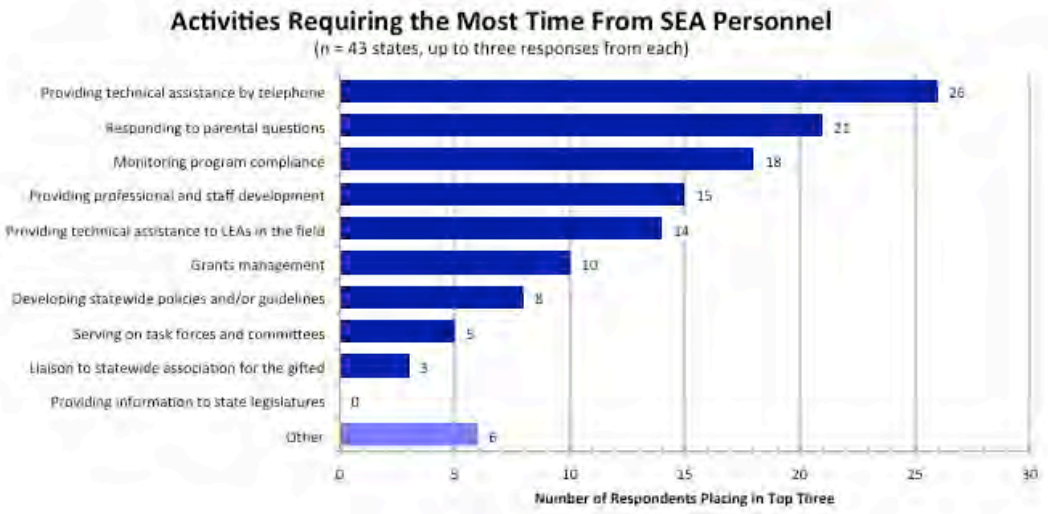
STAFFING

22 of 44 states reported having at least 1 SEA employee devoted full-time to gifted and talented education. Of those, 1 state has more than 4 full-time employees devoted full-time to GT education. Twenty states rely on less than 1 full time staff; 2 responding states (Connecticut and Rhode Island) have no SEA staff members responsible for GT.[1] (See Appendix, Table 1.) Nine states provide additional GT professionals to support school-based educators. These professionals provide assistance regionally (7), at the district level (4), and in individual school buildings (3). (See Appendix, Table 2.)

Of 44 respondents, 24 reported that their state gifted education office has responsibilities for some general education or other special programs or projects that were not directly related to gifted education. This included 16 states without a full-time person devoted to GT. (See Appendix, Table1.)

[1] One non-reporting state (Vermont) cited a lack of state-level GT staff as the reason the state did not participate in this survey.

The specific activities of SEA staff vary, but it is clear that supporting local educators is a core responsibility for most; all but 3 of 43 respondents selected providing technical assistance and/or providing professional and staff development as one of the three activities requiring the most time from SEA personnel. SEA staff in many states (21) also spend time responding to parental questions. Many SEAs are also active in government and oversight functions: 41 respondents indicated that monitoring program compliance, developing statewide policies, grants management, and/or serving on task forces and committees are among their top three activities in terms of dedication of time. (See Appendix, Table 2.)

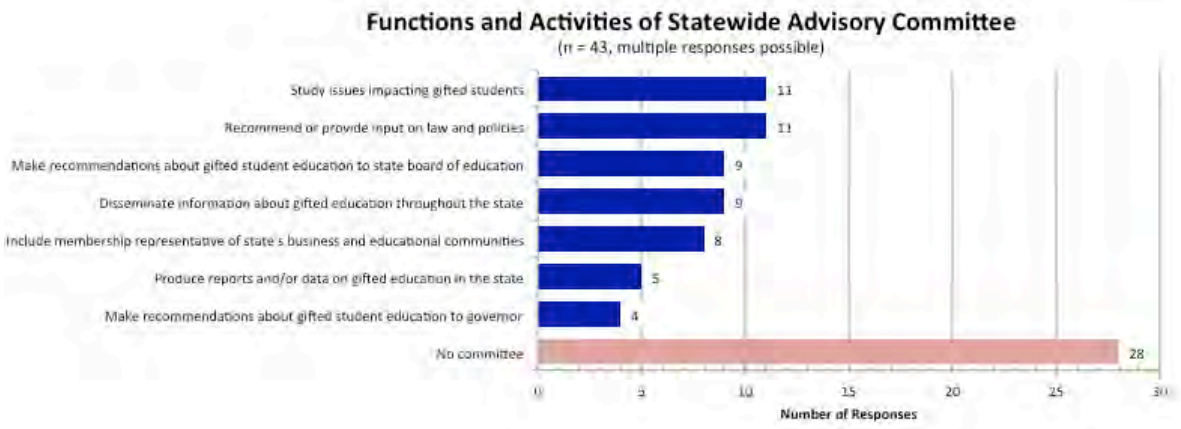


State Advisory Committee

A majority of responding states (28 out of 43) do not have a statewide GT advisory committee. Of those states that do have committees, the majority (11) have standing committees, while 4 have ad hoc rather than standing committees. (See Appendix, Table 11.)

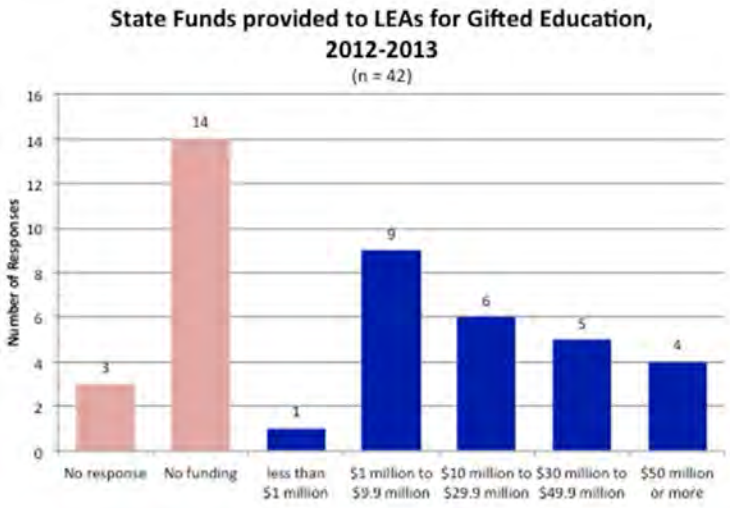
The most common specific reporting channel for both types of advisory group is the state superintendent/board of education (8). (See Appendix, Table 11.)

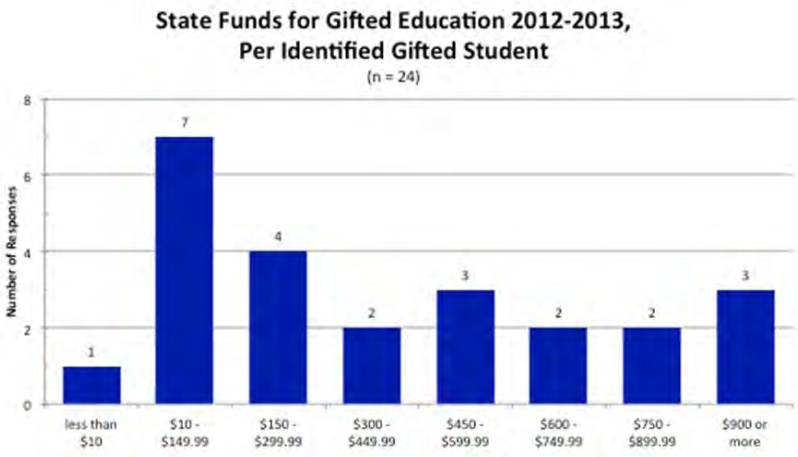
The advisory committees serve a variety of functions, with most responsible for studying issues impacting gifted students (11), recommending or providing input on law and policies (11), making recommendations about gifted education to the state board of education (9), and/or disseminating information about gifted education throughout the state (9). Most of the state GT advisory committees (10) have not produced a written report within the last three years; reports from the 5 states that have published recently are available to the public. (See Appendix, Table 11.)



FUNDING FOR GIFTED AND TALENTED EDUCATION

Thirty-six states submitted information about their funding levels for gifted and talented education for at least one of the previous three school years. For the 2012-13 school year, 14 states report that funding for gifted education is not provided to LEAs, but 2 of those states have funding at the state level. Four states spent more than $50 million to support gifted and talented students; 9 states provided LEAs between $1 million and $10 million. Absolute GT state funding levels for funds to LEAs ranged from $250,000 in Montana to $367 million in Georgia. Funding was only moderately related to the population of the state and the number of identified gifted students; for example, both the most populous state in the United States (California) and the state with the highest percentage of identified gifted students (Virginia) each have a total expenditure of approximately $44 million. (See Appendix, Tables 16 and 34.)

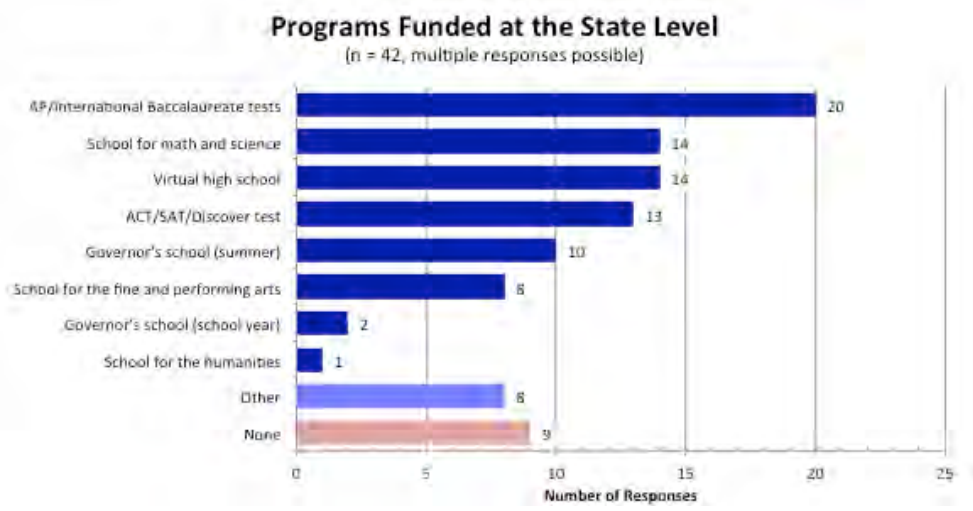




Between the 2010-11 and 2012-13 school years, 12 states increased their funding for gifted and talented education, with increases ranging from 0.3% in Maine to 21.6% in Georgia (as well as an increase in Alabama from $0 to $1 million). Of the other 23 states reporting funding amounts for both 2010-011 and 2012-13, 6 states decreased their funding, 9 held funding constant, and 14 reported spending $0 both years. (See Appendix, Table 34.)

Programs Funded by the State

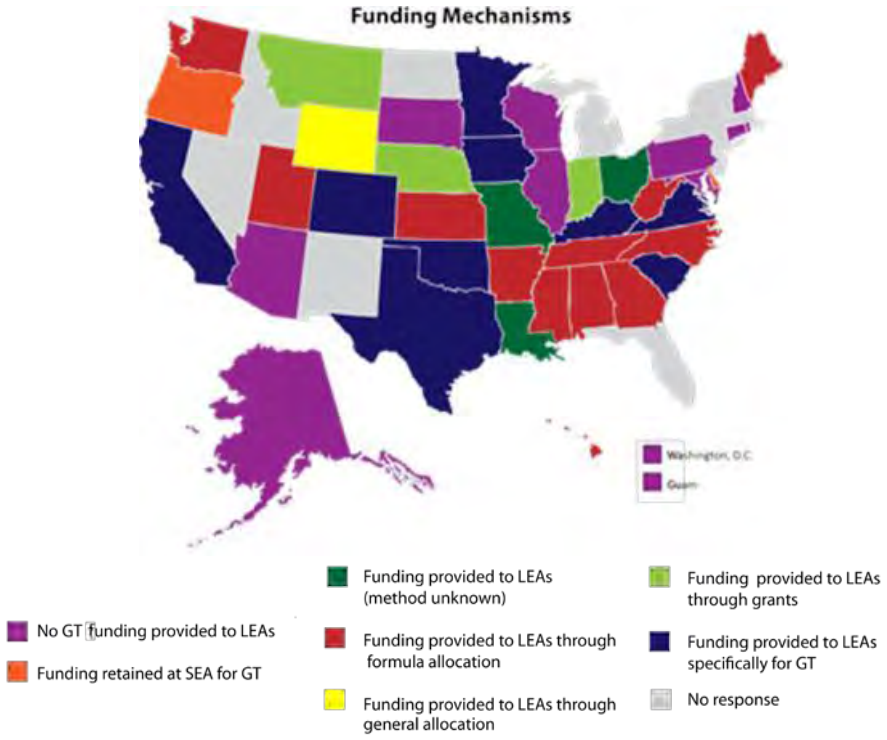
In a separate question, respondents were asked to indicate which of a variety of programs are funded at the state level. This funding may or may not be part of the reported funding for gifted and talented education in that state. Advanced Placement and International Baccalaureate tests were cited most frequently (20), followed by schools for math and science (14), virtual high schools (14), ACT/SAT/Discover tests (13), summer governor's schools (10), and schools for fine and performing arts (8). (See Appendix, Table 29.)



Funding Mechanisms

Out of 28 responding states in which funding is available, the majority (12) make funds available through formula allocation or specifically for gifted education services (9), with a smaller number (3) making it available through grants. The most commonly used funding formula is weighted funding (7). (See Appendix, Table 34.)

Twelve states limit the funding available for gifted education, with caps based on percentages of identified students (4), percentages of average daily attendance (3), and a variety of other standards (6). (See Appendix, Table 34.)

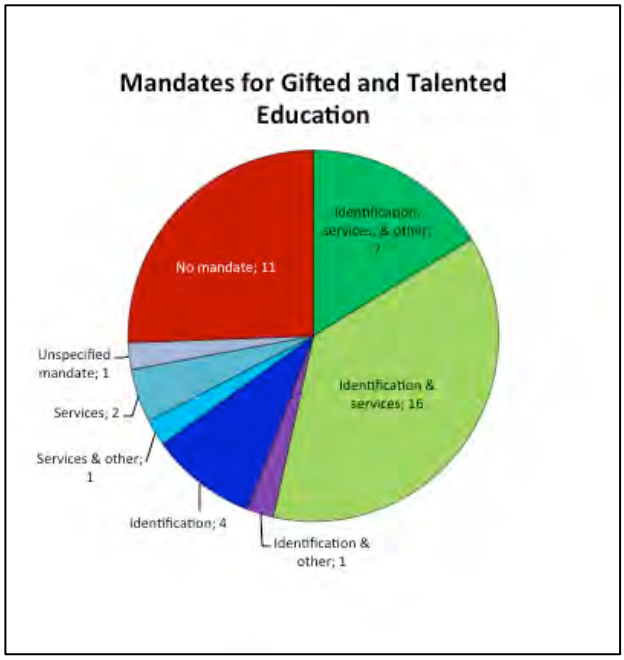


Mandates to Identify and Serve Gifted Students

Thirty-two states have some form of legal mandate related to gifted and talented education. The authority for these mandates derives from a variety of sources, including state law specific to gifted education (25), administrative rule (11), state law specific to disabled and gifted education (6), SEA guidelines, (6), and state department of education policy (6). Respondents from all states provided the citations for their mandates. (See Appendix, Table 13.)

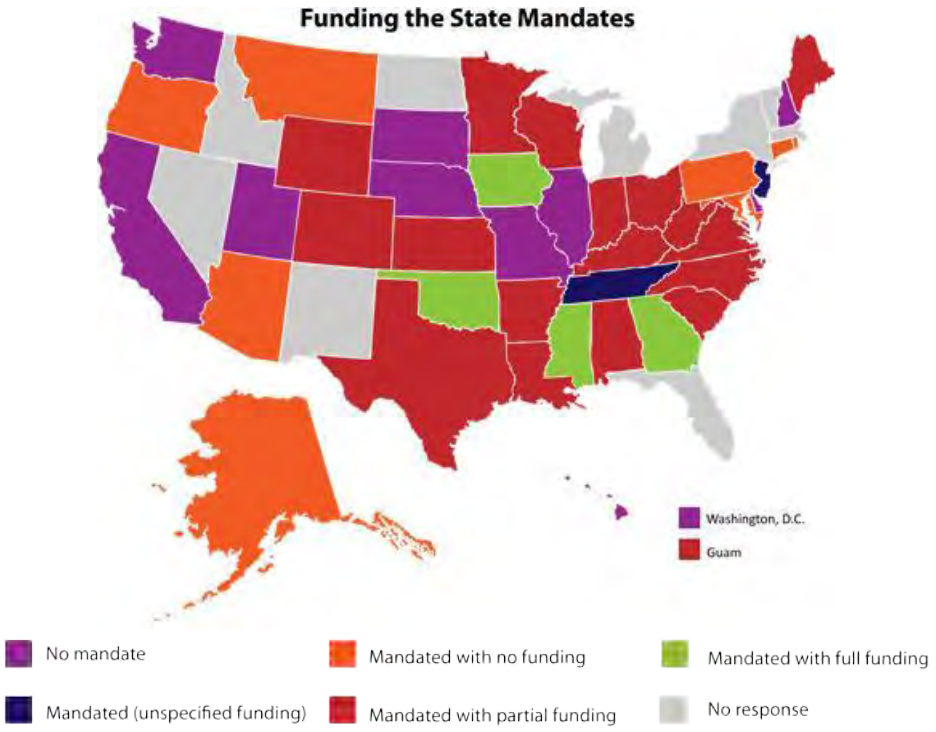
Respondents were asked what was included in the mandates. Of the 32 states with mandates, 28 require identification of gifted students, 26 require services, and 9 have other requirements, such as program

evaluation or professional development. A large majority of states with mandates require both identification and services (23). However, 5 states require identification but not services, and 3 states require services but not identification. One state (Arkansas) did not specify what is included in the mandate. (See Appendix, Table 13.)



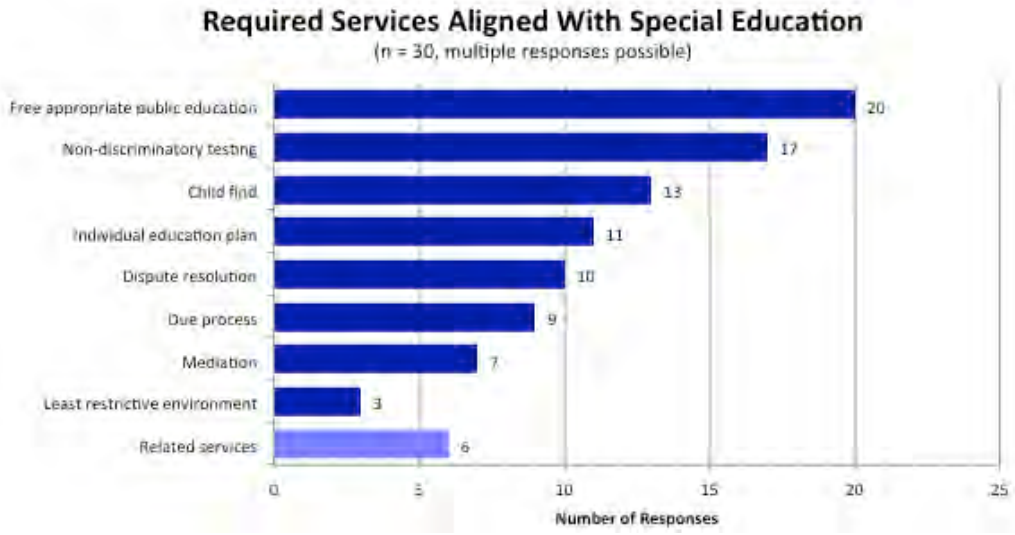
Funding State Mandates

Of the 32 states with gifted education mandates, 4 fully fund the mandate, 18 partially fund the mandate, and 8 do not fund the mandate. Two respondents did not specify the level of funding for their states' mandates. (See Appendix, Table 13.)



Requiring Services Aligned with Special Education

Respondents were asked if their states required certain services that were aligned with special education. The services that are most likely to be required for gifted and talented students are free appropriate public education (20) and non-discriminatory testing (17). Services such as least restrictive environment (3) and mediation (7) are much less frequently required. (See Appendix, Table 13.)

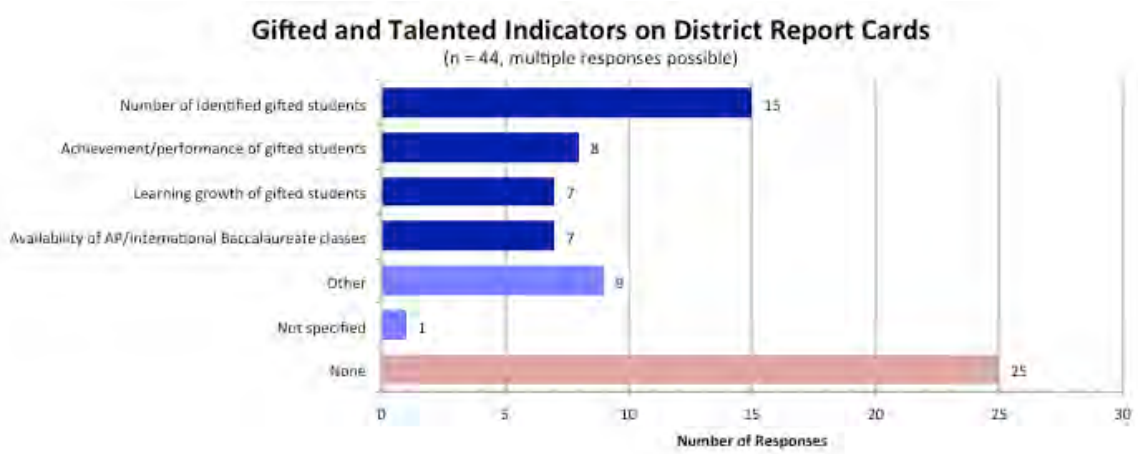


ACCOUNTABILITY

STATE REPORTING AND MONITORING

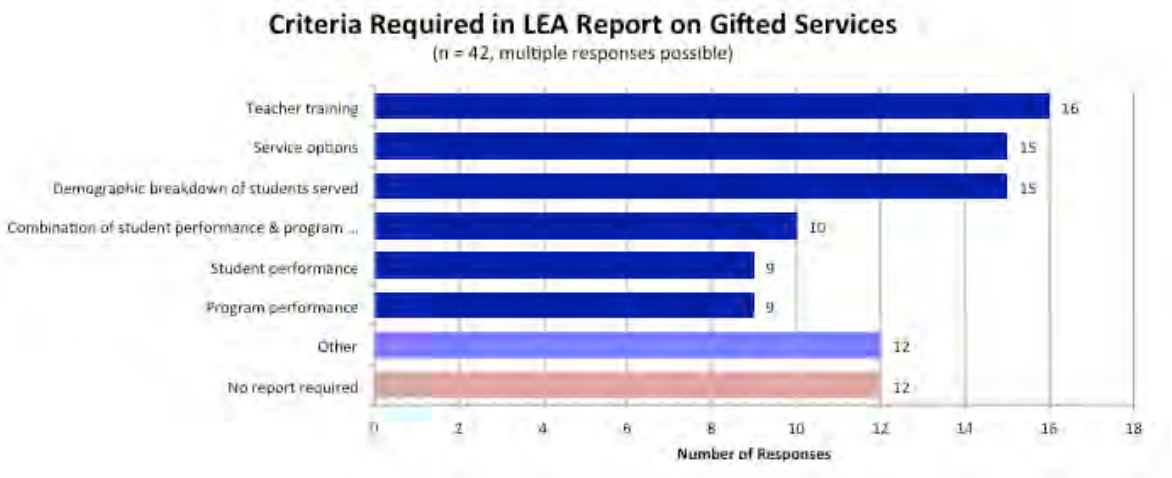
Thirty-four states do not publish an annual report on gifted education. Ten states do, and most (8) were available online at the time of this report. (See Appendix, Table 3.)

Nineteen states publish GT indicators—usually the number of identified students (15)—as part of district report cards. Seven states report on the availability of AP/IB classes. Eight states report on the achievement/performance of gifted students as a separate group on district report cards or other accountability reporting forms; 7 report learning growth separately for gifted students. (See Appendix, Table 3.)



Twenty-six of the 42 responding states monitor and/or audit LEA programs for gifted and talented students. A greater number of states require LEAs to report on their GT services (30). Of the 10 states that neither monitor nor require reports, 4 provided information on how the state ensures compliance in other ways: through reports and surveys (Connecticut and Guam), triennial submission of GT programming plans (Oregon), and by having a formal complaint process (Wisconsin). (See Appendix, Table 20.)

Among the 30 states that require LEAs to report on their GT services, the criteria most frequently required in reports are teacher training (16), service options (15), a demographic breakdown of students served (15), and a combination of student performance and program evaluation (10). (See Appendix, Table 20.)

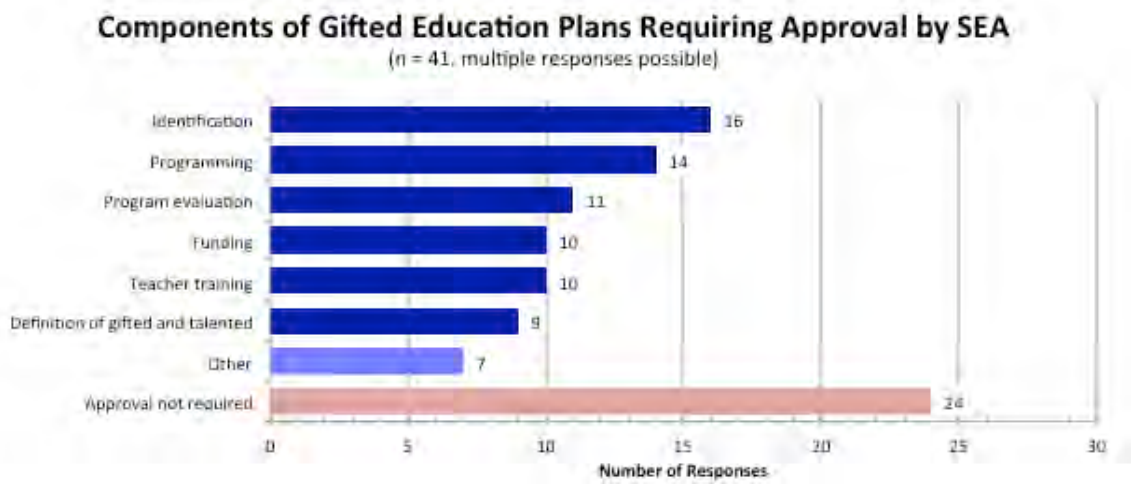


Some states reported using NAGC's Pre-K to 12 gifted programming standards to aid in the accountability process. Of 34 respondents to an open-ended question about these standards, 12 cited their use as the basis of state programming standards, evaluation tools, and reporting. (See Appendix, Table 38.)

Local Gifted Education Plans

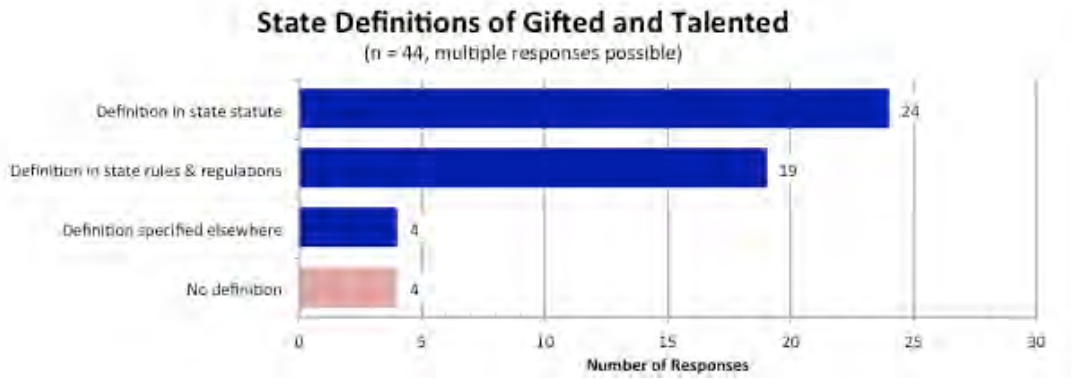
Twenty-one states require LEAs to submit their gifted education plans to the SEA. In most of these states (17), the SEA must also approve the plans. (See Appendix, Table 21.)

All but one of the 17 states that require state-level approval of LEA gifted plans require that the plans include descriptions of the student identification processes used (16). Most also require approval of plans for programming (14), program evaluation (11), teacher training (10), funding (10), and the definition of gifted and talented used by the LEA (9). (See Appendix, Table 21.)

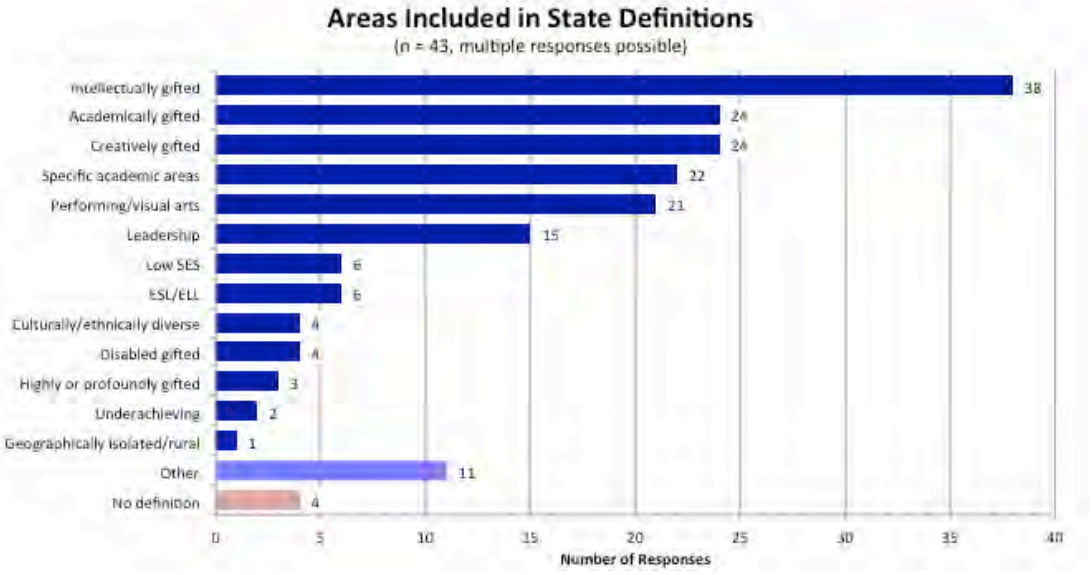


DEFINITION OF GIFTEDNESS

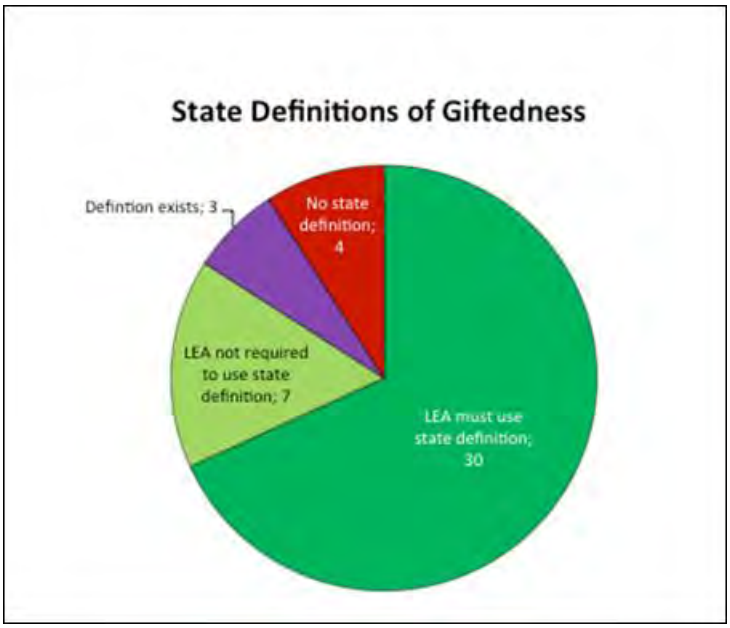
Of the 44 responding states, 40 have a state definition of gifted/talented. This definition is found in state statutes (24), state rules and regulations (19), and other sources (4), with many states' definitions found in multiple locations. (See Appendix, Table 12.)



State definitions of gifted and talented encompass multiple areas, with almost all including intellectually gifted (38) and most including academically gifted (24), creatively gifted (24), performing/visual arts (21), and/or specific academic areas (22). Far fewer state definitions address subgroups of gifted and talented students, such as low SES (6), ESL/ELL (6), culturally or ethnically diverse (4), disabled (4), or geographically isolated/rural (1). (See Appendix, Table 12.)



In most of the 40 states that have a state definition of gifted and talented, LEAs are required to use the state definition (30). However, LEAs in 7 states are not required to use the same definition that is found in state law, rule, or regulation. Respondents from 3 states did not indicate if LEAs must use the existing definition. (See Appendix, Table 12.)



IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

As noted above, 28 states mandate the identification of gifted and talented students. This section includes more details about how much of the identification process is regulated at the state level, as well as different identification processes used and the demographics of identified gifted students. Data were also collected from states that do not mandate identification.

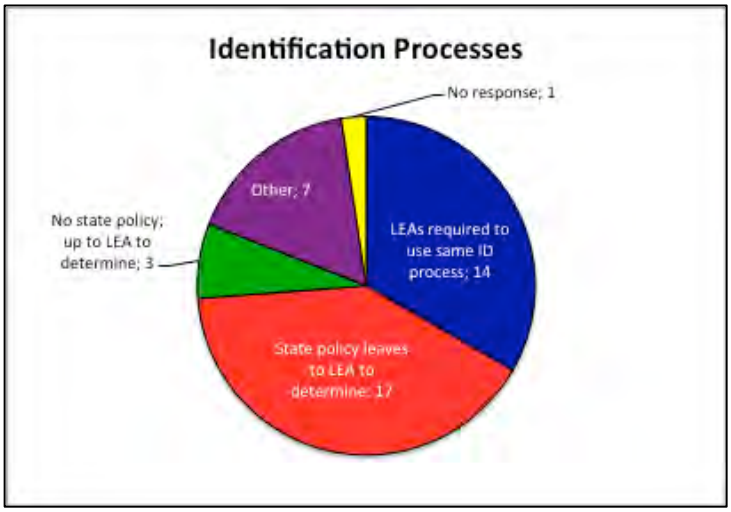
CRITERIA TO IDENTIFY GIFTED STUDENTS

Schools in 38 states are required to use specific criteria and/or methods to identify gifted and talented students. In 22 of those states, the criteria/methods are determined entirely at the local level. In 8 states, the criteria/methods are determined solely at the state level. Respondents from 5 states indicated that schools are not required to use specific identification criteria or methods. (See Appendix, Table 14.)

Required Criteria/Method Used to ID Gifted Students (n=43)						
Determined at the local level only	Determined at the state level only	Determined at both the state and local levels	Determined at local level and by other policy	Determined at state level and by other policy	Other policy	No policy
22	8	3	1	2	2	5

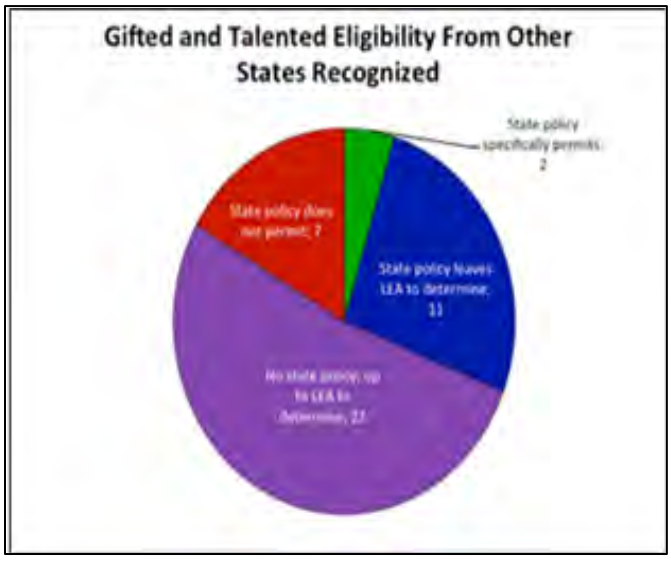
In 27 responding states, different LEAs within the same state are generally not required to use the same process to identify students. In 17 states, policy leaves the identification process to the LEA; there is no

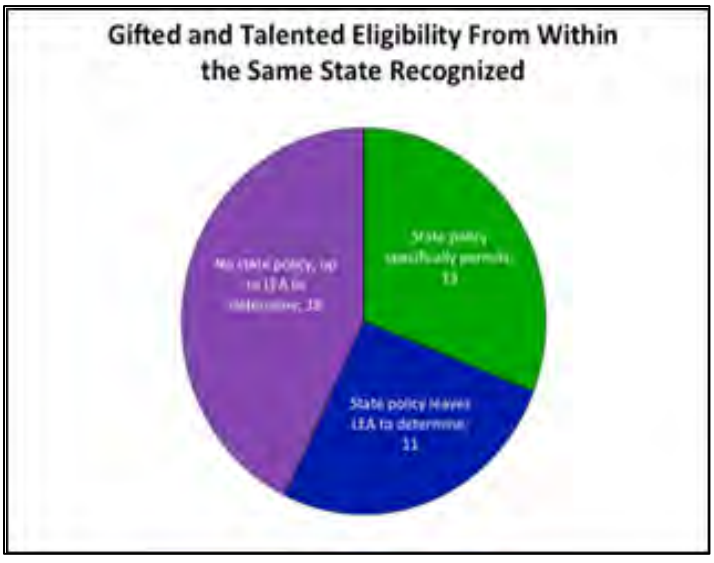
state policy in 3 states. Fourteen states require consistent the same processes for all LEAs. The majority of states (34) provide LEAs guidance on the identification process, even if the specific process to be used is not mandated. (See Appendix, Table 15.)



There are other aspects of the identification process that are regulated in some of the states. For example, 24 states require parent/guardian involvement in decisions related to gifted and talented identification or services. (See Appendix, Table 14.)

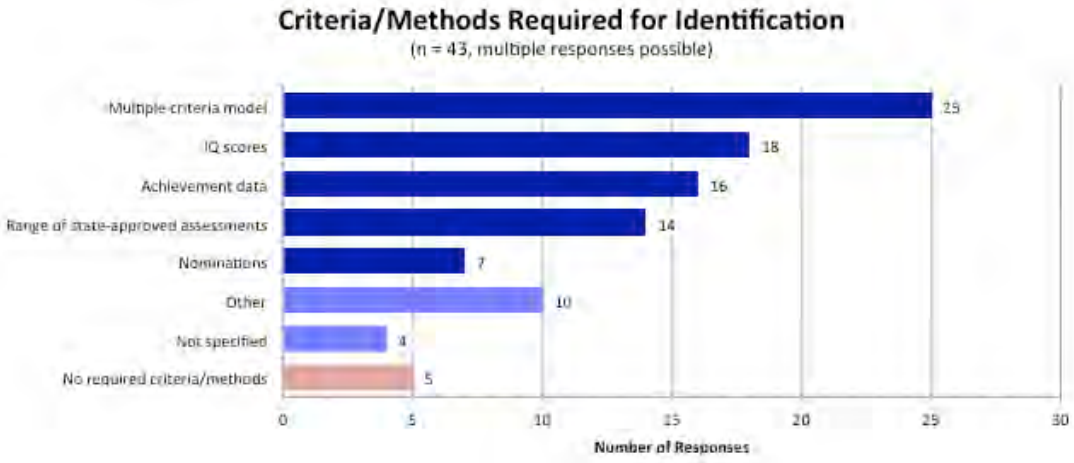
Some states also have policies that affect students who have relocated. Thirteen of the 42 responding states report that gifted and talented program/service eligibility is transferrable within the same state, while most states leave this decision to the LEAs, either by policy (11) or by the absence of policy (18). Fewer states specify that gifted and talented eligibility transfers from other states (2), again leaving the decision to the LEAs through policy (11) or by lack of a state policy (22). Seven states do not permit GT eligibility to transfer between states. (See Appendix, Table 29.)



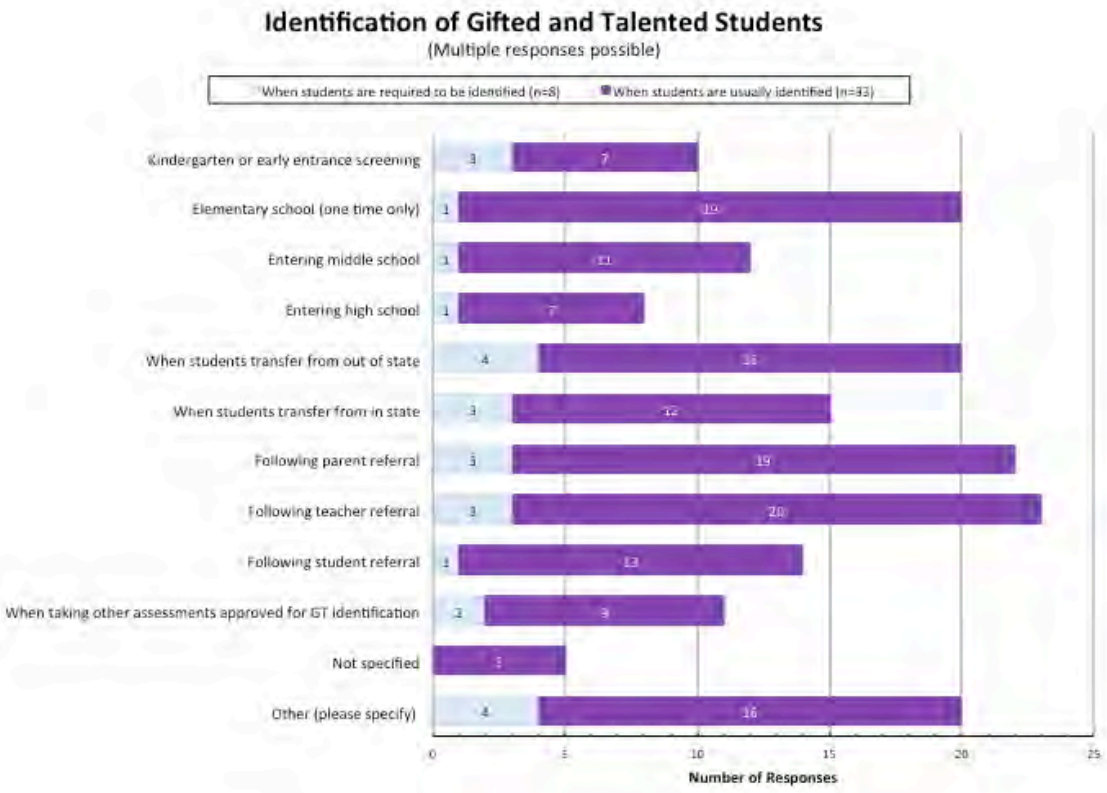


How and When Gifted Students are Identified

Thirty-eight states provided information on the indicators and methods required for the identification of gifted and talented students. In the majority of states, the use of a multiple criteria model (25) was most frequently required, and most (20) specified at least two types of required information. The most frequently required indicators include IQ scores (18), achievement data (16), a range of state-approved assessments (14), and nominations (7). (See Appendix, Table 14.)

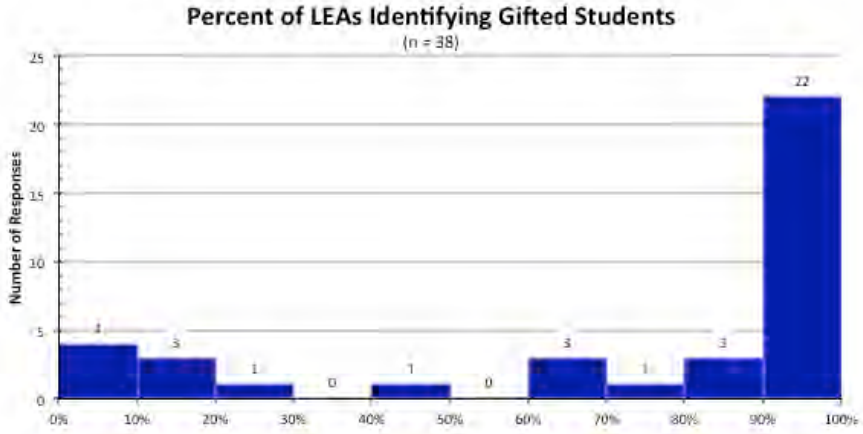


Eight states require gifted and talented students to be identified at specific times. No single time is required by a majority of the states (34), with the most commonly required times being when students transfer from out of state (4) or following parent or teacher referrals (3). Respondents for 33 states provided information about when gifted and talented students are usually identified, showing that most states identify following teacher referral (20), following parent referral (19), and one time during elementary school (19). (See Appendix, Table 15.)



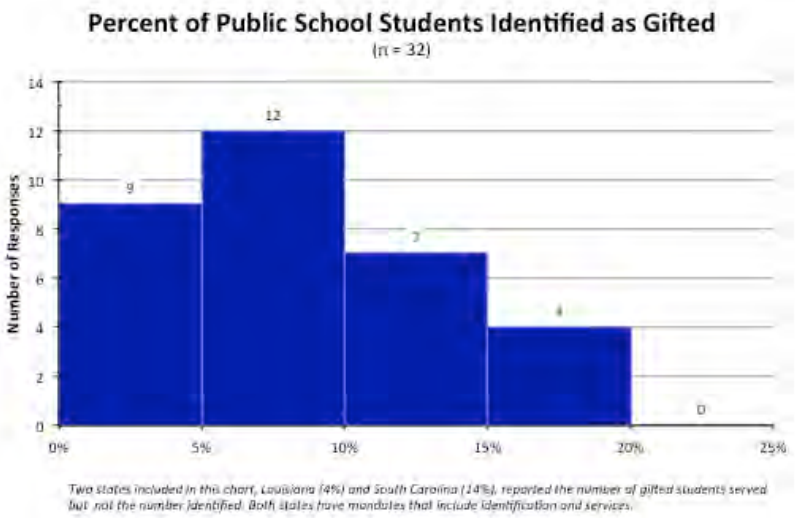
LEAs Identifying Students

Whether a student is identified as gifted and talented is dependent upon where he or she lives—both state and district. Although 28 states reported having a mandate for gifted and talented identification, only 15 states reported that 100% of their LEAs identify gifted and talented students, and 4 of the 15 are not among those 28 with mandates (California, Hawaii, Illinois, and Utah). Fifteen states requiring identification in their mandates reported less than 100% of LEAs identifying students; with percentages of LEAs identifying students ranging from 10% to 99%. (See Appendix, Tables 13 and 14.)



Percent of Students Identified

The percentage of a state's students identified as gifted also varies. Among the 29 states that provided information for both the total student population and the number of identified gifted students, the percent of students identified ranged from 1.9% (West Virginia) to a high of 16.5% (Virginia). Two states included in this chart, Louisiana (4%) and South Carolina (14%), reported the number of gifted students served but not the number identified; since both states have mandates that include identification and services, it is assumed that the number of students provided services is equal to the number identified. A few states (3) have limits on the percent of students a district may identify as gifted; these limits were generally 3% or 5%. Eleven states indicated that data regarding the number of students identified as gifted in the state was not collected and/or available. (See Appendix, Table 16.)



Information about Identified Students

Respondents were asked to provide information about the percentage of gifted and talented students in their state that belong to various demographic groups. This information was not collected or not available in 17 states. Across all the demographic categories, 24 states reported data for ethnicity, 21 for gender, 18 for students with disabilities, 15 for English language learners (ELL), and 13 for students categorized as low SES. (See Appendix, Table 17 for all demographic data.)

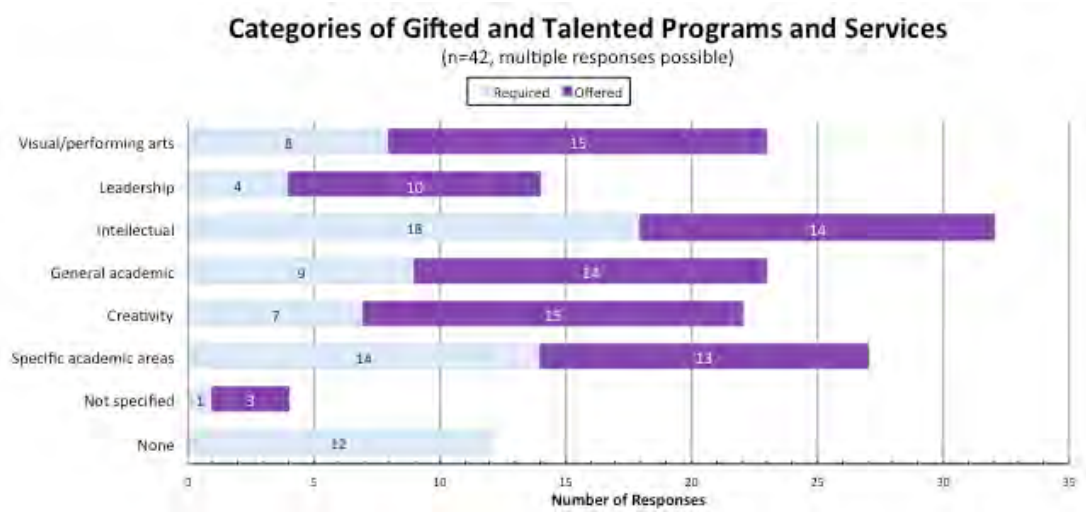
- Fourteen states reported having a greater number of female than male students identified as gifted and talented.
- Of the 15 states with information about the percentage of identified gifted ELL students, 8 reported 1% or fewer. The largest reported percentages were Florida (11.57%) and Guam (85%).
- The 18 states reporting the percentage of identified gifted students who have disabilities provided responses ranging from 0.02% (Oklahoma) to 14.01% (Oregon).
- Reported percentages of identified gifted students who are low SES varied widely in the 13 reporting states, from a low of 12.3% (Connecticut) to a high of 52.75% (Oregon).

PROGRAMS AND SERVICES FOR GIFTED STUDENTS

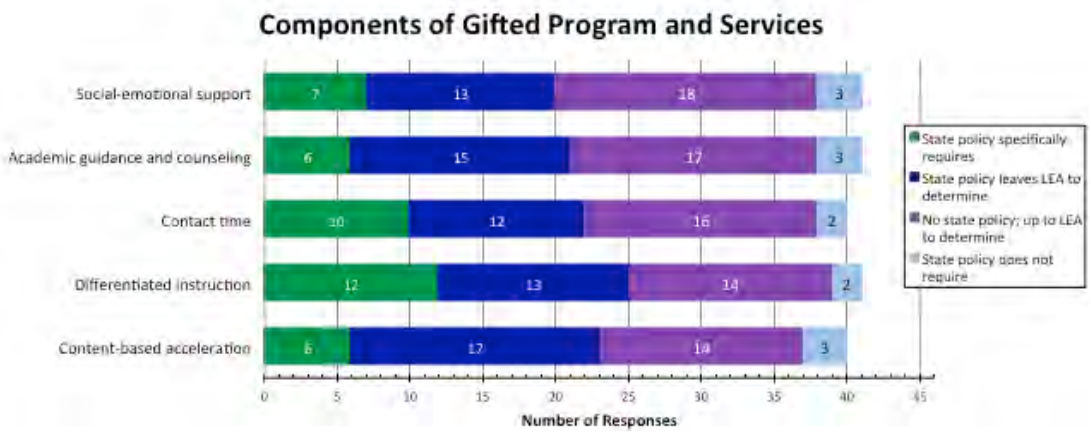
As noted above, 26 states reported having mandates that require services for gifted and talented students. This section contains additional information about the kinds of gifted programs and services that are required, the different kinds offered, and the students who receive those services at the local level at different grade levels. Data were also collected from states that do not mandate services.

TYPES OF GIFTED PROGRAMS AND SERVICES REQUIRED OR OFFERED

Twenty states reported that programs or services are required for specific categories of giftedness and talent. Most of these states require services for intellectual giftedness (18) and/or gifts and talents in specific academic areas (14). Twelve states reported that programs or services are not required, and 1 additional state reported that the categories for which programs or services should be provided are not specified. Intellectual giftedness and gifts and talents in specific academic areas are also the most commonly offered categories for gifted and talented programs and services, offered in 32 and 27 states, respectively. Other categories of gifted services that are offered—visual/performing arts (23), general academics (23), and creativity (22)—were each required in fewer than 10 states. (See Appendix, Table 18.)

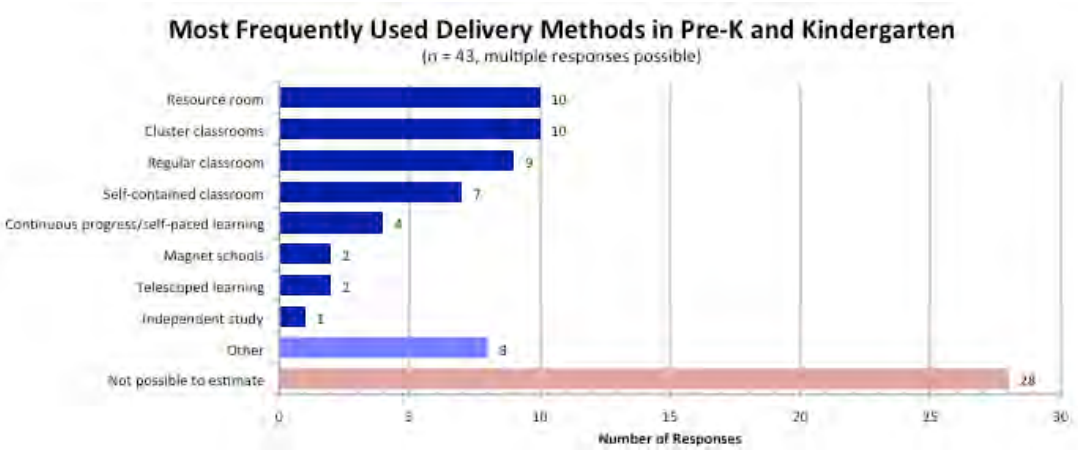


The particular components of gifted programs and services are largely not dictated by state policies. Sixteen responding states require one or more components, usually differentiated instruction (12) and/or contact time (10). Otherwise, the LEAs determine program components. (See Appendix, Table 28.)

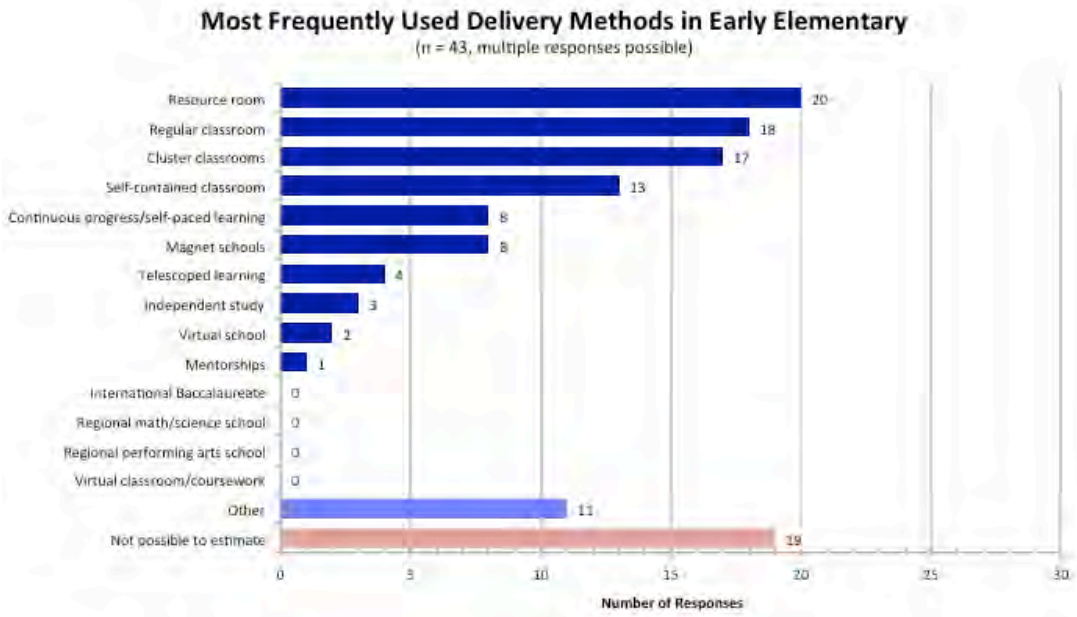


Delivery of Gifted Education Services by Grade Level

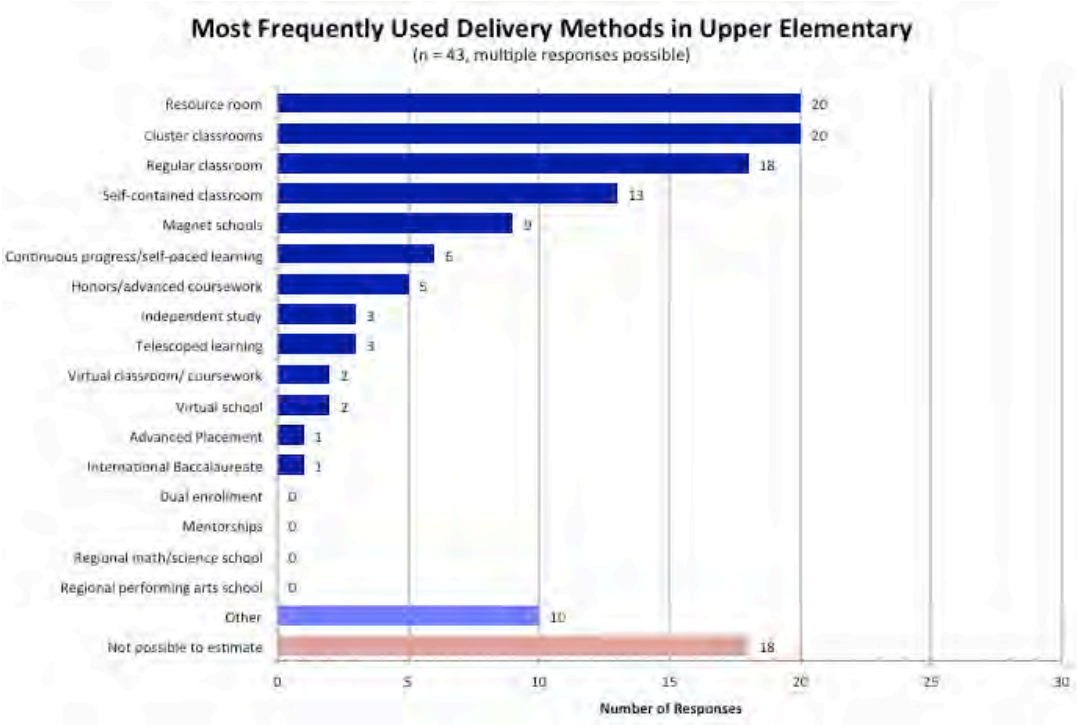
Among the 15 respondents who were able to estimate the most frequently used delivery methods in prekindergarten and kindergarten, the most common methods are resource room (10), cluster classrooms (10), regular classrooms (9), and self-contained classrooms (7). (See Appendix, Table 23.)



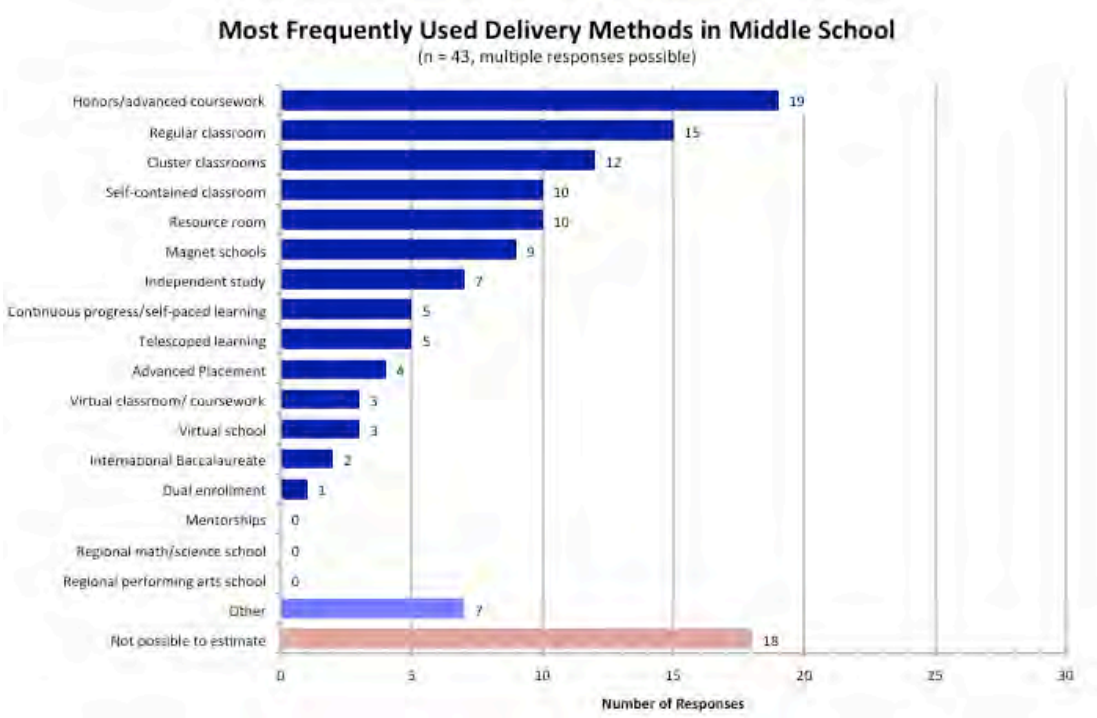
24 respondents were able to estimate the most frequently used delivery methods for early elementary, or grades 1-3: resource rooms (20), regular classrooms (18), cluster classrooms (17), and self-contained classrooms (13). (See Appendix, Table 23.)



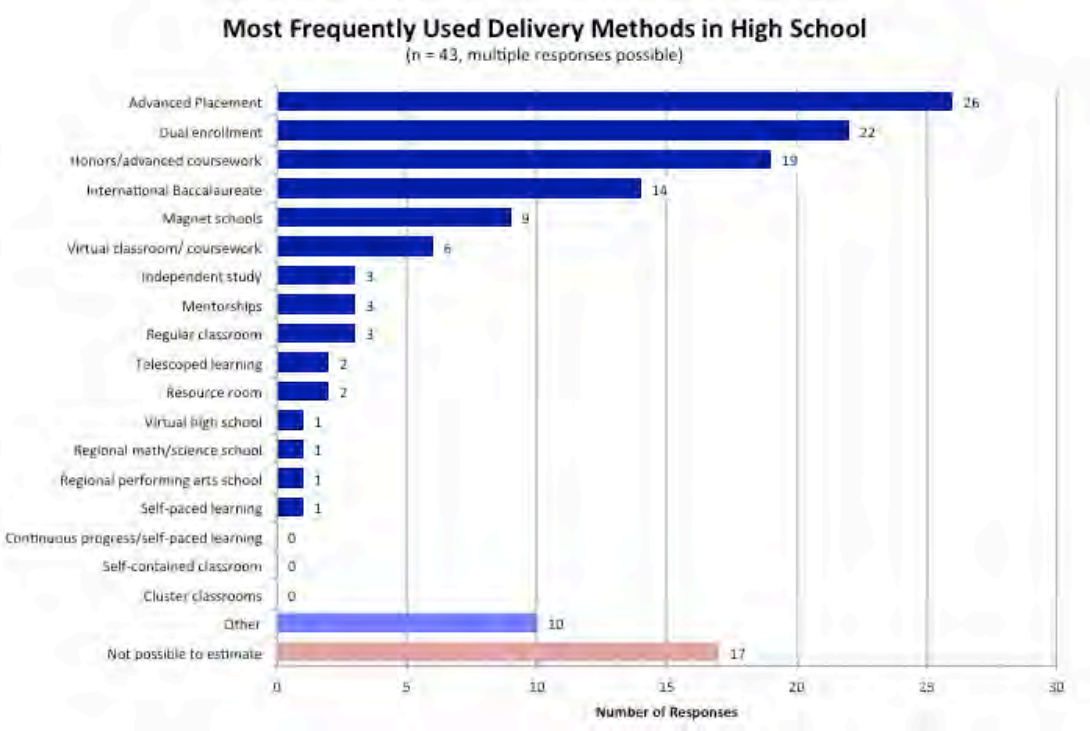
Twenty-five respondents were able to estimate the most frequently used delivery methods for upper elementary, or grades 4-6. Resource rooms (20), cluster classrooms (20), regular classrooms (18), and self-contained classrooms (13) are the four most frequently used delivery methods at this level. (See Appendix, Table 23.)



Among the 25 states with responses for frequently used delivery methods in middle school, honors/advanced coursework (19), regular classrooms (15), cluster classrooms (12), and self-contained classroom (10), and resource rooms (10) were most common. (See Appendix, Table 23.)



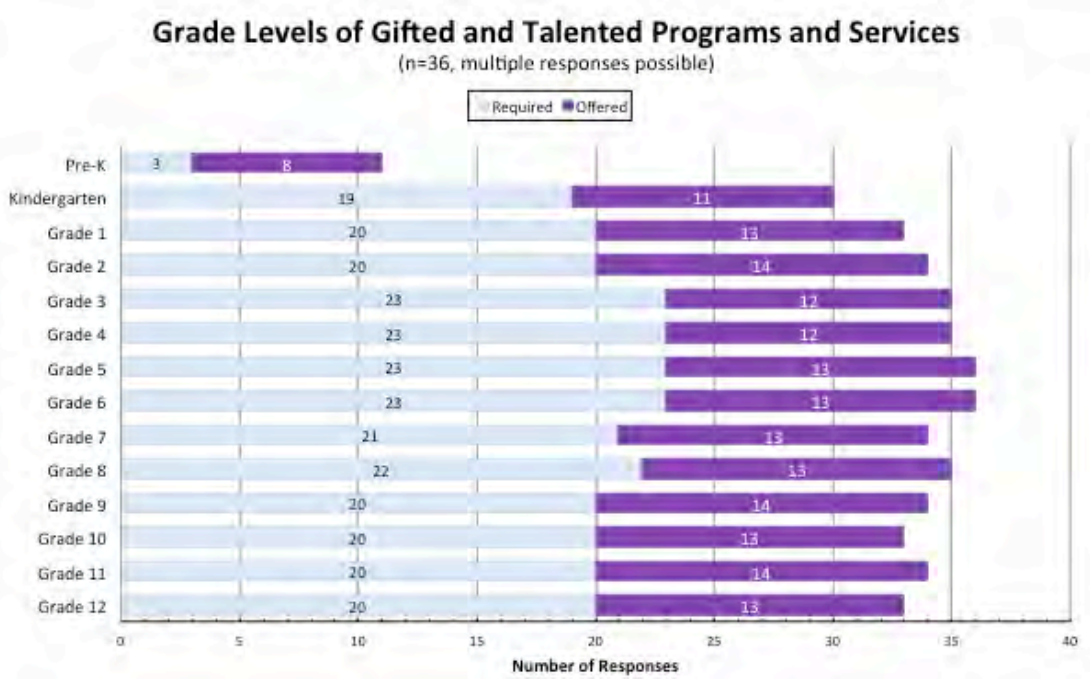
The 26 respondents who were able to estimate the high school delivery methods indicated that Advanced Placement (26), dual enrollment in college (22), Honors/advanced coursework (19), and International Baccalaureate (14) were used most frequently, making the emphasis on specialized and college-level curriculum evident. (See Appendix, Table 23.)



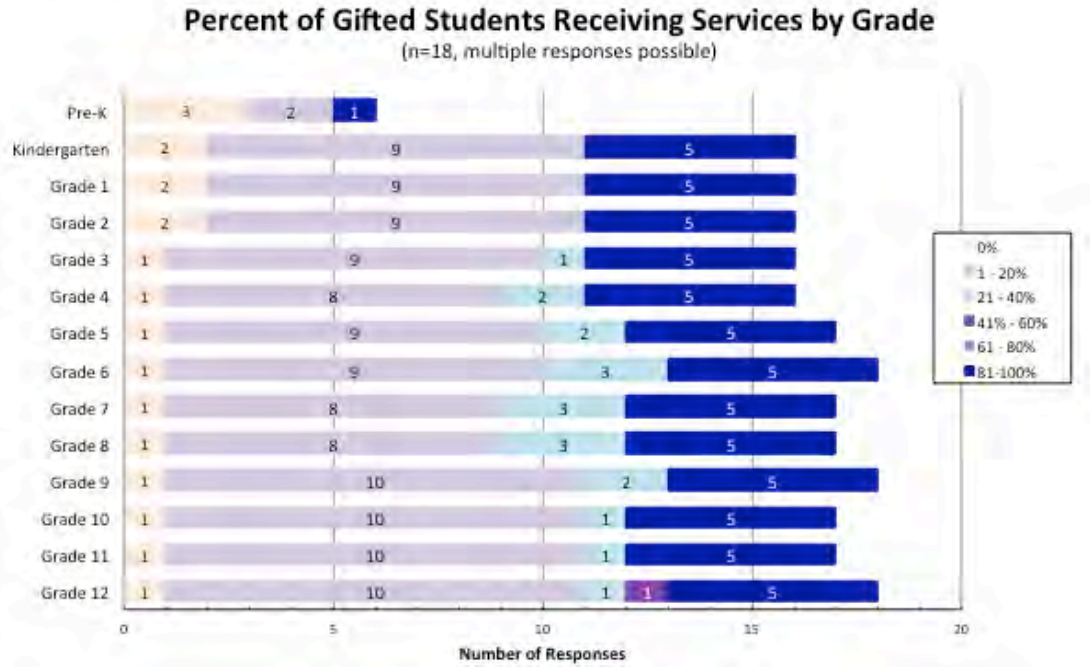
Percentage of Gifted Students Receiving Services by Grade

Of the 29 states that reported the overall number of identified gifted and talented students receiving services, 22 reported serving all identified students, and Virginia reported serving more students than were identified (102%). The remaining states reported serving more than 80% of identified students, with the exception of Connecticut (55%) and Ohio (19%), whose mandates require identification but not services. Louisiana and South Carolina did not report the number of students identified as gifted, so percentages of gifted students served for those states could not be calculated. (See Appendix, Table 16.)

Twenty-three of the 36 responding states reported that services were required at particular grade levels. Most of those (15) require services for all grades from Kindergarten to grade 12, and another 2 also include pre-kindergarten. Of the remaining states, 4 start requiring services later (in grade 1, 2, or 3) and 2 of those states stop requiring services earlier (at grade 6 or grade 8). Guam requires services from Pre-K to grade 8, and Montana requires services in all grades K-12 with the exception of grades 2 and 7. (See Appendix, Table 19.)



5 states reported 81-100% of GT students receive services in each grade from grades K-12 (e.g., 100% of students in grade 5 are served, 100% of students in grade 12 are served, etc.). Of 16 states providing percentages of students in each grade from K-12 receiving services, 4 reported serving 100% of identified GT students; 9 states reported less than 1% of GT students are receiving services in one or more of grades from pre-K to grade 2. (See Appendix, Table 19.)



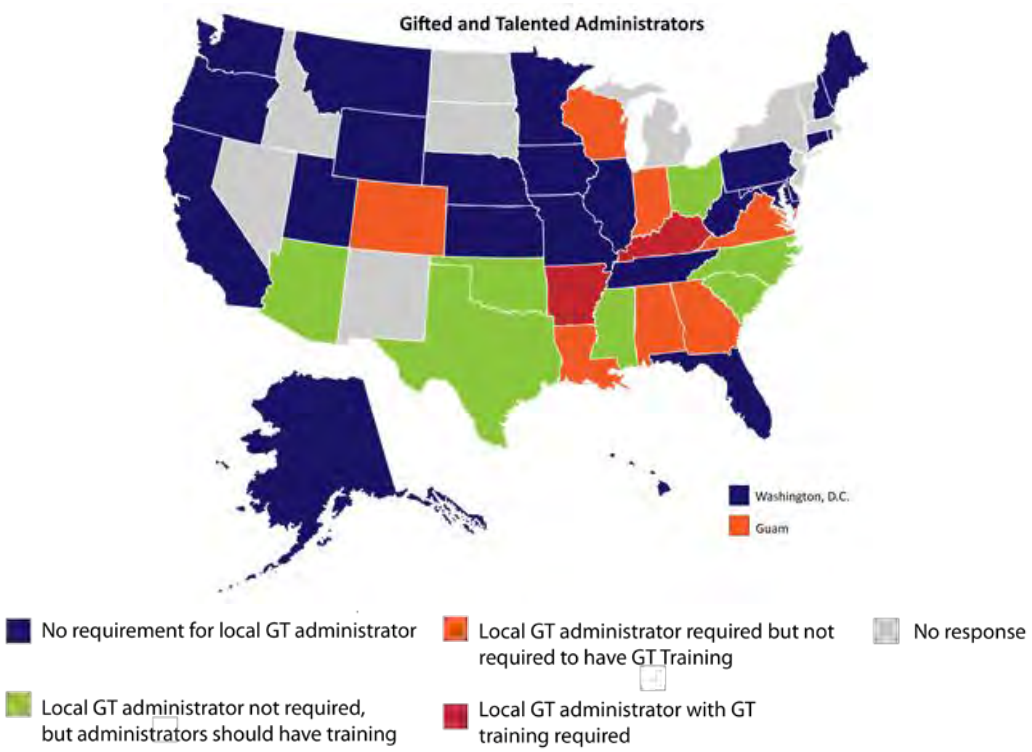
STAFFING AND PERSONNEL PREPARATION

This section reviews training and professional development requirements for professionals in specialized gifted programs, general education teachers, and other education professionals, and includes information about whether GT administrators are required in districts.

PROFESSIONALS IN GIFTED AND TALENTED EDUCATION

Professionals in specialized gifted and talented programs are required to have GT credentials in 17 of the 30 responding states. Eight states have written competencies (other than endorsement or certification standards) for teachers in GT programs. Twenty-four states provided estimates for the percentage of professionals in GT programs with credentials; responses ranged from 0-2% (7 states) to 100% (8 states). Teachers in specialized GT programs are required to receive annual professional development in GT in 5 states. Estimates of the percentage of teachers and staff in specialized GT programs who receive annual professional development in GT range from 1% or less (Connecticut, Hawaii, Maine, New Hampshire, and Oregon) to 90-100% (Alabama, Arkansas, Guam, and North Carolina). (See Appendix, Tables 32 and 33.)

The majority of states (32) do not require school districts to have a gifted and talented administrator. Of the 10 states that require a gifted administrator, only 2 (Arkansas, Kentucky) require them to have training in the needs of gifted and talented students. Of the 27 respondents estimating the percent of LEAs with full-time GT administrators, 16 cited 10% or less. (See Appendix, Table 22.)

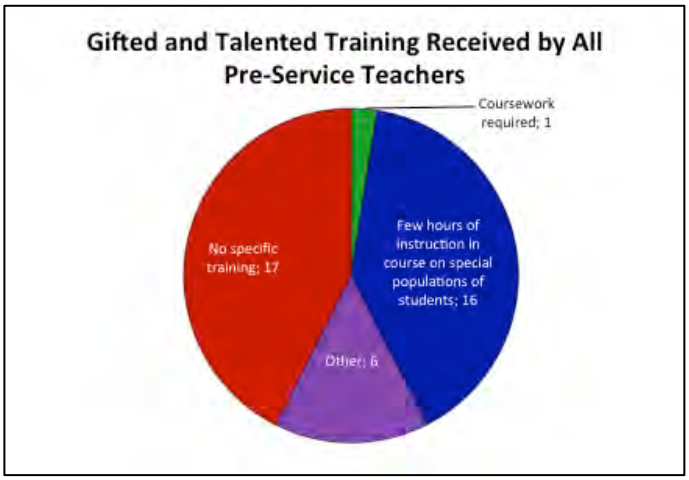


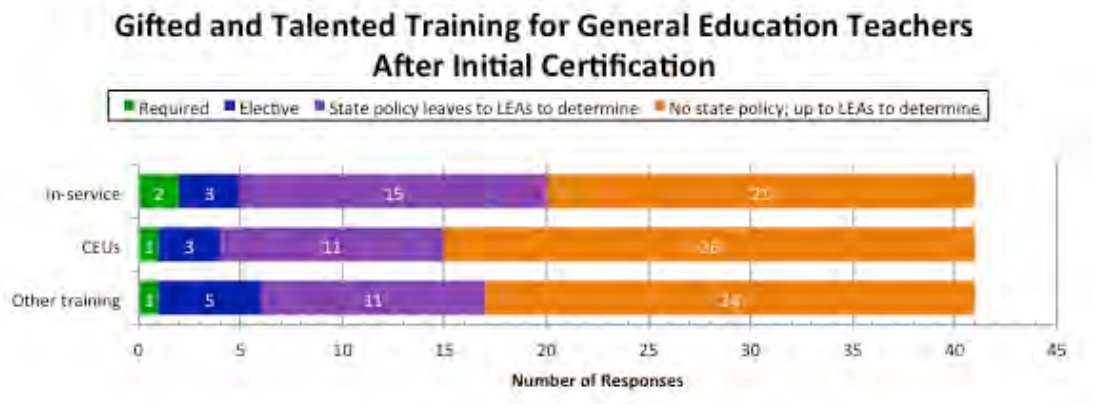
General Education Teachers and Other Education Professionals

Most general education teachers are unlikely to have received any training or professional development in gifted and talented education. Only 1 state requires pre-service training in GT, and it is part of a larger special education or diverse learner requirement. Sixteen states report that general education teachers receive a few hours of pre-service instruction in a course on special populations of students. Two states (Pennsylvania and Virginia) require general education teachers to have some training in gifted education, which may be pre-service, in-service, or CEUs. (See Appendix, Tables 30 and 31.)

There is wide disparity among 24 states reporting the percentage of general education teachers who receive annual professional development in GT. Four states report more than 50% of these teachers receive annual professional development; 8 report that 5% or less of receive annual professional development in GT. (See Appendix, Tables 30 and 31.)

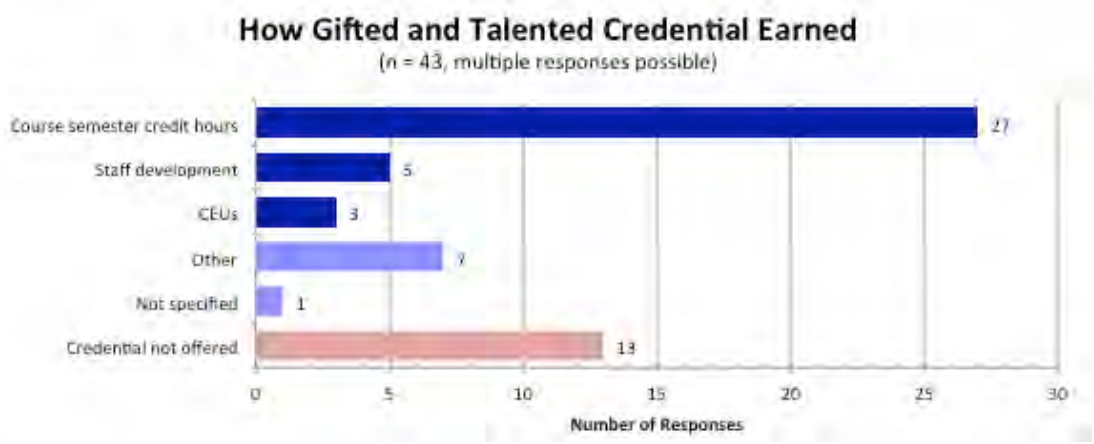
Only 2 of 41 states require administrators to have training in the needs of gifted students in their endorsement/certification. Similarly, only 2 of 40 states require training in the needs of gifted students for counselor endorsement/certification. (See Appendix, Table 33.)

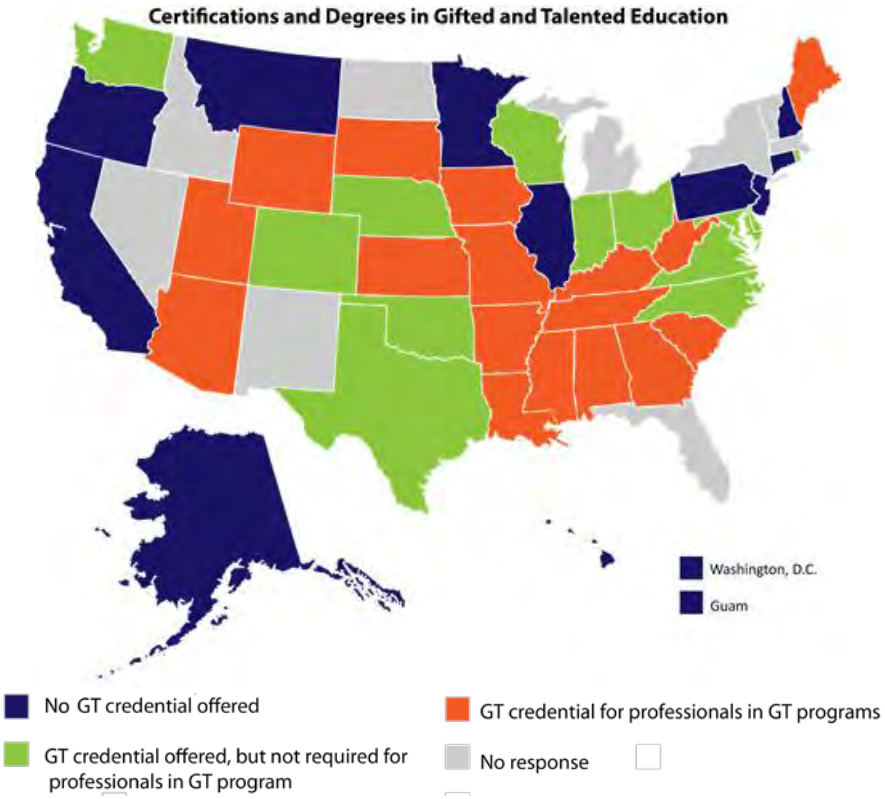




Certifications and Degrees in Gifted and Talented Education

Most states (30) offer a credential in gifted and talented education, although as noted above it is only required for professionals in gifted education programs in 17 states. The number of hours required for credentialing varies, ranging from 6 to 36 credit hours. (See Appendix, Table 32.)





Postsecondary degrees in gifted education are available in a majority of states (33). Most offer a master's degree (29), followed in frequency by Ph.D. (12) and specialist (9) degrees. Nine states do not offer degrees in gifted education. (See Appendix, Table 33.)

RELATED POLICIES AND PRACTICES

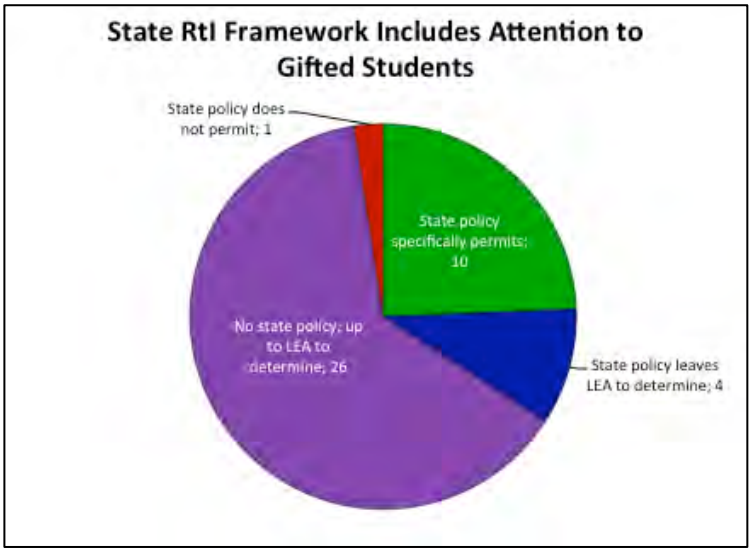
This section discusses areas of education policy that have or may have implications for gifted students from the time they enter kindergarten to the time they leave high school.

RECENT CHANGES IN STATE POLICIES

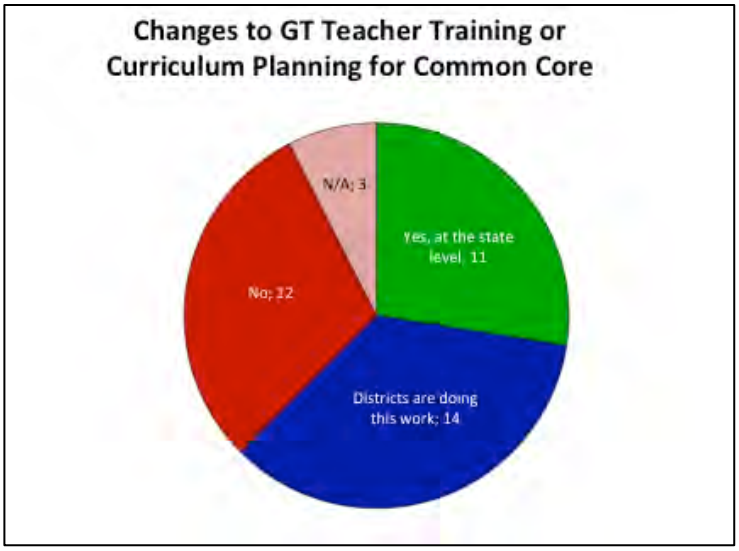
In an open-ended question, respondents were asked if there had been any recent changes to their state rules and regulations that might impact GT education. Of the 32 responses, 30 named one or more changes. There was wide variation in changes named, including increased focus on an aspect of GT, improved identification procedures, expanded services in the form of new delivery models or methods (e.g., technology), the creation of new committees, the creation of new proficiency-based diplomas, changes in policy regarding acceleration or dual enrollment, rewritten programming standards, and changes in funding. (See Appendix, Table 37.)

NEW AREAS IN THE SURVEY

Some states include attention to gifted students in their Response to Intervention (RtI) framework. While the majority of states (30) leave it up to the LEA to determine if gifted students are included in the framework, whether by lack of state policy (26) or state policy leaving it to the LEA to determine (4), 10 states specifically permit attention to gifted students. One state does not permit attention to gifted students in RtI. (See Appendix, Table 29).

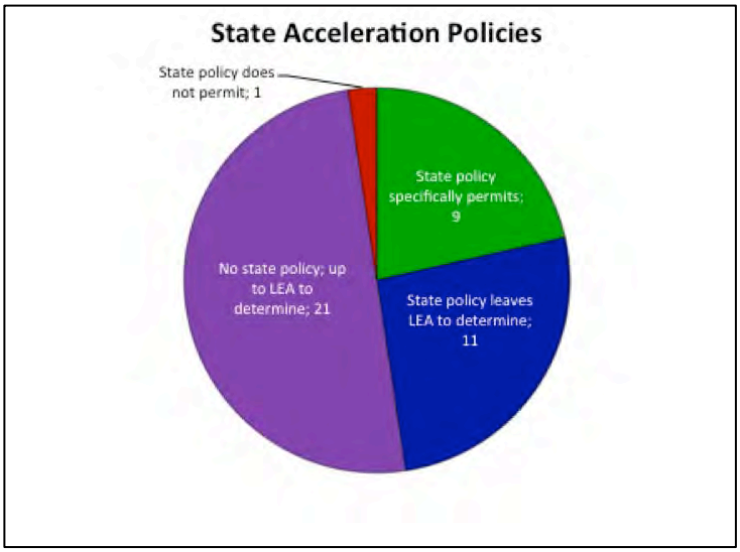


Most states (25) reported that there will be changes to teacher training and/or curriculum planning to address the needs of gifted students as the Common Core State Standards are implemented. Eleven states reported that the change is being made at the state level; districts are doing the work in 14 of the states. Twelve states were not making changes to teacher training or curriculum planning for GT students in alignment with the Common Core. (See Appendix, Table 38.)

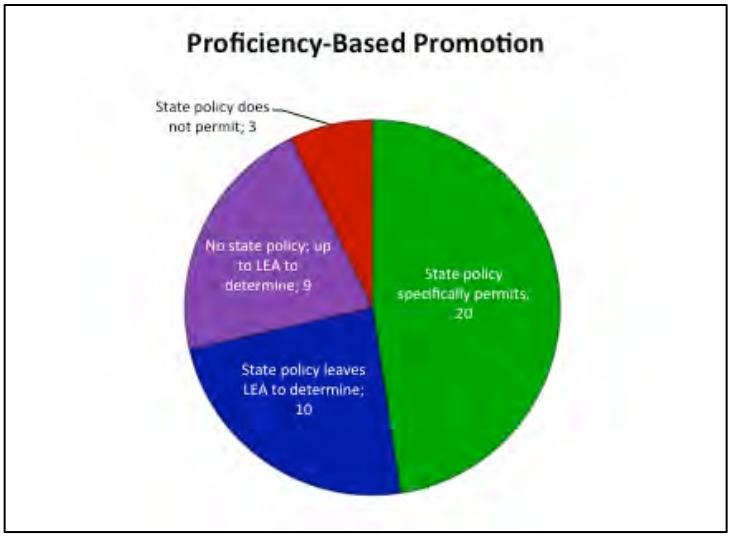


Acceleration and Proficiency-Based Promotion

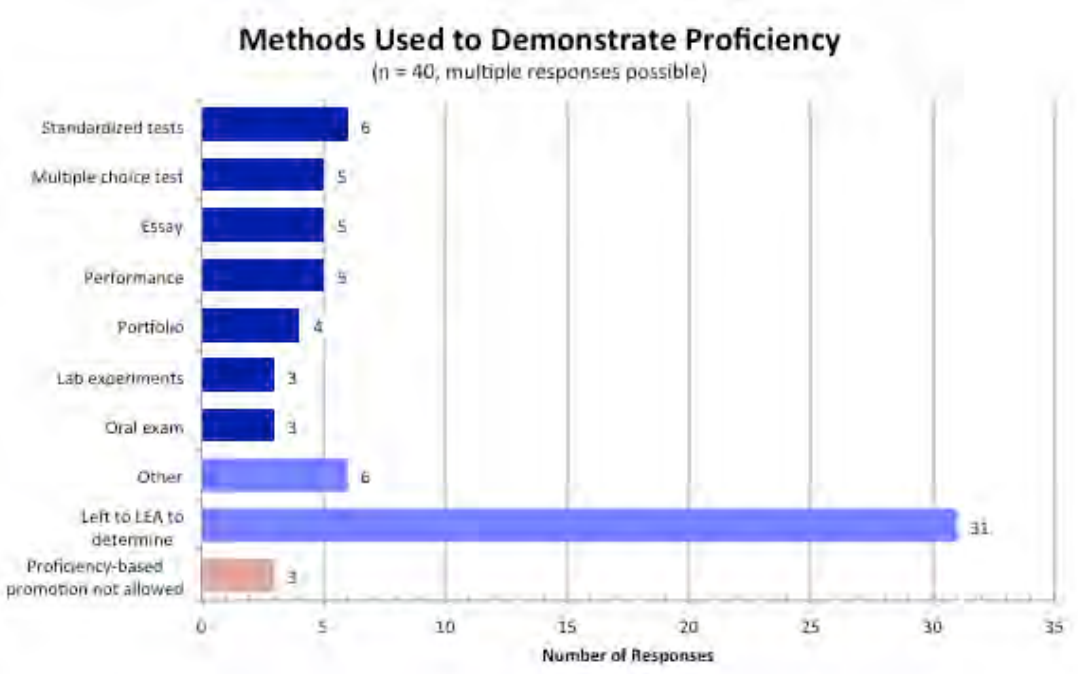
Academic acceleration policies are generally set at the local level; only 9 states have policies that specifically permit acceleration, while 11 have policies that permit the LEA to determine whether acceleration is allowed; 21 states have no state-level policy. One state reported having a policy that prohibits acceleration. (See Appendix, Table 24.)

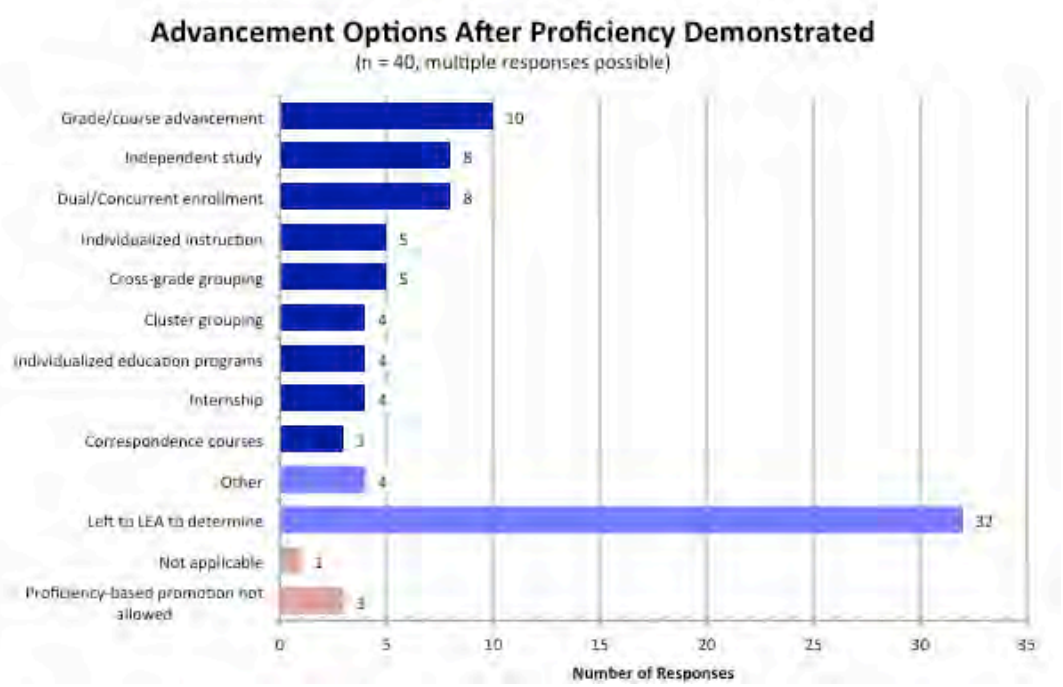


Proficiency-based promotion is more likely to be addressed at the state level, with 20 states specifically permitting the practice and 3 states prohibiting it. The remaining 19 states leave the decision to LEAs, either by specific state policy (10) or through the absence of policy (9). (See Appendix, Table 27.)

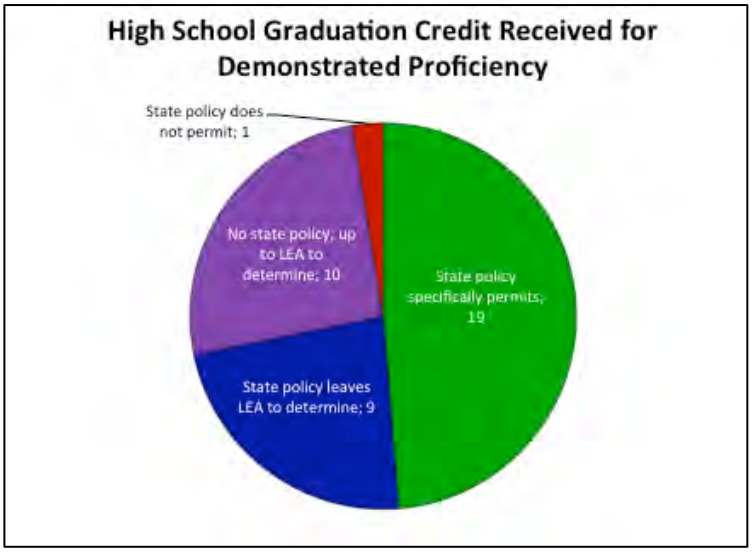


LEAs usually determine the methods by which proficiency may be demonstrated (31). A few states noted methods used, including standardized tests (6), multiple choice tests (5), essays (5), and performance (5). LEAs also determine the advancement options available to students who have demonstrated proficiency (32), although there is more state guidance in this area. States allow grade or course advancement (10), dual or concurrent enrollment (8), independent study (8), or other options. (See Appendix, Table 27.)





Demonstrating proficiency may allow students to earn credit toward graduation in 19 states; 19 other states leave this decision to the LEAs. One state does not permit students to earn high school graduation credit. (See Appendix, Table 27.)



Entrance into Kindergarten

Eight states have policies specifically permitting early entrance to Kindergarten. Sixteen states have policies prohibiting the practice, and 18 states leave the decision to the LEAs by policy (7) or through the lack of policy (11).Thirty-nine states that described their Kindergarten entry policy indicated that children were required to be 5 years old at a given cut-off point, usually a date in September (24) or

August (6). Under early access regulations, Colorado requires that children be 4 years old by the first day of school and Guam allows children to be tested for kindergarten at age 4. (See Appendix, Table 24.)

Dual Enrollment

In 28 states, the decision to allow dual enrollment in middle school and high school is made at the local level, either because there is no state policy (13) or because the policy explicitly leaves the decision to the LEA (15). Ten states have state policies allowing this type of dual enrollment, 3 states have policies prohibiting it. When dual enrollment in middle and high school does occur, 14 states explicitly permit earning high school graduation credit for the coursework; 3 states prohibit it. The other 24 responding states leave this decision to the LEA. (See Appendix, Table 26.)

State Policies on Dual Enrollment in Middle School and High School and Credit Towards High School Graduation (N=41)

	No policy on credit	Policy leaves decision on credit to LEA	Policy permits credit	Policy prohibits credit	
No policy on dual enrollment	11	0	2	0	**13**
Policy leaves decision on dual enrollment to LEA	0	12	3	0	**15**
Policy permits dual enrollment	0	1	9	0	**10**
Policy prohibits dual enrollment	0	0	0	3*	**3**
	11	**13**	**14**	**3**	**41**

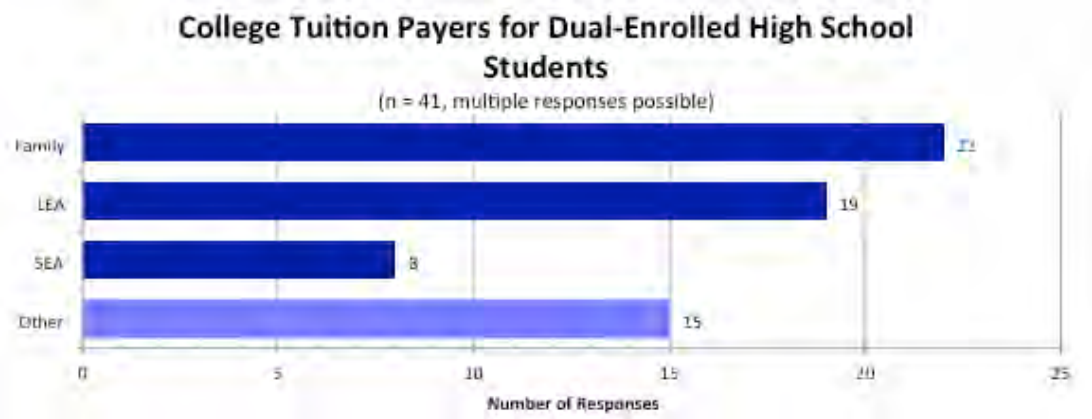
*Though the 3 states that prohibit enrollment did not respond to the question about credit, the assumption is made that because state policy prohibits dual enrollment, credit would also be prohibited.

Far more states have policies related to dual enrollment in high school and college; 29 specifically permit the practice, with 13 leaving it to the LEA to determine. No state prohibits dual enrollment in high school and college. The majority of states have policies permitting high school graduation credit to be given for college courses (24); 18 states leave that decision to the LEA. (See Appendix, Table 25.)

State Policies on Dual Enrollment in College or University and Credit Towards High School Graduation (N=42)

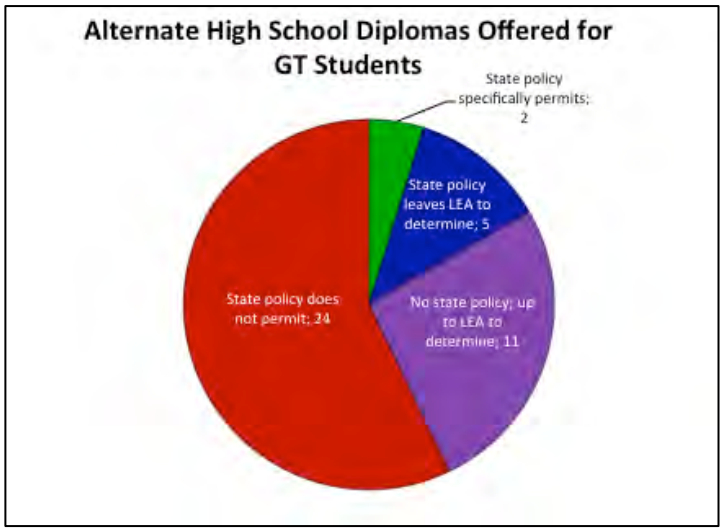
	No policy on credit	Policy leaves decision on credit to LEA	Policy permits credit	Policy prohibits credit	
No policy on dual enrollment	5	2	1	0	**8**
Policy leaves decision on dual enrollment to LEA	0	4	1	0	**5**
Policy permits dual enrollment	1	6	22	0	**29**
Policy prohibits dual enrollment	0	0	0	0	**0**
	6	**12**	**24**	**0**	**42**

The grade and age in which dual enrollment can begin is generally left to the LEA. LEAs in 23 states determine the grade in which dual enrollment may begin and LEAs in 29 states determine the earliest age for dual enrollment (multiple answers permitted). A few states specified that it may begin in grade 9 (6), 11 (5), or 10 (2), or at age 16 (3), among other variations in policy. The college tuition for high school students who are dually enrolled is generally paid by the family (22) and/or the LEA (19). (See Appendix, Table 25.)



High School Graduation Alternatives

Most of the reporting states prohibit the award of an alternate high school diploma or certificate to a gifted and talented student with insufficient credits to qualify for the standard diploma (24). Two states have policies that specifically allow this type of diploma, and 16 states leave the decision to the LEA. A student wishing to leave school early may be able to get a GED starting at age 15 (1), 16 (19) or 17 (8), but several states require that students be 18 years old (9), or have other time-based restrictions (2). Some of these states (4) indicate a waiver process if a student is younger than the restricted age. (See Appendix, Tables 24 and 29.)



CONCERNS AND DIRECTIONS FOR THE FUTURE

Respondents were asked to rate the impact of various forces on gifted and talented education on a scale ranging from very negative to very positive (coded -3 to 3 for the purposes of this analysis). They were also given the choice of not applicable. Most responses ranged from slightly negative to slightly positive. However, there were several factors with average responses above 1.0 or below -1.0, or otherwise notable response profiles. (See Appendix, Tables 4, 5, 6, and 7.)

- The most positively rated force on gifted and talented education was state mandate (average 1.76), with no negative ratings. Eight states rated this as not applicable. (See Appendix, Table 4.)

- Common Core State Standards were viewed by most respondents as positive, with an average rating of 1.08, with only 3 negative responses. Three respondents indicated that the Common Core is not applicable. (See Appendix, Table 7.)

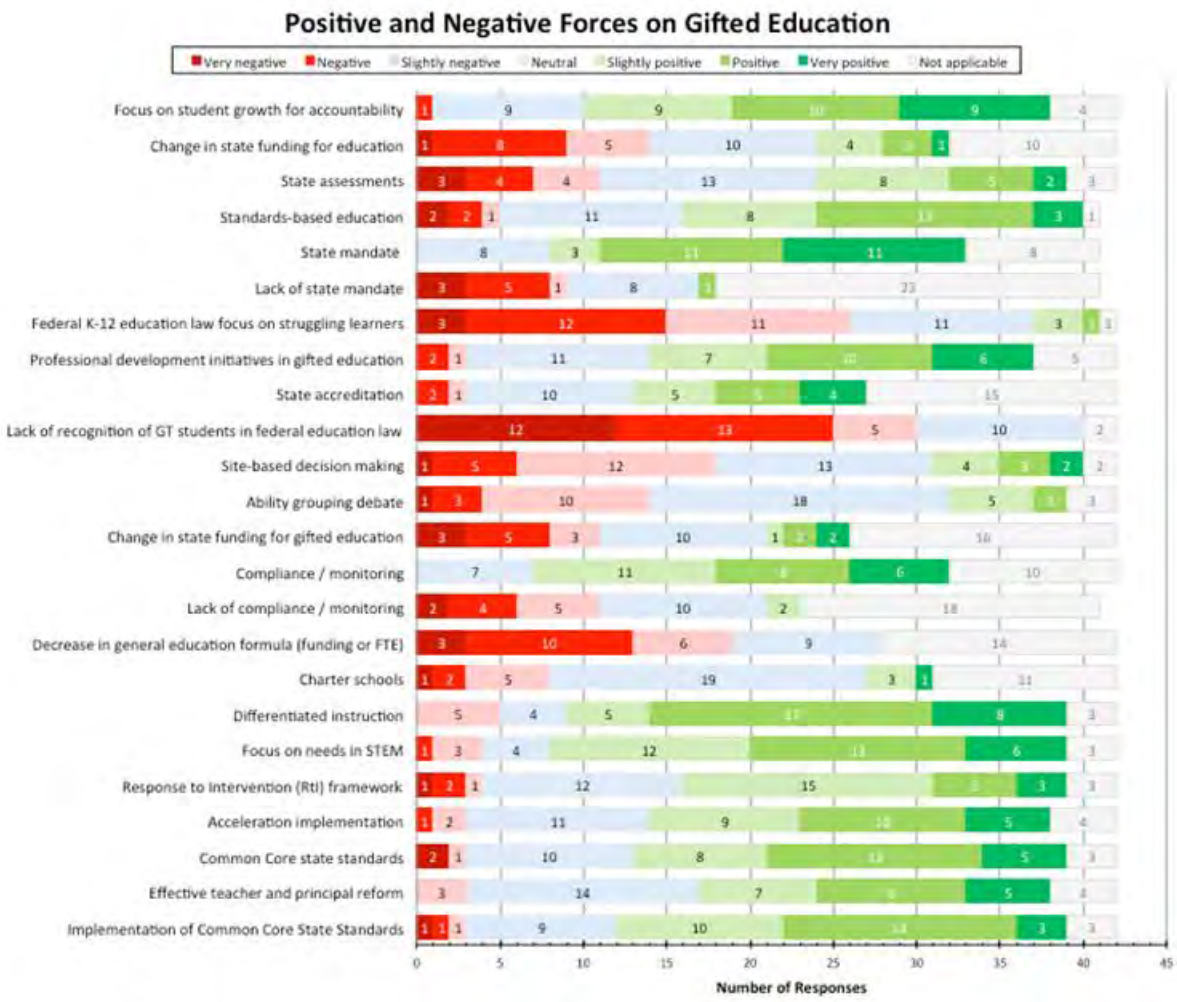
- The Response to Intervention (RtI) framework was viewed as slightly less positive (average .67), but received only 4 negative responses. (See Appendix, Table 7.)

- The three forces explicitly related to funding were all rated negatively. Change in state funding for education (average -.34) was rated negatively by 14 respondents and positively by 5. Change in state funding for gifted education (average -.42) was rated negatively by 11 and positively by 5. Nineteen respondents rated decrease in general education formula (funding or FTE) (average -1.25) negatively. (See Appendix, Tables 4, 5, and 6.)

- Professional development initiatives in gifted education were rated slightly positively (average 1.08). (See Appendix, Table 5.)

- Compliance/monitoring was rated as a positive force (average 1.4), with no negative ratings out of the 32 that indicated that the force was applicable to them. Lack of compliance/monitoring was rated negatively (average -.74). (See Appendix, Tables 5 and 6.)

- Two other forces, differentiated instruction (average 1.49) and focus on needs in STEM (average 1.31), had high ratings with very few negative responses (5 and 4, respectively). (See Appendix, Table 6.)

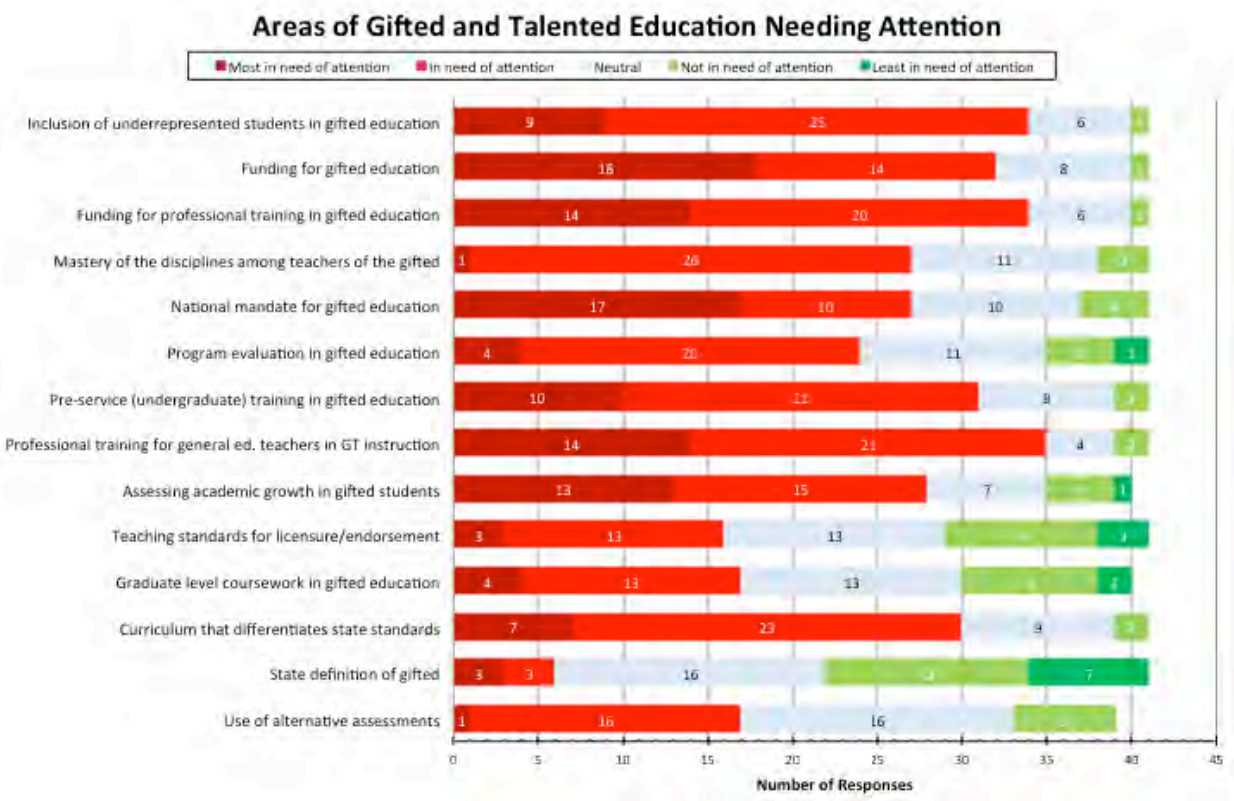


Other positive forces cited included statements about state requirements for services (6), support from state governments, including funding considerations (5), as well as monitoring and reporting (3), family involvement (3), professional development programs (3), and online initiatives (2). Negative forces cited were generally related to funding issues (8), lack of policy for gifted education at the state and/or federal level (7), and misperceptions of gifted students (3). (See Appendix, Table 7.)

Areas in Gifted Education Needing Attention

Respondents were also asked to rate the degree of attention needed to 13 different areas in gifted and talented education. Ratings ranged from most in need of attention to least in need of attention. Respondents indicated that all areas needed attention, though the degree of need varies. Funding for gifted education had the largest number of respondents rating the issue as most in need of attention (18). Professional training for general education teachers was the area determined to be most in need of attention *or* in need of attention by the largest number of respondents (35). Respondents also were most concerned about the inclusion of underrepresented students in gifted education and funding for professional training in gifted education, each with 34 rating it as most in need *or* in need of attention.

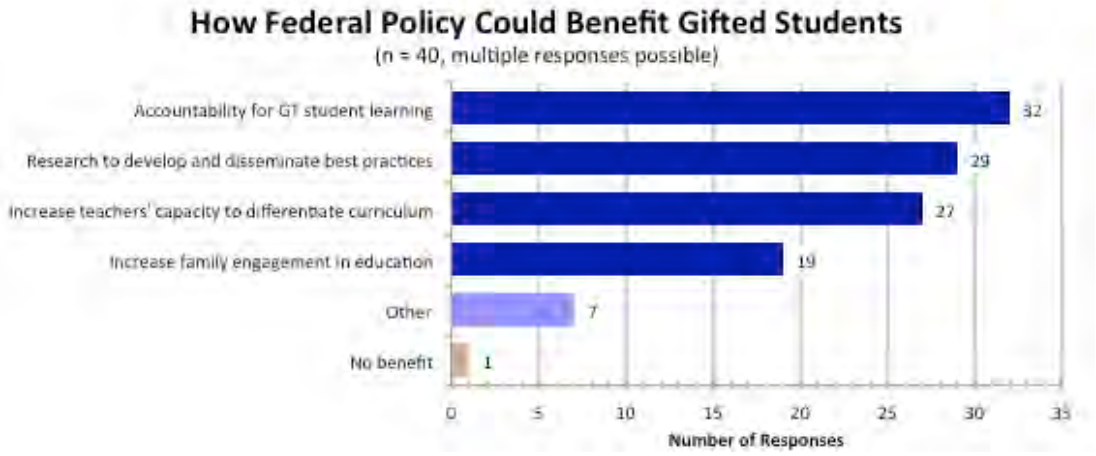
Other areas of highest concern were pre-service training in gifted education (31) and curriculum that differentiates state standards (30). (See Appendix, Tables 8, 9, and 10.)



Federal Policy

In an open-ended question about the effect of federal education law on GT programs and services, 19 of 31 respondents indicated that effects had been negative, 7 indicated that there had been little or no effect, 1 cited both positive and negative effects, and 3 named only positive effects. Similarly, 13 of 32 respondents indicated that federal law had a negative effect on staffing for GT programs, 14 indicated that it had little or no effect, 1 cited mixed effects, 1 cited positive effects, 3 did not express an opinion. (See Appendix, Table 36.) Similarly, federal K-12 education law focus on struggling learners (average -.95) and lack of recognition of GT students in federal education law (average -1.68) were rated negatively, with very few rating either positively (4 and 0, respectively) or as not applicable (1 and 2, respectively). (See Appendix, Tables 4 and 5.)

Respondents were asked how federal policy could potentially benefit gifted students. The most cited benefit to federal policy is accountability for GT students learning (32), followed closely by research to disseminate best practices (29) and an increase in teachers' capacity to differentiate curriculum (27). Only one state (Alaska) responded that there would be no benefit to the establishment of federal policy. (See Appendix, Table 36.)



CONCLUSION

A majority of states had representatives who responded to the request for information for this report, thereby providing a wide view of gifted education across the country. The report shows the great range of state-level support and direction in gifted education, as well as emphasizing the areas that are common concerns across the states. The range of responses highlights areas for growth and possible directions for change for advocates to consider as they continue to strive for the best possible educational experiences for gifted and talented students.

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QUESTIONNAIRE: 2012-2013 STATE OF THE STATES

Q2 Contact Information

Salutation:
Full name:
Title:
Department:
Address 1:
Address 2:
City:
State:
Zip:
Telephone:
Fax number:
E-mail address:
Alternate e-mail address:
State department website:

Q3 Were you the primary contact for gifted education in your State Education Agency (SEA) in 2012-2013?

○ Yes ○ No

Q4 Does your state have a state gifted education advocacy group (e.g., an NAGC affiliate)?

○ Yes ○ No [Skip to Q6]

Q5 Please provide the contact information for gifted education advocacy groups in your state in 2012-2013.

Q6 State Education Agency

Q7 Under which departments/divisions does your SEA include gifted/talented education? (Check all that apply.)

☐ Special Education
☐ Exceptional Students
☐ General Education
☐ Gifted and Talented (separate from special or general education)
☐ Curriculum and Instruction
☐ Vocational/Technical
☐ Other (please specify) _____

Q8 How many designated SEA personnel have 100% of their time allocated to gifted/talented education? (Enter a number.)

Q9 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.)

Q10 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
- ☐ Concurrent enrollment in college and public school course
- ☐ Credit by examination
- ☐ Governor's schools
- ☐ Special statewide high schools
- ☐ Academic or other competition
- ☐ Online learning opportunities
- ☐ Virtual high school
- ☐ Other (please specify) _____
- ☐ None of the above

Q11 Does the gifted education office in your state have responsibility for some general or other special programs or projects not specifically related to gifted/talented education?

○ Yes ○ No

Q12 Please rank the top three activities performed by the SEA designated personnel responsible for gifted education based on the amount of time consumed. (Enter the number 1 for the activity that consumes the most time, 2 for the activity that consumes the 2nd greatest amount of time, and 3 for the 3rd greatest.)

_____ Providing technical assistance to LEAs in the field
_____ Providing technical assistance by telephone
_____ Providing professional and staff development
_____ Providing information to state legislatures
_____ Developing statewide policy and/or guidelines
_____ Monitoring program compliance
_____ Responding to parental questions
_____ Serving on task forces and committees
_____ Liaison to statewide association for the gifted
_____ Grants management
_____ Other: _____
_____ Other: _____
_____ Other: _____

Q13 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 Q15]

Q14 Where do these professionals deliver services? (Check all that apply.)

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

Q15 Does the state department publish an annual report on gifted and talented services in the state?

- ○ Yes
- ○ No [Skip to Q17]

Q16 Please provide the URL for the annual report.

Q17 District Report Cards

Q18 Are there, or will there be, gifted and talented indicators on district report cards or other state accountability reporting forms? (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 Q20]

Q19 What are the specific gifted and talented indicators reported on district report cards or other state accountability reporting forms? (Check all that apply.)

- ☐ Not specified
- ☐ Number of identified gifted students
- ☐ The achievement/performance of gifted students (as a separate group)
- ☐ The learning growth of gifted students (as a separate group)
- ☐ Availability of AP/International Baccalaureate classes
- ☐ Other (please specify) _____

Q20 Impact of Forces on Delivery of Gifted Education Services

Q21 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?

	Very negative	Negative	Slightly negative	Neutral	Slightly positive	Positive	Very positive	Not applicable
Focus on student growth for accountability	○	○	○	○	○	○	○	○
Change in state funding for education	○	○	○	○	○	○	○	○
State assessments	○	○	○	○	○	○	○	○
Standards-based education	○	○	○	○	○	○	○	○
State mandate	○	○	○	○	○	○	○	○
Lack of state mandate	○	○	○	○	○	○	○	○
Federal K-12 education law	○	○	○	○	○	○	○	○

	Very negative	Negative	Slightly negative	Neutral	Slightly positive	Positive	Very positive	Not applicable
focus on struggling learners								
Professional development initiatives in gifted education	○	○	○	○	○	○	○	○
State accreditation	○	○	○	○	○	○	○	○
Lack of recognition of GT students in federal education law	○	○	○	○	○	○	○	○
Site-based decision making	○	○	○	○	○	○	○	○
Ability grouping debate	○	○	○	○	○	○	○	○
Change in state funding for gifted education	○	○	○	○	○	○	○	○
Compliance / monitoring	○	○	○	○	○	○	○	○
Lack of compliance / monitoring	○	○	○	○	○	○	○	○
Decrease in general education formula (funding or FTE)	○	○	○	○	○	○	○	○
Charter schools	○	○	○	○	○	○	○	○
Differentiated instruction	○	○	○	○	○	○	○	○
Focus on needs in science, technology, engineering, and mathematics (STEM)	○	○	○	○	○	○	○	○
Response to Intervention (RtI) framework	○	○	○	○	○	○	○	○
Acceleration implementation	○	○	○	○	○	○	○	○
Common Core state standards	○	○	○	○	○	○	○	○
Effective teacher and principal reform	○	○	○	○	○	○	○	○
Implementation of Common Core State Standards	○	○	○	○	○	○	○	○

Q22 What other positive or negative forces are affecting gifted education in your state?

Q23 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.

	Least in need of attention	Not in need of attention	Neutral	In need of attention	Most in need of attention
Inclusion of underrepresented students in gifted education (e.g., low SES, ethnicity, disabled, ELL, rural)	○	○	○	○	○

	Least in need of attention	Not in need of attention	Neutral	In need of attention	Most in need of attention
Funding for gifted education	○	○	○	○	○
Funding for professional training in gifted education	○	○	○	○	○
Mastery of the disciplines among teachers of the gifted	○	○	○	○	○
National mandate for gifted education	○	○	○	○	○
Program evaluation in gifted education	○	○	○	○	○
Pre-service training at the undergraduate level in gifted education	○	○	○	○	○
Professional training for general education teachers to provide gifted/talented instruction	○	○	○	○	○
Assessing academic growth in gifted students	○	○	○	○	○
Teaching standards for licensure/endorsement	○	○	○	○	○
Graduate level coursework in gifted education	○	○	○	○	○
Curriculum that differentiates state standards	○	○	○	○	○
State definition of gifted	○	○	○	○	○
Use of alternative assessments	○	○	○	○	○

Q24 What other areas are in greatest need of attention in order for gifted education services to be optimal in your state?

Q25 Gifted Education Advisory Committee

Q26 Does your state have a statewide gifted education advisory committee(s)?

○ Yes ○ No [Skip to Q34]

Q27 What kind of statewide gifted education advisory committee(s) does your state have? (Check all that apply.)

☐ Standing
☐ Ad-hoc

Answer Q28 if: An answer is given to previous question (Q27)

Q28 To whom do(es) the gifted education advisory committee(s) report? (Check all that apply.)

	Governor	Legislature	State superintendent/ state board of education	Not applicable	Other
Answer if: "Standing" is selected in Q27. Standing advisory committee	☐	☐	☐	☐	☐
Answer if: "Ad-hoc" is selected in Q27. Ad-hoc advisory committee	☐	☐	☐	☐	☐

Answer Q29 if: "Other" selected for "standing advisory committee" in Q28.

Q29 Please specify the "other" to whom the standing advisory committee reports.

Answer Q30 if: "Other" selected for "ad-hoc advisory committee" in Q28.

Q30 Please specify the "other" to whom the ad-hoc advisory committee reports.

Q31 What are the functions or activities of the statewide advisory committee? (Check all that apply.)

- ☐ Study issues impacting gifted students
- ☐ Produce reports and/or data on gifted education in the state
- ☐ Make recommendations about gifted student education to the state board of education
- ☐ Make recommendations about gifted student education to the governor
- ☐ Recommend or provide input on law and policies
- ☐ Disseminate information about gifted education throughout the state
- ☐ Include a membership representative of the state's business and educational communities

Q32 Has the advisory committee produced a written report within the last three years?

- ○ Yes
- ○ No [Skip to Q34]

Q33 What is the title(s) of this report(s) and how can it be accessed?

Q34 Definition of Gifted and Talented Students

Q35 Does your state have a definition of gifted/talented? (Check all that apply.)

- ☐ No definition [Skip to Q40]
- ☐ Yes, in state statute
- ☐ Yes, in state rules & regulations
- ☐ Yes, in other (please specify) _____

Q36 What areas of giftedness are specifically addressed in your state definition of gifted/talented? (Check all that apply.)

- ☐ Intellectually Gifted
- ☐ Academically Gifted
- ☐ Specific academic areas
- ☐ Leadership
- ☐ Performing/Visual Arts
- ☐ Creatively Gifted
- ☐ Highly or profoundly Gifted

- ☐ Low SES
- ☐ Underachieving
- ☐ Geographically isolated/rural
- ☐ Culturally/ ethnically diverse
- ☐ Disabled Gifted
- ☐ ESL / ELL
- ☐ Other (please specify) _____

Q37 Are LEAs required to follow the state definition?

- ○ Yes
- ○ No

Q38 What is the citation in the state statute and/or regulation (e.g., Iowa Code 257.44) for the state definition?

Q39 What is the URL for the state statute and/or regulation for the state definition?

Q40 Mandates for Identification and Gifted and Talented Services

Q41 Does your state have a mandate for gifted and talented identification and/or services?

- ○ Yes
- ○ No [Skip to Q46]

Q42 What areas are included in your state mandate? (Check all that apply.)

- ☐ Not specified
- ☐ Identification
- ☐ Services
- ☐ Other (please specify) _____

Q43 What is the authority for the state mandate? (Check all that apply.)

- ☐ Not specified [Skip to Q45]
- ☐ 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) _____

Q44 What is the citation in the state statute, regulation, or rules that mandate gifted education identification and services? (Please provide a citation and/or URL.)

Q45 Is the mandate funded in your state?

- ○ Mandated with full funding
- ○ Mandated with partial funding
- ○ Mandated with no funding

Q46 Alignment with Special Education

Q47 Are any of the following services required by your state for gifted and talented students? (Check all that apply.)

- ☐ Free appropriate public education
- ☐ Child find
- ☐ Individual education plan for gifted students
- ☐ Least restrictive environment
- ☐ Non-discriminatory testing
- ☐ Mediation
- ☐ Due process
- ☐ Dispute resolution
- ☐ Related services

Answer Q48 if: "Related services" selected in previous question (Q47).

Q48 Please describe the related services.

Q49 State Requirements for Identification

Q50 Does your state require parent/guardian involvement in gifted and talented identification and service decisions?

- ○ Yes
- ○ No

Q51 Are schools required to use specific criteria/methods for identification of gifted students? (Check all that apply)

- ☐ Yes, determined at the state level
- ☐ Yes, determined at the local level
- ☐ No [Skip to Q53]
- ☐ Other (please specify) _____

Q52 Which of the following indicators are required 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) _____

Q53 Approximately what percent of LEAs identify gifted/talented students?

Q54 Is the time at which students are identified for gifted programming mandated in your state?

- ○ Yes
- ○ No [Skip to Q56]

Q55 At what juncture are students required to be identified for gifted programming in your state? (Check all that apply.)

- ☐ Not specified
- ☐ 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
- ☐ When taking other assessments approved for GT identification
- ☐ Kindergarten or early entrance screening
- ☐ Other (please specify) _____

Skip to Q57.

Q56 When are students usually identified for gifted programming in your state? (Check all that apply.)

- ☐ Not specified
- ☐ 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
- ☐ When taking other assessments approved for GT identification
- ☐ Kindergarten or early entrance screening
- ☐ Other (please specify) _____

Q57 Does the state provide guidance or guidelines for the identification process?

- ○ Yes
- ○ No

Q58 Does state policy require LEAS throughout the state to follow the same ID process?

- ○ Yes [Skip to Q60]
- ○ No

Q59 Why are LEAs not required to follow the same identification guidelines or uniform identification process?

- ○ No state policy
- ○ State policy leaves identification process to the LEA
- ○ Other (please specify) _____

Q60 Information about the Gifted Student Population

Q61 The student population data I will be reporting in this survey are from the school year:

○ 2012-2013 ○ 2011-2012

Q62 How many public school students were enrolled in your state in [*selected year*]?

Q63 How many students were identified as gifted and talented in your state in [*selected year*]?

○ Enter a number: _____
○ Not collected [Skip to Q65]

Q64 How was the number in the previous answer calculated?

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

Q65 How many gifted and talented students, K-12, **received services** in your state [*selected year*]?

○ Enter a number: _____
○ Not collected [Skip to Q67]

Q66 How was the number in the previous answer calculated?

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

Q67 Is there a maximum number or percentage of students that a district may identify for gifted programs and services in your state code or policy?

○ Yes ○ No [Skip to Q69]

Q68 What is the maximum number or percentage of students that a district may identify for gifted programs and services?

Q69 We are interested in estimates on student subgroup information of the gifted student population. Please indicate whether you can provide the following types of information about students identified as gifted and talented in [*selected year*].

	Can provide data	Can provide estimate	Data not collected or available
Gender	○	○	○
Race/ethnicity	○	○	○
English language learners	○	○	○

Gifted students with disabilities (twice exceptional)	○	○	○
Low SES	○	○	○
Other	○	○	○

Answer Q70 if: "Can provide data" or "can provide estimate" selected for gender in Q69.

Q70 What percent of those students identified as gifted and talented in [*selected year*] were:

_____% Male
_____% Female
Note: should add to 100%

Answer Q71 if: "Can provide data" or "can provide estimate" selected for race/ethnicity in Q69.

Q71 What percent of those students identified as gifted and talented in [*selected year*] were:

_____% Black or African American
_____% American Indian or Alaska Native
_____% Asian
_____% Native Hawaiian or other Pacific Islander
_____% Hispanic or Latino
_____% White
_____% Identify as 2 or more races
_____% Other (please specify)
Note: should add to 100%

Answer Q72 if: "Can provide data" or "can provide estimate" selected for English language learners in Q69.

Q72 What percent of those students identified as gifted and talented in [*selected year*] were English language learners?

Answer Q73 if: "Can provide data" or "can provide estimate" selected for gifted students with disabilities in Q69.

Q73 What percent of those students identified as gifted and talented in [*selected year*] were gifted students with disabilities (twice exceptional)?

Answer Q74 if: "Can provide data" or "can provide estimate" selected for low SES in Q69.

Q74 What percent of those students identified as gifted and talented in [*selected year*] were low SES?

Answer Q75 if: "Can provide data" or "can provide estimate" selected for other in Q69.

Q75 You indicated that you would provide information about the percent of those students identified as gifted and talented in [*selected year*] that fit another category. Please describe that category (or categories) and its associated percent.

Q76 PROGRAMMING AND ACCOUNTABILITY

Q77 For which categories of giftedness are programs/services required and/or offered in your state? (Check all that apply.)

	Required	Offered
None	☐	☐
Visual/performing arts	☐	☐
Leadership	☐	☐
Intellectual	☐	☐
General academic	☐	☐
Creativity	☐	☐
Specific academic areas	☐	☐
Not specified	☐	☐

Q78 For each of the following grades, in your state:

	Is gifted and talented programming REQUIRED and/or OFFERED?		What percent of gifted and talented students in this grade receive services?
	Required	Offered	
Pre-Kindergarten	☐	☐	%
Kindergarten	☐	☐	%
Grade 1	☐	☐	%
Grade 2	☐	☐	%
Grade 3	☐	☐	%
Grade 4	☐	☐	%
Grade 5	☐	☐	%
Grade 6	☐	☐	%
Grade 7	☐	☐	%
Grade 8	☐	☐	%
Grade 9	☐	☐	%
Grade 10	☐	☐	%
Grade 11	☐	☐	%
Grade 12	☐	☐	%

Q79 LEA REPORTS ON GIFTED AND TALENTED SERVICES

Q80 Does your state monitor/audit LEA programs for gifted/talented students?

○ Yes ○ No

Q81 Are LEAs required to report on gifted and talented education programming through state accountability procedures, regulations, or guidelines?

○ Yes ○ No [Skip to Q83]

Q82 Which of the following criteria are required in the report on gifted and talented education programming through state accountability procedures, regulations, or guidelines? (Check all that apply.)

☐ Student performance
☐ Program performance
☐ A combination of student performance and program evaluation
☐ Teacher training
☐ Service options
☐ Demographic breakdown of students served
☐ Other _____

Q83 How does the state ensure compliance?

Q84 Are school districts required to submit gifted education plans to the SEA?

○ Yes ○ No

Q85 Must local gifted education plans be approved by the SEA?

○ Yes ○ No [Skip to Q87]

Q86 Which components of the district gifted and talented plan must be approved by the state under state law, regulation, or guidelines? (Check all that apply.)

☐ Definition of gifted and talented
☐ Identification
☐ Programming
☐ Funding
☐ Program evaluation
☐ Teacher training
☐ Other (please specify) _____

Q87 GIFTED EDUCATION ADMINISTRATOR

Q88 Does your state require each school district to have a gifted education administrator?

○ Yes ○ No

Q89 Is a gifted education administrator position required by the state to be full-time?

○ Yes ○ No

Q90 Approximately what percentage of LEAs in the state have a full-time gifted education administrator?

Q91 Does the state require a gifted education administrator to have gifted and talented training (e.g., certification or endorsement)?

○ Yes ○ No

Q92 PRE-K AND KINDERGARTEN DELIVERY MODELS

Q93 We are interested in an estimate of the top delivery models through which services are provided in Pre-K and Kindergarten. Is it possible to estimate this information for your state?

○ Yes ○ No [Skip to Q95]

Q94 Please rank the top five delivery models through which services are provided in Pre-K and Kindergarten in your state. (Enter 1 for the model used most often, 2 for the next most common model, and so on through 5.)

_____ Continuous Progress / Self-Paced Learning
_____ Independent Study
_____ Magnet Schools
_____ Regular Classroom
_____ Self-Contained Classroom
_____ Telescoped Learning
_____ Resource Room
_____ Cluster Classrooms
_____ Other (please specify) _____

Q95 EARLY ELEMENTARY DELIVERY MODELS

Q96 We are interested in an estimate of the top delivery models through which services are provided in early elementary grades (1-3). Is it possible to estimate this information for your state?

○ Yes ○ No [Skip to Q98]

Q97 Please rank the top five delivery models through which services are provided in early elementary grades (1-3) in your state. (Enter 1 for the model used most often, 2 for the next most common model, and so on through 5.)

_____ Continuous Progress / Self-Paced Learning
_____ Independent Study
_____ International Baccalaureate
_____ Magnet Schools
_____ Mentorships

_____ Regional Math/Science School
_____ Regional Performing Arts School
_____ Regular Classroom
_____ Self-Contained Classroom
_____ Telescoped Learning
_____ Resource Room
_____ Cluster Classrooms
_____ Virtual Classroom/Coursework
_____ Virtual School
_____ Other (please specify) _____

Q98 UPPER ELEMENTARY DELIVERY MODELS

Q99 We are interested in an estimate of the top delivery models through which services are provided in upper elementary grades (4-6). Is it possible to estimate this information for your state?

○ Yes ○ No [Skip to Q101]

Q100 Please rank the top five delivery models through which services are provided in upper elementary grades (4-6) in your state. (Enter 1 for the model used most often, 2 for the next most common model, and so on through 5.)

_____ Advanced Placement (College Board)
_____ Continuous Progress / Self-Paced Learning
_____ Dual Enrollment
_____ Independent Study
_____ International Baccalaureate
_____ Magnet Schools
_____ Mentorships
_____ Regional Math/Science School
_____ Regional Performing Arts School
_____ Regular Classroom
_____ Self-Contained Classroom
_____ Honors/advanced coursework
_____ Telescoped Learning
_____ Resource Room
_____ Cluster Classrooms
_____ Virtual Classroom/Coursework
_____ Virtual School
_____ Other (please specify) _____

Q101 MIDDLE SCHOOL DELIVERY MODELS

Q102 We are interested in an estimate of the top delivery models through which services are provided in middle school. Is it possible to estimate this information for your state?

○ Yes ○ No [Skip to Q104]

Q103 Please rank the top five delivery models through which services are provided in middle school in your state. (Enter 1 for the model used most often, 2 for the next most common model, and so on through 5.)

_____ Advanced Placement (College Board)
_____ Continuous Progress / Self-Paced Learning
_____ Dual Enrollment
_____ Independent Study
_____ International Baccalaureate
_____ Virtual Classroom/Coursework
_____ Virtual School
_____ Magnet Schools
_____ Mentorships
_____ Regional Math/Science School
_____ Regional Performing Arts School
_____ Regular Classroom
_____ Self-Contained Classroom
_____ Honors/advanced coursework
_____ Telescoped Learning
_____ Resource Room
_____ Cluster Classrooms
_____ Other (please specify) _____

Q104 HIGH SCHOOL DELIVERY MODELS

Q105 We are interested in an estimate of the top delivery models through which services are provided in high school. Is it possible to estimate this information for your state?

○ Yes ○ No [Skip to Q107]

Q106 Please rank the top five delivery models through which services are provided in middle school in your state. (Enter 1 for the model used most often, 2 for the next most common model, and so on through 5.)

_____ Advanced Placement (College Board)
_____ Continuous Progress Curriculum
_____ Dual Enrollment (in college)
_____ Independent Study
_____ International Baccalaureate

_____ Virtual High School
_____ Virtual Classroom/Coursework
_____ Magnet Schools
_____ Mentorships
_____ Regional Math/Science School
_____ Regional Performing Arts School
_____ Regular Classroom
_____ Self-Contained Classroom
_____ Honors/Advanced Coursework
_____ Self-Paced Learning
_____ Telescoped Learning
_____ Resource Room
_____ Cluster Classrooms
_____ Other (please specify) _____

Q107 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

Q108 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

Q109 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?

Q110 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 [Skip to Q112]
- ○ State policy leaves LEA to determine
- ○ No state policy; up to LEA to determine

Q111 Please describe the basis on which the alternate diploma/certificate is offered. (For example, test results, portfolio, online high school courses.)

Q112 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 Q117]
- ○ State policy leaves LEA to determine
- ○ No state policy; up to LEA to determine

Q113 What is the earliest grade that a student can begin dual or concurrent enrollment in a community college, college, or university?

- ○ Left to LEA to determine
- ○ Grade 7
- ○ Grade 8
- ○ Grade 9
- ○ Grade 10
- ○ Grade 11
- ○ Grade 12
- ○ Other (please specify) _____

Q114 What is the earliest age that a student can begin dual or concurrent enrollment in a community college, college, or university?

- ○ Left to LEA to determine
- ○ Age 12
- ○ Age 13
- ○ Age 14
- ○ Age 15
- ○ Age 16
- ○ Age 17
- ○ Other (please specify) _____

Q115 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

Q116 Who pays the tuition for a student dually or concurrently enrolled at a community college, college, or university? (Check all that apply.)

- ☐ SEA
- ☐ LEA
- ☐ Family
- ☐ Other (please specify) _____

Q117 Are middle school students permitted to be dually/concurrently enrolled in high school?

- ○ State policy specifically permits
- ○ State policy does not permit [Skip to Q119]
- ○ State policy leaves LEA to determine
- ○ No state policy; up to LEA to determine

Q118 May middle school students receive credit toward high school graduation for the courses in which they are 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

Q119 Does your state allow proficiency-based promotion (demonstrating proficiency without seat time in that course) for gifted and talented students?

- ○ State policy specifically permits
- ○ State policy does not permit [Skip to Q123]
- ○ State policy leaves LEA to determine
- ○ No state policy; up to LEA to determine

Q120 How does the student demonstrate proficiency? (Check all that apply.)

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

Q121 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
- ☐ Internship
- ☐ Left to LEA to determine
- ☐ Other (please specify) _____

Q122 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

Q123 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	○	○	○	○
Academic guidance and counseling	○	○	○	○
Contact time	○	○	○	○
Differentiated instruction	○	○	○	○
Content-based acceleration	○	○	○	○

Q124 Does your state recognize gifted eligibility 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

Q125 Does your state have a policy requiring LEAs to recognize gifted eligibility from other LEAs in the same state?

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

Q126 What is your state's minimum age requirement to obtain a GED?

Q127 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/International Baccalaureate Tests
- ☐ ACT/SAT/Discover Test
- ☐ Other (please specify) _____

Q128 Does your state's Response to Intervention (RtI) framework include attention to gifted and talented students?

- ○ State policy specifically permits
- ○ State policy does not permit
- ○ State policy leaves LEA to determine

○ No state policy; up to LEA to determine

Q129 GENERAL EDUCATION TEACHER TRAINING

Q130 Are all pre-service teacher candidates in your state required **by the state** to take **coursework** in gifted education?

○ Yes ○ No [Skip to Q133]

Q131 Is the requirement imposed by:

☐ State statute
☐ State regulation
☐ State policy

Q132 Is the gifted education content typically delivered via:

☐ A unit in a special education or other course
☐ Integrated into methods courses
☐ A separate course
☐ Other (please describe) _____

Skip to Q134.

Q133 If not, what training do all pre-service teachers in your state receive about gifted and talented students?

○ No specific training
○ Few hours of instruction in a course on diverse/special populations of students
○ Other (please describe) _____

Q134 Do any of the following require that pre-service teacher candidates receive coursework in gifted education?

☐ One or more LEAs
☐ One or more teacher preparation programs

Q135 Do general education teachers in your state receive *in-service training* on gifted students after initial certification?

○ Required; Please enter the number of hours required: _____
○ Elective
○ State policy leaves up to LEAs to determine
○ No state policy; up to LEAs to determine

Q136 Do general education teachers in your state receive *CEUs* on gifted students after initial certification?

○ Required; Please enter the number of hours required: _____
○ Elective
○ State policy leaves up to LEAs to determine
○ No state policy; up to LEAs to determine

Q137 Do general education teachers in your state receive *other training* on gifted students after initial certification?

- ○ Required; Please enter the number of hours required: _____
- ○ Elective
- ○ State policy leaves up to LEAs to determine
- ○ No state policy; up to LEAs to determine [Skip to Q139]

Q138 Please describe this *other training* on gifted students.

Q139 What percentage of general education teachers and staff statewide do you estimate receive annual staff development in gifted education?

Q140 GIFTED AND TALENTED EDUCATION TEACHER TRAINING

Q141 Does your state offer gifted and talented credentialing (certification/endorsement)?

- ○ Yes
- ○ No [Skip to Q145]

Q142 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) _____

Q143 How many course semester credit hours, Continuing Education Units, or staff development hours are required for certification or endorsement?

Q144 Does your state require professionals working in programs for gifted and talented students to have certification or endorsement?

- ○ Yes
- ○ No

Q145 What percentage of professionals working in programs for gifted and talented students had a gifted and talented endorsement or certification in 2012-2013 in your state?

Answer Q146 if: Response given to previous question (Q145).

Q146 Is this based on:

- ○ An estimate
- ○ Collected data
- ○ Data not collected/Not applicable

Q147 Does your state require annual staff development hours in gifted education for teachers working in programs for gifted and talented students?

- ○ Yes
- ○ No [Skip to Q149]

Q148 How many hours of staff development are required?

Q149 What percentage of teachers and staff working in programs for gifted and talented students statewide do you estimate receive annual staff development in gifted education?

Q150 Does your state have written competencies, other than endorsement or certification standards, for teachers of the gifted in specialized programs?

○ Yes ○ No [Skip to Q152]

Q151 Please describe these competencies.

Q152 OTHER TRAINING

Q153 Is training for administrators on the nature and needs of gifted students required in coursework in their endorsement/certification as administrators within your state?

○ Yes ○ No

Q154 Is training for counselors on the nature and needs of gifted students required in coursework in their counselor endorsement/certification within the state?

○ Yes ○ No

Q155 DEGREE PROGRAMS

Q156 Are degrees with an emphasis in gifted education offered at universities in your state?

○ Yes ○ No [Skip to Q158]

Q157 At which levels are degrees with an emphasis in gifted education offered? (Check all that apply.)

☐ Bachelors
☐ Master's
☐ Specialist's
☐ Ph.D.
☐ Ed.D.
☐ Other (please specify) _____

Q158 STATE AND NATIONAL FUNDING

Q159 Does your state provide funding to LEAs to support gifted education services?

○ Yes ○ No [Skip to Q167]

Q160 How is funding provided to LEAs?

○ Funding is allocated to LEAs specifically for gifted education services.
○ Funding is available from the state through grants to LEAs
○ Funding is available from the state through the general allocation

- ○ Funding is available from the state through formula allocation
- ○ Other _____

Answer Q161 if: "Funding is available from the state through formula allocation" selected in previous question (Q160).

Q161 What is the type of funding formula for gifted education in your state? (Check all that apply.)

- ☐ 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: _____

Q162 Please indicate the amount of funding provided by the state to LEAs to support gifted education services for each of the following years:

2010-2011: $_____
2011-2012: $_____
2012-2013: $_____

Q163 Is there a cap (ceiling) or other limit on the distribution of state funds to LEAs?

- ○ Yes, there is a cap or other limit in state law or policy
- ○ No, but the total amount allocated can fluctuate from year to year [Skip to Q166]
- ○ Other (please specify) _____

Q164 What is the basis for the cap (ceiling) or other limit on the distribution of state funds? (Check all that apply.)

- ☐ Percent of identified students
- ☐ Percent of Average Daily Attendance (ADA)
- ☐ Teacher units
- ☐ Other (please specify) _____

Q165 What is the percentage (%) of the cap (ceiling) on state funding?

Q166 How are state funds disbursed? (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) _____

[Skip to Q169]

Q167 If no:

- ○ The state does not allocate any funds for gifted education services [Skip to Q169]
- ○ State funding is retained at the state agency for gifted program administration and oversight

Q168 Please indicate the amount of funding retained at the state agency for gifted program administration and oversight for each of the following years:

2010-2011: $_____
2011-2012: $_____
2012-2013: $_____

Q169 What has been the impact of federal law on gifted and talented programs and services in your state?

Q170 In what ways could federal policy benefit gifted students and families?

- ☐ Increase accountability for gifted student learning
- ☐ Increase capacity of teachers to differentiate curriculum
- ☐ Increase family engagement in child's learning and/or school
- ☐ Conduct research to develop best practices and disseminate to local districts
- ☐ No benefit
- ☐ Other: _____

Q171 What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state?

Q172 What positive developments and/or innovations in gifted education are occurring in your state?

Q173 Is your state making changes in teacher training and/or curriculum planning specifically for gifted students, based on the new Common Core State Standards?

- ○ Yes, at the state level
- ○ No
- ○ Districts are doing this work
- ○ Not applicable

Q174 How are NAGC's Pre-K to 12 gifted programming standards used in your state?

Q175 CONCLUDING COMMENTS

Q176 Are there any clarifications to your responses that you would like to make? (Please include a reference to the question number in your answer.)

Q177 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.

TABLE 1: STATE EDUCATION AGENCIES

	Reporting department (Q7)	SEA Staff: GT full-time (Q8)	SEA Staff: GT part-time (Q9)	Programs with supervisory role (Q10)	Responsibility for general/other education (Q11)
Alabama	Special Education	0	2	None of the above	Yes
Alaska	General Education	0	1	None of the above	Yes
Arizona	Gifted and Talented	0	1	College Board Advanced Placement courses and/or exams International Baccalaureate program	Yes
Arkansas	Gifted and Talented	4	0	College Board Advanced Placement courses and/or exams International Baccalaureate program Governor's schools	No
California	General Education Gifted and Talented	0.3	0	International Baccalaureate program	Yes
Colorado	Exceptional Students	1	4	College Board Advanced Placement courses and/or exams Other: Twice exceptional project; Data for gifted student achievement and growth	No
Connecticut	Special Education	0	0	College Board Advanced Placement courses and/or exams International Baccalaureate program Other: This consultant writes the AP grant and fields questions	No
Delaware	Curriculum and Instruction	0	1	College Board Advanced Placement courses and/or exams	Yes
D.C.	Curriculum and Instruction	2	0	College Board Advanced Placement courses and/or exams	Yes
Florida	Curriculum and Instruction	1	0	None of the above	No
Georgia	Curriculum and Instruction	1	0	Academic or other competition	Yes
Guam	Special Education Exceptional Students Gifted and Talented	57	21	None of the above	No

	Reporting department (Q7)	SEA Staff: GT full-time (Q8)	SEA Staff: GT part-time (Q9)	Programs with supervisory role (Q10)	Responsibility for general/other education (Q11)
Hawaii	Gifted and Talented Curriculum and Instruction	1	1	College Board Advanced Placement courses and/or exams International Baccalaureate program Online learning opportunities Other: Learning Centers (programs with a focus)	Yes
Idaho					
Illinois	Special Education Other: College and Career Readiness	0	2	College Board Advanced Placement courses and/or exams International Baccalaureate program	Yes
Indiana	Gifted and Talented Curriculum and Instruction	1	0	None of the above	No
Iowa	Curriculum and Instruction	0	0.5	College Board Advanced Placement courses and/or exams	Yes
Kansas	Special Education	0	1	None of the above	Yes
Kentucky	Exceptional Students	1	1	None of the above	No
Louisiana	Other: Office of Content/ Standards	1	1	Special statewide high schools	Yes
Maine	Gifted and Talented	0	1	None of the above	No
Maryland	Curriculum and Instruction	1	1	College Board Advanced Placement courses and/or exams Other: Maryland Summer Centers for Gifted and Talented Students	No
Massachusetts					
Michigan					
Minnesota	Other: Academic Standards and Professional Effectiveness	0.5	0	Other: Scholars of Distinction Award Program	Yes
Mississippi	Curriculum and Instruction	0	1	College Board Advanced Placement courses and/or exams International Baccalaureate program Concurrent enrollment in college and public school course	Yes

	Reporting department (Q7)	SEA Staff: GT full-time (Q8)	SEA Staff: GT part-time (Q9)	Programs with supervisory role (Q10)	Responsibility for general/other education (Q11)
Missouri	Other: Office of Quality Schools	0	1	College Board Advanced Placement courses and/or exams International Baccalaureate program Governor's schools Special statewide high schools	Yes
Montana	Other: Accreditation	0.5	1	Other: AP Federal Grant Program	No
Nebraska	Curriculum and Instruction	1	0	College Board Advanced Placement courses and/or exams International Baccalaureate program	No
Nevada					
New Hampshire	Curriculum and Instruction	0	1	College Board Advanced Placement courses and/or exams International Baccalaureate program	No
New Jersey	Other: Academics/Literacy	0	1	None of the above	No
New Mexico					
New York					
North Carolina	Gifted and Talented Other: within Academic Services and Instructional Support	1	0	College Board Advanced Placement courses and/or exams International Baccalaureate program Credit by examination Governor's schools	No
North Dakota					
Ohio	Exceptional Students	2	1	Other: Acceleration Policy	No
Oklahoma	Curriculum and Instruction	1	1	None of the above	Yes
Oregon	Curriculum and Instruction Other: Teaching and Learning	1	0	None of the above	No
Pennsylvania	Special Education Curriculum and Instruction	1	1	None of the above	No
Rhode Island	Gifted and Talented	0	0	None of the above	No
South Carolina	Curriculum and Instruction	1	0	College Board Advanced Placement courses and/or exams International Baccalaureate program	No
South Dakota	Other: volunteer position	0	1	None of the above	Yes

	Reporting department (Q7)	SEA Staff: GT full-time (Q8)	SEA Staff: GT part-time (Q9)	Programs with supervisory role (Q10)	Responsibility for general/other education (Q11)
Tennessee	Special Education	1	0	None of the above	Yes
Texas	General Education Curriculum and Instruction	1	0	None of the above	Yes
Utah	Curriculum and Instruction	0	1	College Board Advanced Placement courses and/or exams International Baccalaureate program Concurrent enrollment in college and public school course Special statewide high schools	Yes
Vermont					
Virginia	Other: Instruction/Office of Mathematics and Governor's Schools	1	0	Governor's schools	No
Washington	Other: Special Programs	1	0	None of the above	Yes
West Virginia	Special Education	0.5	1	None of the above	Yes
Wisconsin	Other: Division of Academic Excellence, Content and Learning Team	0	1	College Board Advanced Placement courses and/or exams International Baccalaureate program	Yes
Wyoming	General Education	0	1	None of the above	Yes
Summary	*Responses: 44* Curriculum and Instruction: 17 Gifted and Talented: 9 Special Education: 8 Exceptional Students: 4 General Education: 4 Other: 12	*Responses: 44* At least 1 full-time: 22 Less than 1 full-time: 4 No full-time GT staff: 18	*Responses: 44* At least 1 part-time: 26 Less than 1 part-time: 1 No part-time GT staff: 17	*Responses: 44* Advanced Placement: 18 International Baccalaureate: 14 Governor's schools: 4 Special statewide high schools: 3 Concurrent enrollment in college and public school course: 2 Credit by examination: 1 Academic or other competition: 1 Online learning opportunities: 1 Other: 7 None of the above: 19	*Responses: 44* Yes: 24 No: 20

TABLE 2: STATE EDUCATION AGENCIES (CONTINUED)

	Major responsibilities of SEA designated personnel ranked by time (Q12)	State provides additional GT support staff (Q13) Where they deliver services (Q14)
Alabama	1. Monitoring program compliance 2. Providing technical assistance by telephone 3. Providing professional and staff development	No
Alaska	1. Providing technical assistance by telephone 2. Providing technical assistance to LEAs in the field 3. Responding to parental questions	No
Arizona	1. Providing technical assistance by telephone 2. Responding to parental questions 3. Monitoring program compliance	No
Arkansas	1. Monitoring program compliance 2. Other: Providing technical assistance by email or telephone 3. Providing professional and staff development	Yes Regionally
California	1. Responding to parental questions 2. Providing technical assistance by telephone 3. Providing technical assistance to LEAs in the field	No
Colorado	1. Other: Providing technical assistance to LEAs and community members by email or webinar 2. Serving on task forces and committees 3. Developing statewide policy and/or guidelines	Yes Regionally District level
Connecticut	1. Grants management 2. Responding to parental questions	No
Delaware	1. Serving on task forces and committees 2. Developing statewide policy and/or guidelines 3. Monitoring program compliance	No
D.C.	1. Developing statewide policy and/or guidelines 2. Providing technical assistance to LEAs in the field 3. Providing technical assistance by telephone	No
Florida	1. Providing technical assistance by telephone 2. Responding to parental questions 3. Monitoring program compliance	No
Georgia	1. Developing statewide policy and/or guidelines 2. Providing professional and staff development 3. Responding to parental questions	No

	Major responsibilities of SEA designated personnel ranked by time (Q12)	State provides additional GT support staff (Q13) Where they deliver services (Q14)
Guam	1. Grants management 2. Monitoring program compliance 3. Providing professional and staff development	Yes School building level
Hawaii	1. Providing technical assistance by telephone 2. Responding to parental questions 3. Providing professional and staff development	No
Idaho		
Illinois	1. Providing technical assistance by telephone 2. Serving on task forces and committees 3. Developing statewide policy and/or guidelines	No
Indiana	1. Grants management 2. Providing technical assistance by telephone 3. Monitoring program compliance	Yes Regionally
Iowa	1. Other: technical assistance by phone/email to LEAs and questions from parents 2. Other: technical assistance and professional development to LEAs through Area Education Agency system. 3. Other: Collaboration with school improvement consultants in monitoring program compliance site visits - on a LEA five year rotation	Yes Regionally *See Table 39*
Kansas	1. Providing technical assistance to LEAs in the field 2. Responding to parental questions 3. Providing technical assistance by telephone	Yes Regionally District level School building level
Kentucky	1. Providing technical assistance to LEAs in the field 2. Providing professional and staff development 3. Serving on task forces and committees	No
Louisiana	1. Providing technical assistance to LEAs in the field 2. Providing technical assistance by telephone 3. Responding to parental questions	No
Maine	1. Developing statewide policy and/or guidelines 2. Providing technical assistance by telephone 3. Monitoring program compliance	Yes District level
Maryland	1. Providing professional and staff development 2. Providing technical assistance by telephone 3. Grants management	No
Massachusetts		
Michigan		

	Major responsibilities of SEA designated personnel ranked by time (Q12)	State provides additional GT support staff (Q13) Where they deliver services (Q14)
Minnesota	1. Providing professional and staff development 2. Providing technical assistance by telephone 3. Responding to parental questions	No
Mississippi	1. Monitoring program compliance 2. Providing technical assistance by telephone 3. Providing technical assistance to LEAs in the field	No
Missouri	1. Monitoring program compliance 2. Providing technical assistance by telephone 3. Liaison to statewide association for the gifted	No
Montana	1. Providing technical assistance to LEAs in the field 2. Grants management 3. Providing professional and staff development	No
Nebraska	1. Providing technical assistance to LEAs in the field 2. Providing professional and staff development 3. Monitoring program compliance	No
Nevada		
New Hampshire	1. Responding to parental questions 2. Liaison to statewide association for the gifted 3. Grants management	No
New Jersey	1. Providing technical assistance by telephone 2. Responding to parental questions 3. Providing technical assistance to LEAs in the field	No
New Mexico		
New York		
North Carolina	1. Other: Providing support to LEAs, onsite assistance, monitoring for improvement, PD, phone and email assistance. 2. Developing statewide policy and/or guidelines 3. Serving on task forces and committees	No
North Dakota		
Ohio	1. Providing technical assistance by telephone 2. Monitoring program compliance 3. Responding to parental questions	No
Oklahoma	1. Providing technical assistance by telephone 2. Monitoring program compliance 3. Responding to parental questions	No

	Major responsibilities of SEA designated personnel ranked by time (Q12)	State provides additional GT support staff (Q13) Where they deliver services (Q14)
Oregon	1. Responding to parental questions 2. Providing technical assistance by telephone 3. Providing technical assistance to LEAs in the field	No
Pennsylvania	1. Monitoring program compliance 2. Providing technical assistance to LEAs in the field 3. Providing professional and staff development	Yes Regionally
Rhode Island		No
South Carolina	1. Providing professional and staff development 2. Monitoring program compliance 3. Grants management	No
South Dakota	1. Responding to parental questions 2. Providing technical assistance by telephone 3. Liaison to statewide association for the gifted	No
Tennessee	1. Providing technical assistance by telephone 2. Responding to parental questions 3. Providing professional and staff development	No
Texas	1. Providing technical assistance to LEAs in the field 2. Grants management 3. Other: Providing technical assistance by email	Yes Regionally District level School building level
Utah	1. Providing technical assistance to LEAs in the field 2. Providing professional and staff development 3. Monitoring program compliance	No
Vermont		
Virginia	1. Other: Academic year and summer Gov. Schools 2. Providing technical assistance by telephone 3. Responding to parental questions 4. Other: liaison to various organizations, statewide and regional, for gifted education	No
Washington	1. Grants management 2. Providing technical assistance by telephone 3. Monitoring program compliance	No
West Virginia	1. Providing technical assistance by telephone 2. Responding to parental questions 3. Grants management	No

	Major responsibilities of SEA designated personnel ranked by time (Q12)	State provides additional GT support staff (Q13) Where they deliver services (Q14)
Wisconsin	1. Developing statewide policy and/or guidelines 2. Providing professional and staff development 3. Responding to parental questions	No
Wyoming	1. Monitoring program compliance 2. Providing technical assistance by telephone 3. Responding to parental questions	No
Summary	*Responses: 43* **States listing in top three:** Providing technical assistance by telephone: 26 Responding to parental questions: 21 Monitoring program compliance: 18 Providing professional and staff development: 15 Providing technical assistance to LEAs in the field: 14 Grants management: 10 Developing statewide policies and/or guidelines: 8 Serving on task forces and committees: 5 Liaison to statewide association for the gifted: 3 Other: 6	*Responses: 44, 9* No: 35 Yes: 9 Regionally: 7 District level: 4 School building level: 3

TABLE 3: STATE REPORTING

	State-published report (Q15) URL (Q16)	GT indicators on district report cards (Q18, Q19)
Alabama	No	No
Alaska	No	No
Arizona	No	Not specified
Arkansas	Yes The annual report is not online but will be beginning fall 2013.	Number of identified gifted students Availability of AP/International Baccalaureate classes Other: Community Involvement, Staff Development, Personnel, Identification, Program Options, Curriculum, and Evaluation
California	No	No
Colorado	Yes www.cde.state.co.us/gt/index.htm	Number of identified gifted students The achievement/performance of gifted students (as a separate group) The learning growth of gifted students (as a separate group) Other: Beginning in 2013-14, districts will complete a gifted education program addendum as a portion of the district's Unified Improvement Plan.
Connecticut	No	No
Delaware	No	No
D.C.	No	No
Florida	No	No
Georgia	No	Number of identified gifted students Availability of AP/International Baccalaureate classes
Guam	No	Number of identified gifted students The achievement/performance of gifted students (as a separate group)
Hawaii	Yes gt.k12.hi.us	No
Idaho		
Illinois	No	No
Indiana	No	Number of identified gifted students

	State-published report (Q15) URL (Q16)	GT indicators on district report cards (Q18, Q19)
Iowa	No	Number of identified gifted students The achievement/performance of gifted students (as a separate group) The learning growth of gifted students (as a separate group) Availability of AP/International Baccalaureate classes Other: Data on the above indicators is collected. The information is not reported out in the Annual Condition of Education Report published by the Iowa Department of Education.
Kansas	No	No
Kentucky	Yes education.ky.gov/specialed/GT/Pages/Gifted-and-Talented-Resources.aspx	Number of identified gifted students The achievement/performance of gifted students (as a separate group) The learning growth of gifted students (as a separate group)
Louisiana	No	Number of identified gifted students
Maine	No	Number of identified gifted students The learning growth of gifted students (as a separate group)
Maryland	No	Number of identified gifted students Other: Program goals, objectives, and strategies
Massachusetts		
Michigan		
Minnesota	Yes education.state.mn.us/MDE/Welcome/Legis/LegisRep/	Other: When and how students are identified as gifted and talented, the availability of programs and services, the annual number of hours of staff training in instructional strategies and affective needs of gifted and talented learners, the type of acceleration(s) available
Mississippi	No	No
Missouri	No	Number of identified gifted students Other: If program is state approved and the % of students served
Montana	No	Other: Districts have to certify that they identify and serve gifted students; however, they do not have to provide any supporting documentation or data.
Nebraska	No	No
Nevada		
New Hampshire	No	No
New Jersey	No	No
New Mexico		
New York		

	State-published report (Q15) URL (Q16)	GT indicators on district report cards (Q18, Q19)
North Carolina	No	The achievement/performance of gifted students (as a separate group) The learning growth of gifted students (as a separate group) Availability of AP/International Baccalaureate classes
North Dakota		
Ohio	No	Number of identified gifted students The achievement/performance of gifted students (as a separate group) The learning growth of gifted students (as a separate group) Availability of AP/International Baccalaureate classes Other: Level of services provided to gifted students.
Oklahoma	Yes ok.gov/sde/gifted-and-talented-education#Annual Reports	No
Oregon	No	Number of identified gifted students The achievement/performance of gifted students (as a separate group)
Pennsylvania	No	No
Rhode Island	No	No
South Carolina	No	Number of identified gifted students The achievement/performance of gifted students (as a separate group) The learning growth of gifted students (as a separate group) Availability of AP/International Baccalaureate classes
South Dakota	No	No
Tennessee	No	No
Texas	No	Number of identified gifted students Availability of AP/International Baccalaureate classes Other: Number of teachers by G/T program
Utah	Yes The report goes to the legislature and is not posted on the Utah State Office website.	No
Vermont		
Virginia	Yes www.doe.virginia.gov/statistics_reports/gifted/index.shtml	No
Washington	Yes www.k12.wa.us/HighlyCapable/reports.aspx	No

	State-published report (Q15) URL (Q16)	GT indicators on district report cards (Q18, Q19)
West Virginia	Yes wvde.state.wv.us/osp/gifteddata-reports.html	No
Wisconsin	No	No
Wyoming	No	No
Summary	*Responses: 44, 10* No: 34 Yes: 10	*Responses: 44, 19* No: 25 Yes: 19 Number of identified gifted students: 15 Achievement/performance of gifted students: 8 Learning growth of gifted students: 7 Availability of AP/International Baccalaureate classes: 7 Other: 9 Not specified: 1

TABLE 4: IMPACT OF FORCES ON DELIVERY OF GIFTED EDUCATION SERVICES (PART 1)

	Rate each force in terms of the positive or negative effects on gifted education. (Q21)						
	Focus on growth for accountability	Changed state education funding	State assessments	Standards-based education	State mandate	Lack of state mandate	Federal focus on struggling learners
Alabama	Slightly positive	Slightly positive	Neutral	Very negative	Very positive	Not applicable	Negative
Alaska	Neutral	Neutral	Neutral	Neutral		Neutral	Neutral
Arizona	Very positive	Negative	Neutral	Positive	Positive	Not applicable	Neutral
Arkansas	Slightly positive	Not applicable	Neutral	Neutral	Very positive	Not applicable	Slightly negative
California	Not applicable	Negative	Neutral	Positive	Neutral	Negative	Neutral
Colorado	Very positive	Slightly negative	Positive	Positive	Very positive	Not applicable	Very negative
Connecticut	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Delaware	Positive	Slightly positive	Positive	Neutral	Not applicable	Positive	Slightly positive
D.C.	Neutral	Slightly positive	Neutral	Neutral	Not applicable	Negative	Slightly negative
Florida	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Georgia	Very positive	Very positive	Very positive	Very positive	Very positive	Not applicable	Slightly negative
Guam	Positive	Positive	Not applicable	Positive	Positive	Not applicable	Positive
Hawaii	Neutral	Slightly positive	Neutral	Neutral	Not applicable	Slightly negative	Slightly negative
Idaho							
Illinois	Slightly positive	Not applicable	Very negative	Very positive	Not applicable	Neutral	Slightly positive
Indiana	Positive	Slightly negative	Negative	Neutral	Positive	Not applicable	Slightly negative
Iowa	*See Table 39*						
Kansas	Positive	Negative	Slightly positive	Positive	Positive	Not applicable	Neutral
Kentucky	Very positive	Negative	Slightly positive	Positive	Positive	Neutral	Slightly negative
Louisiana	Slightly positive	Neutral	Slightly positive	Slightly positive	Slightly positive	Not applicable	Slightly negative
Maine	Positive	Not applicable	Not applicable	Positive	Very positive	Not applicable	Negative
Maryland	Neutral	Not applicable	Very negative	Slightly negative	Positive	Not applicable	Very negative
Massachusetts							
Michigan							

	Rate each force in terms of the positive or negative effects on gifted education. (Q21)						
	Focus on growth for accountability	Changed state education funding	State assessments	Standards-based education	State mandate	Lack of state mandate	Federal focus on struggling learners
Minnesota	Very positive	Neutral	Neutral	Neutral	Positive	Negative	Negative
Mississippi	Negative	Slightly negative	Negative	Slightly positive	Very positive	Not applicable	Neutral
Missouri	Neutral	Very negative	Slightly negative	Neutral	Neutral	Very negative	Negative
Montana	Slightly positive	Negative	Negative	Negative	Neutral	Neutral	Slightly negative
Nebraska	Very positive	Neutral	Very positive	Very positive	Neutral	Neutral	Negative
Nevada							
New Hampshire	Neutral	Not applicable	Slightly negative	Neutral	Not applicable	Very negative	Negative
New Jersey	Neutral	Neutral	Neutral	Positive	Positive		Neutral
New Mexico							
New York							
North Carolina	Positive	Not applicable	Neutral		Very positive	Not applicable	Negative
North Dakota							
Ohio	Very positive	Positive	Slightly positive	Positive	Not applicable	Neutral	Neutral
Oklahoma	Neutral	Slightly negative	Slightly negative	Positive	Very positive	Not applicable	Slightly negative
Oregon	Slightly positive	Not applicable	Positive	Positive	Very positive	Not applicable	Negative
Pennsylvania	Very positive	Negative	Slightly negative	Slightly positive	Slightly positive	Not applicable	Neutral
Rhode Island	Positive	Neutral	Very negative	Very negative	Neutral	Not applicable	Very negative
South Carolina	Positive	Negative	Neutral	Slightly positive	Very positive	Not applicable	Neutral
South Dakota							
Tennessee	Slightly positive	Neutral	Slightly positive	Slightly positive	Slightly positive	Neutral	Neutral
Texas	Not applicable	Not applicable	Positive	Positive	Positive	Not applicable	Slightly negative
Utah	Slightly positive	Neutral	Slightly positive	Slightly positive	Neutral	Negative	Negative
Vermont							
Virginia	Very positive	Positive	Negative	Negative	Positive	Not applicable	Negative
Washington	Positive	Slightly negative	Neutral	Neutral	Not applicable	Negative	Negative
West Virginia	Not applicable	Not applicable	Slightly positive	Slightly positive	Very positive	Not applicable	Slightly negative

	Rate each force in terms of the positive or negative effects on gifted education. (Q21)						
	Focus on growth for accountability	**Changed state education funding**	**State assessments**	**Standards-based education**	**State mandate**	**Lack of state mandate**	**Federal focus on struggling learners**
Wisconsin	Slightly positive	Negative	Slightly positive	Slightly positive	Positive	Not applicable	Negative
Wyoming	Positive	Neutral	Positive	Positive	Neutral	Very negative	Slightly positive
Summary	*Responses: 42* Very negative: 0 Negative: 1 Slightly negative: 0 Neutral: 9 Slightly positive: 9 Positive: 10 Very positive: 9 N/A: 4	*Responses: 42* Very negative: 1 Negative: 8 Slightly negative: 5 Neutral: 10 Slightly positive: 4 Positive: 3 Very positive: 1 N/A: 10	*Responses: 42* Very negative: 3 Negative: 4 Slightly negative: 4 Neutral: 13 Slightly positive: 8 Positive: 5 Very positive: 2 N/A: 3	*Responses: 41* Very negative: 2 Negative: 2 Slightly negative: 1 Neutral: 11 Slightly positive: 8 Positive: 13 Very positive: 3 N/A: 1	*Responses: 41* Very negative: 0 Negative: 0 Slightly negative: 0 Neutral: 8 Slightly positive: 3 Positive: 11 Very positive: 11 N/A: 8	*Responses: 41* Very negative: 3 Negative: 5 Slightly negative: 1 Neutral: 8 Slightly positive: 0 Positive: 1 Very positive: 0 N/A: 23	*Responses: 42* Very negative: 3 Negative: 12 Slightly negative: 11 Neutral: 11 Slightly positive: 3 Positive: 1 Very positive: 0 N/A: 1

TABLE 5: IMPACT OF FORCES ON DELIVERY OF GIFTED EDUCATION SERVICES (PART 2)

	Rate each force in terms of the positive or negative effects on gifted education. (Q21)						
	Professional development initiatives	**State accreditation**	**Lack of federal recognition of GT students**	**Site-based decision making**	**Ability grouping debate**	**Changed state GT education funding**	**Compliance/ monitoring**
Alabama	Neutral	Neutral	Very negative	Slightly negative	Neutral	Slightly positive	Positive
Alaska	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Arizona	Slightly positive	Not applicable	Very negative	Neutral	Positive	Negative	Slightly positive
Arkansas	Positive	Positive	Slightly negative	Positive	Neutral	Not applicable	Very positive
California	Slightly negative	Not applicable	Negative	Neutral	Slightly negative	Negative	Not applicable
Colorado	Very positive	Very positive	Very negative	Slightly negative	Slightly negative	Slightly negative	Very positive
Connecticut	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Delaware	Neutral	Neutral	Neutral	Positive	Positive	Positive	Neutral
D.C.	Slightly positive	Negative	Negative	Neutral	Slightly negative	Not applicable	Not applicable
Florida	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Georgia	Very positive	Very positive	Very negative	Slightly negative	Slightly negative	Very positive	Very positive
Guam	Positive	Not applicable	Not applicable	Positive	Not applicable	Positive	Positive
Hawaii	Not applicable	Not applicable	Negative	Negative	Neutral	Negative	Not applicable
Idaho							
Illinois	Negative	Very positive	Neutral	Very positive	Neutral	Not applicable	Not applicable
Indiana	Neutral	Neutral	Very negative	Slightly negative	Negative	Neutral	Slightly positive
Iowa	*See Table 39*						
Kansas	Positive	Positive	Slightly negative	Slightly negative	Slightly positive	Not applicable	Slightly positive
Kentucky	Slightly positive	Not applicable	Negative	Slightly negative	Neutral	Very negative	Neutral
Louisiana	Slightly positive	Neutral	Very negative	Negative	Slightly negative	Neutral	Slightly positive
Maine	Neutral	Slightly positive	Neutral	Very positive	Neutral	Not applicable	Very positive
Maryland	Very positive	Not applicable	Negative	Very negative	Very negative	Not applicable	Slightly positive
Massachusetts							
Michigan							

	Rate each force in terms of the positive or negative effects on gifted education. (Q21)						
	Professional development initiatives	State accreditation	Lack of federal recognition of GT students	Site-based decision making	Ability grouping debate	Changed state GT education funding	Compliance/ monitoring
Minnesota	Neutral	Not applicable	Negative	Slightly negative	Slightly positive	Not applicable	Not applicable
Mississippi	Slightly positive	Neutral	Negative	Neutral	Slightly negative	Negative	Positive
Missouri	Neutral	Negative	Very negative	Negative	Negative	Very negative	Slightly positive
Montana	Slightly positive	Slightly positive	Very negative	Slightly negative	Neutral	Neutral	Neutral
Nebraska	Very positive	Very positive	Very negative	Neutral	Neutral	Neutral	Neutral
Nevada							
New Hampshire	Not applicable	Not applicable	Negative	Slightly positive	Slightly negative	Not applicable	Not applicable
New Jersey	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Slightly positive
New Mexico							
New York							
North Carolina	Positive	Not applicable	Slightly negative	Neutral	Slightly positive	Not applicable	Very positive
North Dakota							
Ohio	Positive	Not applicable	Neutral	Neutral	Slightly negative	Very positive	Positive
Oklahoma	Not applicable	Slightly positive	Neutral	Neutral	Slightly positive	Not applicable	Positive
Oregon	Positive	Positive	Negative	Slightly negative	Neutral	Very negative	Not applicable
Pennsylvania	Very positive	Slightly negative	Neutral	Slightly negative	Slightly negative	Not applicable	Very positive
Rhode Island	Not applicable	Neutral	Very negative	Neutral	Neutral	Not applicable	Neutral
South Carolina	Positive	Slightly positive	Negative	Slightly negative	Neutral	Negative	Positive
South Dakota							
Tennessee	Very positive	Positive	Neutral	Slightly positive	Neutral	Neutral	Positive
Texas	Positive	Not applicable	Slightly negative	Slightly positive	Neutral	Not applicable	Not applicable
Utah	Neutral	Slightly positive	Negative	Negative	Neutral	Neutral	Slightly positive
Vermont							
Virginia	Slightly positive	Neutral	Very negative	Neutral	Neutral	Neutral	Slightly positive
Washington	Neutral	Not applicable	Slightly negative	Slightly negative	Negative	Slightly negative	Positive
West Virginia	Positive	Not applicable	Negative	Not applicable	Not applicable	Not applicable	Not applicable

	Rate each force in terms of the positive or negative effects on gifted education. (Q21)						
	Professional development initiatives	**State accreditation**	**Lack of federal recognition of GT students**	**Site-based decision making**	**Ability grouping debate**	**Changed state GT education funding**	**Compliance/ monitoring**
Wisconsin	Positive	Not applicable	Negative	Slightly positive	Slightly positive	Not applicable	Slightly positive
Wyoming	Negative	Positive	Very negative	Negative	Slightly negative	Slightly negative	Slightly positive
Summary	*Responses: 42* Very negative: 0 Negative: 2 Slightly negative: 1 Neutral: 11 Slightly positive: 7 Positive: 10 Very positive: 6 N/A: 5	*Responses: 42* Very negative: 0 Negative: 2 Slightly negative: 1 Neutral: 10 Slightly positive: 5 Positive: 5 Very positive: 4 N/A: 15	*Responses: 42* Very negative: 12 Negative: 13 Slightly negative: 5 Neutral: 10 Slightly positive: 0 Positive: 0 Very positive: 0 N/A: 2	*Responses: 42* Very negative: 1 Negative: 5 Slightly negative: 12 Neutral: 13 Slightly positive: 4 Positive: 3 Very positive: 2 N/A: 2	*Responses: 42* Very negative: 1 Negative: 3 Slightly negative: 10 Neutral: 18 Slightly positive: 5 Positive: 2 Very positive: 0 N/A: 3	*Responses: 42* Very negative: 3 Negative: 5 Slightly negative: 3 Neutral: 10 Slightly positive: 1 Positive: 2 Very positive: 2 N/A: 16	*Responses: 42* Very negative: 0 Negative: 0 Slightly negative: 0 Neutral: 7 Slightly positive: 11 Positive: 8 Very positive: 6 N/A: 10

TABLE 6: IMPACT OF FORCES ON DELIVERY OF GIFTED EDUCATION SERVICES (PART 3)

	Rate each force in terms of the positive or negative effects on gifted education. (Q21)						
	Lack of compliance/ monitoring	**Decreased general education formula**	**Charter schools**	**Differentiated instruction**	**Focus on needs in STEM**	**Response to Intervention framework**	**Acceleration implementation**
Alabama	Negative	Neutral	Not applicable	Neutral	Slightly positive	Very negative	Very positive
Alaska	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Arizona	Neutral	Not applicable	Neutral	Slightly positive	Slightly positive	Slightly positive	Positive
Arkansas	Not applicable	Positive	Slightly negative	Positive	Very positive	Neutral	Positive
California	Negative	Not applicable	Not applicable	Positive	Positive	Positive	Positive
Colorado	Not applicable	Very positive	Neutral	Very positive	Positive	Very positive	Very positive
Connecticut	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Delaware	Neutral	Neutral	Slightly positive	Slightly negative	Slightly negative	Slightly positive	Neutral
D.C.	Not applicable	Negative	Negative	Positive	Slightly positive	Slightly positive	Neutral
Florida	Neutral	Neutral	Neutral	Positive	Slightly positive	Slightly positive	Slightly positive
Georgia	Slightly positive	Very positive	Very positive	Very positive	Very positive	Slightly positive	Positive
Guam	Not applicable	Not applicable	Slightly negative	Positive	Positive	Not applicable	Positive
Hawaii	Slightly positive	Not applicable	Neutral	Positive	Slightly positive	Neutral	Slightly positive
Idaho							
Illinois	Not applicable	Very positive	Not applicable	Very positive	Not applicable	Very positive	Positive
Indiana	Neutral	Neutral	Neutral	Slightly negative	Slightly positive	Slightly positive	Slightly positive
Iowa	*See Table 39*						
Kansas	Not applicable	Positive	Not applicable	Very positive	Very positive	Very positive	Slightly negative
Kentucky	Neutral	Not applicable	Not applicable	Very positive	Positive	Positive	Positive
Louisiana	Neutral	Neutral	Slightly negative	Very positive	Positive	Neutral	Slightly positive
Maine	Slightly negative	Slightly positive	Slightly negative	Positive	Positive	Slightly positive	Very positive
Maryland	Not applicable	Not applicable	Neutral	Positive	Slightly negative	Neutral	Neutral
Massachusetts							
Michigan							

	Rate each force in terms of the positive or negative effects on gifted education. (Q21)						
	Lack of compliance/ monitoring	Decreased general education formula	Charter schools	Differentiated instruction	Focus on needs in STEM	Response to Intervention framework	Acceleration implementation
Minnesota	Slightly negative	Not applicable	Slightly positive	Very positive	Positive	Slightly positive	Very positive
Mississippi	Not applicable	Neutral	Neutral	Neutral	Very positive	Neutral	Neutral
Missouri	Very negative	Negative	Neutral	Slightly negative	Neutral	Neutral	Slightly positive
Montana	Very negative	Slightly positive	Neutral	Slightly positive	Slightly positive	Slightly positive	Slightly positive
Nebraska	Neutral	Very positive	Very negative	Very positive	Positive	Positive	Neutral
Nevada							
New Hampshire	Slightly negative	Not applicable	Slightly positive	Slightly negative	Neutral	Negative	Negative
New Jersey		Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
New Mexico							
New York							
North Carolina	Not applicable	Not applicable	Neutral	Positive	Positive	Slightly positive	Positive
North Dakota							
Ohio	Not applicable	Not applicable	Not applicable	Positive	Positive	Slightly positive	Very positive
Oklahoma	Not applicable	Slightly positive	Neutral	Slightly positive	Very positive	Not applicable	Neutral
Oregon	Slightly negative	Positive	Not applicable	Positive	Negative	Negative	Positive
Pennsylvania	Negative	Slightly negative	Neutral	Positive	Very positive	Slightly positive	Positive
Rhode Island	Not applicable	Not applicable	Not applicable	Not applicable	Positive	Neutral	Not applicable
South Carolina	Not applicable	Slightly positive	Neutral	Positive	Slightly positive	Slightly positive	Not applicable
South Dakota							
Tennessee	Neutral	Positive	Neutral	Positive	Positive	Neutral	Neutral
Texas	Not applicable	Not applicable	Neutral	Positive	Slightly positive	Neutral	Slightly positive
Utah	Neutral	Slightly positive	Slightly negative	Slightly positive	Positive	Positive	Slightly negative
Vermont							
Virginia	Not applicable	Neutral	Neutral	Slightly negative	Slightly positive	Neutral	Neutral
Washington	Negative	Not applicable	Not applicable	Positive	Slightly positive	Slightly positive	Slightly positive
West Virginia	Not applicable	Not applicable	Not applicable	Not applicable	Slightly positive	Slightly negative	Not applicable

	Rate each force in terms of the positive or negative effects on gifted education. (Q21)						
	Lack of compliance/ monitoring	**Decreased general education formula**	**Charter schools**	**Differentiated instruction**	**Focus on needs in STEM**	**Response to Intervention framework**	**Acceleration implementation**
Wisconsin	Not applicable	Not applicable	Negative	Slightly positive	Slightly negative	Positive	Slightly positive
Wyoming	Slightly negative	Positive	Neutral	Positive	Not applicable	Slightly positive	Neutral
Summary	*Responses: 41* Very negative: 2 Negative: 4 Slightly negative: 5 Neutral: 10 Slightly positive: 2 Positive: 0 Very positive: 0 N/A: 18	*Responses: 42* Very negative: 3 Negative: 10 Slightly negative: 6 Neutral: 9 Slightly positive: 0 Positive: 0 Very positive: 0 N/A: 14	*Responses: 42* Very negative: 1 Negative: 2 Slightly negative: 5 Neutral: 19 Slightly positive: 3 Positive: 0 Very positive: 1 N/A: 11	*Responses: 42* Very negative: 0 Negative: 0 Slightly negative: 5 Neutral: 4 Slightly positive: 5 Positive: 17 Very positive: 8 N/A: 3	*Responses: 42* Very negative: 0 Negative: 1 Slightly negative: 3 Neutral: 4 Slightly positive: 12 Positive: 13 Very positive: 6 N/A: 3	*Responses: 42* Very negative: 1 Negative: 2 Slightly negative: 1 Neutral: 12 Slightly positive: 15 Positive: 5 Very positive: 3 N/A: 3	*Responses: 42* Very negative: 0 Negative: 1 Slightly negative: 2 Neutral: 11 Slightly positive: 9 Positive: 10 Very positive: 5 N/A: 4

TABLE 7: IMPACT OF FORCES ON DELIVERY OF GIFTED EDUCATION SERVICES (PART 4)

	Rate each force in terms of the positive or negative effects on gifted education. (Q21)			Other positive or negative forces affecting gifted education (Q22)
	Common Core State Standards	Effective teacher/ principal reform	Implementation of Common Core	
Alabama	Very negative	Neutral	Negative	Attitudes and misperceptions of gifted learners, lack of accountability for gifted learners
Alaska	Neutral	Neutral	Neutral	
Arizona	Positive	Neutral	Positive	Positive: Increase in the number of active parent organizations affiliated with our state's gifted education association.
Arkansas	Positive	Slightly positive	Positive	Positives: Implementation of an online program approval application; scheduling of gifted and talented monitoring to align with Standards Assurance/ Accreditation monitoring; Arkansas Governor's School returning to a six-weeks program; passage of legislation and funding for APTIP (Advanced Placement Training and Incentive Program Negatives: In 2010 there was a decrease in funding for the grants given to the regional education service cooperatives for Gifted and Talented Specialists positions.
California	Slightly positive	Positive	Positive	GATE in CA is a local decision and since GATE has been a flexibility provision, parents have called the CDE concerned that funding has been cut for their districts' GATE programs.
Colorado	Positive	Very positive	Positive	The regional infrastructure funded through a state grant provides qualified personnel and technical assistance in 10 educational regions. Colorado's recently passed legislation: 1) all kindergartners must have a readiness plan based upon strengths and needs; and 2) the READ Act, a literacy law, includes provisions for advanced readers. Cross unit/departmental work and collaboration at the Colorado Department of Education foster a positive mindset, common messages, inclusive guidelines, and support for gifted students and their families. The inclusion of gifted students in the accountability and accreditation conversation has/will have promise for far-reaching positive outcomes for gifted students. The Office of Gifted Education encourages a partnership with the Colorado Association for Gifted Children for benefit of students and families.
Connecticut	Not applicable	Not applicable	Not applicable	The only mandate from the state on gifted and talented education is identification of children who might be gifted and talented. While no service is mandated, school districts usually provide some kind of enrichment programs for students who are identified as gifted and talented.
Delaware	Neutral	Positive	Neutral	Policy and decision makers are personally experiencing educational challenges within their own families or within families of their constituents. This awareness is driving action within our legislature and our state board of education to create state policy.
D.C.	Slightly positive	Slightly positive	Slightly positive	

	Rate each force in terms of the positive or negative effects on gifted education. (Q21)			Other positive or negative forces affecting gifted education (Q22)
	Common Core State Standards	Effective teacher/ principal reform	Implementation of Common Core	
Florida	Positive	Neutral	Positive	
Georgia	Very positive	Very positive	Very positive	Positive forces: increased funding, increase in selection of delivery model options, increase focus on instruction for able learners (especially in math and sciences)
Guam	Positive	Not applicable	Positive	
Hawaii	Slightly positive	Neutral	Slightly positive	Lack of categorical funding to organize professional development for teachers and hold conferences with national figures.
Idaho				
Illinois	Very positive	Very positive	Very positive	
Indiana	Neutral	Slightly negative	Neutral	
Iowa	*See Table 39*			
Kansas	Very positive	Positive	Positive	As more districts throughout Kansas implement the Kansas Multi-Tier System of Supports (MTSS) framework, gifted students are receiving more specialized instruction to meet their needs within the regular education classroom (in addition to Gifted Services). MTSS is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs.
Kentucky	Positive	Neutral	Positive	
Louisiana	Neutral	Neutral	Slightly positive	No federal support, financially or regulatory; lack of understanding of appropriate programming for gifted and talented.
Maine	Positive	Neutral	Slightly positive	Positive: mandate, funding, GT endorsement Negative: If districts do not have a GT program, even though we have a mandate, there are no consequences
Maryland	Slightly negative	Neutral	Slightly negative	Maryland GT programs are locally funded and locally controlled. This has a negative impact on gifted education because there is a lack of consistency in the quality and quantity of services provided depending on what school a child attends. However, in 2012, the State Board adopted minimum standards for gifted and talented education identification, services, and professional development. These new regulations are a potentially positive force.
Massachusetts				
Michigan				

	Rate each force in terms of the positive or negative effects on gifted education. (Q21)			Other positive or negative forces affecting gifted education (Q22)
	Common Core State Standards	Effective teacher/ principal reform	Implementation of Common Core	
Minnesota	Slightly positive	Positive	Slightly positive	Positive forces: High quality professional development opportunities; Increased educator and parent understanding of twice exceptional needs; Expanded levels of school services include full-time program options; Mandated acceleration procedures; Expanded access to online education;Expanded access to dual enrollment options and funding
Mississippi	Positive	Neutral	Slightly positive	
Missouri	Neutral	Slightly positive	Neutral	
Montana	Slightly positive	Neutral	Slightly positive	
Nebraska	Very negative	Very positive	Very negative	
Nevada				
New Hampshire	Neutral	Neutral	Neutral	Cultural bias in region against concept of "giftedness"- "all students are gifted"
New Jersey	Neutral	Neutral	Neutral	
New Mexico				
New York				
North Carolina	Positive	Slightly positive	Positive	Positive forces include: State Board of Education policies ; Inclusion in various initiatives; Professional development opportunities; Gifted students in READY accountability reporting system; Development of Credit by Demonstrated Mastery policy; AIG~IRP, Instructional Resources Project based on differentiation of state standards Challenging Forces: General Education funding issues; Misguided perceptions of gifted student needs
North Dakota				
Ohio	Positive	Positive	Positive	
Oklahoma	Very positive	Neutral	Positive	
Oregon	Very positive	Very positive	Very positive	Limited state funding with no flow through funding formula for districts to implement required State Mandate for Talented and Gifted Education, despite the Legislation to study the problem for one year. The result was still no funding for districts.

	Rate each force in terms of the positive or negative effects on gifted education. (Q21)			Other positive or negative forces affecting gifted education (Q22)
	Common Core State Standards	Effective teacher/ principal reform	Implementation of Common Core	
Pennsylvania	Positive	Positive	Positive	Lack of adequate professional development for administrators, teachers and support personnel. Teachers of gifted students often lack certification in the subjects and/or grade levels that they teach. General Education teachers need more training on how to meet the individual needs of gifted/advanced learners. Gifted education services are mandated but there is no funding.
Rhode Island	Neutral	Positive	Neutral	
South Carolina	Positive	Slightly negative	Positive	The main issues are funding related: Due to cuts district GT coordinator turnover and re-assignment of duties to those who may not have a background in GT; Failure to adhere to state law on the level of funding for GT- due to education cuts in the budget and due to increased flexibility (which is raising the number of students served by removing regulatory mandates)
South Dakota				
Tennessee	Slightly positive	Slightly positive	Slightly positive	
Texas	Not applicable	Positive	Not applicable	
Utah	Neutral	Slightly negative	Neutral	State funding has remained the same for the last few years. LEAs are not keeping up because student population growth has not been funded in the WPU.
Vermont				
Virginia	Not applicable	Not applicable	Not applicable	Negatively: retirement of gifted coordinators (loss of knowledge base); additional assignments to gifted coordinators that do not deal with gifted education; reassignment of gifted education responsibilities to individuals without a background in gifted education. Positively: revision of the gifted education competencies and endorsement requirements; technical review of the gifted local plans for school divisions; more statistical information available to gifted coordinators.
Washington	Neutral	Slightly positive	Neutral	
West Virginia	Slightly positive	Not applicable	Slightly positive	
Wisconsin	Slightly positive	Slightly positive	Slightly positive	Reduced funding for public schools (negative impact on gifted education). Increased funding for private and parochial voucher schools (negative impact on gifted education). State legislation decimating unions for public employees (negative impact on gifted education). School district report cards have the potential to positively impact gifted education if we can include a related metric.

	Rate each force in terms of the positive or negative effects on gifted education. (Q21)			Other positive or negative forces affecting gifted education (Q22)
	Common Core State Standards	Effective teacher/ principal reform	Implementation of Common Core	
Wyoming	Positive	Positive	Positive	
Summary	*Responses: 42* Very negative: 2 Negative: 0 Slightly negative: 1 Neutral: 10 Slightly positive: 8 Positive: 13 Very positive: 5 N/A: 3	*Responses: 42* Very negative: 0 Negative: 0 Slightly negative: 3 Neutral: 14 Slightly positive: 7 Positive: 9 Very positive: 5 N/A: 4	*Responses: 42* Very negative: 1 Negative: 1 Slightly negative: 1 Neutral: 9 Slightly positive: 10 Positive: 14 Very positive: 3 N/A: 3	*Responses: 22*

TABLE 8: AREAS NEEDING ATTENTION IN GIFTED EDUCATION (PART 1)

	Rate degree of attention needed in each of the following areas of gifted education. (Q23)					
	Inclusion of underrepresented students in GT	Funding for gifted education	Funding for professional training in gifted education	Mastery of the disciplines among teachers of the gifted	National mandate for gifted education	Program evaluation in gifted education
Alabama	In need	Most in need	Most in need	In need	Most in need	Not in need
Alaska	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Arizona	In need	Most in need	Most in need	Neutral	Most in need	In need
Arkansas	Most in need	Neutral	Neutral	In need	Not in need	Not in need
California	Neutral	In need	In need	In need	Most in need	In need
Colorado	In need	Most in need	Most in need	In need	Most in need	Least in need
Connecticut	Most in need	Most in need	Most in need	Neutral	Neutral	Least in need
Delaware	In need	Neutral	In need	In need	Most in need	In need
D.C.	In need	In need	In need	Neutral	Neutral	Neutral
Florida	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Georgia	In need	In need	Most in need	In need	Most in need	Most in need
Guam	Not in need	Not in need	Not in need	Not in need	Not in need	Not in need
Hawaii	In need	Most in need	Most in need	In need	Most in need	Neutral
Idaho						
Illinois	In need	Most in need	Most in need	In need	Neutral	In need
Indiana	In need	In need	In need	In need	Most in need	In need
Iowa	*See Table 39*					
Kansas	In need	In need	In need	Neutral	In need	Neutral
Kentucky	Most in need	Most in need	Most in need	In need	Most in need	Most in need
Louisiana	In need	In need	Most in need	In need	Most in need	Neutral
Maine	In need	Neutral	Neutral	Not in need	In need	In need
Maryland	In need	In need	In need	Neutral	Most in need	In need
Massachusetts						
Michigan						

	Rate degree of attention needed in each of the following areas of gifted education. (Q23)					
	Inclusion of underrepresented students in GT	Funding for gifted education	Funding for professional training in gifted education	Mastery of the disciplines among teachers of the gifted	National mandate for gifted education	Program evaluation in gifted education
Minnesota	Most in need	In need	In need	In need	In need	In need
Mississippi	In need	In need	In need	In need	Neutral	In need
Missouri	In need	Most in need	In need	In need	Most in need	In need
Montana	In need	Most in need	Most in need	In need	Most in need	Most in need
Nebraska	Most in need	Most in need	Most in need	In need	In need	Neutral
Nevada						
New Hampshire	In need	In need	Most in need	Not in need	Not in need	Not in need
New Jersey						
New Mexico						
New York						
North Carolina	Most in need	Neutral	Neutral	In need	In need	Neutral
North Dakota						
Ohio	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Oklahoma	In need	In need	In need	Most in need	Neutral	Neutral
Oregon	In need	Most in need	In need	In need	Most in need	In need
Pennsylvania	In need	Most in need	Most in need	In need	Neutral	In need
Rhode Island	Neutral	Most in need	In need	In need	In need	In need
South Carolina	Most in need	Most in need	In need	In need	In need	In need
South Dakota						
Tennessee	In need	In need	In need	In need	Most in need	In need
Texas	In need	In need	In need	In need	Neutral	In need
Utah	In need	Most in need	In need	Neutral	In need	In need
Vermont						
Virginia	Neutral	Neutral	In need	Neutral	In need	Neutral
Washington	Most in need	Most in need	In need	In need	Not in need	Most in need
West Virginia	In need	Most in need	In need	Neutral	In need	In need

	Rate degree of attention needed in each of the following areas of gifted education. (Q23)					
	Inclusion of underrepresented students in GT	Funding for gifted education	Funding for professional training in gifted education	Mastery of the disciplines among teachers of the gifted	National mandate for gifted education	Program evaluation in gifted education
Wisconsin	Most in need	Most in need	Most in need	In need	Most in need	In need
Wyoming	In need	In need	In need	In need	Most in need	In need
Summary	*Responses: 41* Most in need: 9 In need: 25 Neutral: 6 Not in need: 1 Least in need: 0	*Responses: 41* Most in need: 18 In need: 14 Neutral: 8 Not in need: 1 Least in need: 0	*Responses: 41* Most in need: 14 In need: 20 Neutral: 6 Not in need: 1 Least in need: 0	*Responses: 41* Most in need: 1 In need: 26 Neutral: 11 Not in need: 3 Least in need: 0	*Responses: 41* Most in need: 17 In need: 10 Neutral: 10 Not in need: 4 Least in need: 0	*Responses: 41* Most in need: 4 In need: 20 Neutral: 11 Not in need: 4 Least in need: 2

TABLE 9: AREAS NEEDING ATTENTION IN GIFTED EDUCATION (PART 2)

	Rate degree of attention needed in each of the following areas of gifted education. (Q23)					
	Pre-service GT training at undergraduate level	Training for general education teachers in GT instruction	Assessing academic growth in gifted students	Teaching standards for licensure/ endorsement	Graduate level coursework in gifted education	Curriculum that differentiates state standards
Alabama	In need	Most in need	Most in need	Least in need	Least in need	In need
Alaska	Neutral	Neutral		Neutral	Neutral	Neutral
Arizona	Most in need	Most in need	In need	Neutral	Neutral	Neutral
Arkansas	In need	In need	Most in need	Not in need	Not in need	Neutral
California	In need	In need	Not in need	In need	In need	Not in need
Colorado	In need	In need	Least in need	Least in need	Least in need	Most in need
Connecticut	Neutral	Most in need	Most in need	Most in need	Neutral	Most in need
Delaware	In need	In need	Not in need	Not in need	Not in need	In need
D.C.	Not in need	In need	Neutral	In need	In need	Most in need
Florida	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Georgia	Most in need	Most in need	Most in need	In need	Most in need	In need
Guam	Not in need	Not in need	Not in need	Neutral	Neutral	Not in need
Hawaii	In need	Most in need	Most in need	In need	Most in need	In need
Idaho						
Illinois	Most in need	In need	In need	Neutral	Most in need	In need
Indiana	Most in need	In need	Most in need	Neutral	Neutral	In need
Iowa	*See Table 39*					
Kansas	In need	Most in need	In need	Neutral	Neutral	In need
Kentucky	In need	Most in need	Most in need	In need	In need	Most in need
Louisiana	In need	Most in need	In need	Not in need	In need	In need
Maine	Neutral	In need	In need	Not in need	Not in need	In need
Maryland	Neutral	In need	In need	Not in need	In need	Most in need
Massachusetts						
Michigan						

	Rate degree of attention needed in each of the following areas of gifted education. (Q23)					
	Pre-service GT training at undergraduate level	Training for general education teachers in GT instruction	Assessing academic growth in gifted students	Teaching standards for licensure/ endorsement	Graduate level coursework in gifted education	Curriculum that differentiates state standards
Minnesota	In need	In need	In need	In need	Not in need	In need
Mississippi	In need	In need	Neutral	Neutral	Neutral	Neutral
Missouri	In need	In need	In need	Not in need	Not in need	In need
Montana	Most in need	In need	Most in need	In need	In need	In need
Nebraska	In need	In need	Neutral	Neutral	In need	Neutral
Nevada						
New Hampshire	In need	In need	In need	In need	Most in need	In need
New Jersey						
New Mexico						
New York						
North Carolina	In need	In need	Most in need	Neutral	Neutral	In need
North Dakota						
Ohio	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Oklahoma	Most in need	Most in need	Not in need	Least in need	In need	Neutral
Oregon	In need	In need	In need	Most in need		In need
Pennsylvania	In need	In need	In need	Most in need	In need	In need
Rhode Island	In need	Most in need	Neutral	Neutral	Neutral	In need
South Carolina	In need	In need	In need	In need	In need	Most in need
South Dakota						
Tennessee	Most in need	Most in need	Neutral	In need	In need	In need
Texas	Neutral	Not in need	In need	Not in need	Not in need	In need
Utah	Most in need	In need	Most in need	In need	Neutral	In need
Vermont						
Virginia	In need	In need	Most in need	In need	In need	Neutral
Washington	Most in need	Most in need	Most in need	In need	In need	Most in need
West Virginia	Neutral	Neutral	In need	Neutral	Neutral	In need

	Rate degree of attention needed in each of the following areas of gifted education. (Q23)					
	Pre-service GT training at undergraduate level	Training for general education teachers in GT instruction	Assessing academic growth in gifted students	Teaching standards for licensure/ endorsement	Graduate level coursework in gifted education	Curriculum that differentiates state standards
Wisconsin	Most in need	Most in need	Most in need	Not in need	Not in need	In need
Wyoming	In need	Most in need	In need	Not in need	Not in need	In need
Summary	*Responses: 41* Most in need: 10 In need: 21 Neutral: 8 Not in need: 2 Least in need: 0	*Responses: 41* Most in need: 14 In need: 21 Neutral: 4 Not in need: 2 Least in need: 0	*Responses: 40* Most in need: 13 In need: 15 Neutral: 7 Not in need: 4 Least in need: 1	*Responses: 41* Most in need: 3 In need: 13 Neutral: 13 Not in need: 9 Least in need: 3	*Responses: 40* Most in need: 4 In need: 13 Neutral: 13 Not in need: 8 Least in need: 2	*Responses: 41* Most in need: 7 In need: 23 Neutral: 9 Not in need: 2 Least in need: 0

TABLE 10: AREAS NEEDING ATTENTION IN GIFTED EDUCATION (PART 3)

	Rate degree of attention needed in each of the following areas of gifted education. (Q23)		
	State definition of gifted	Use of alternative assessments	Other areas in greatest need of attention (Q24)
Alabama	Not in need	Neutral	Funding and teacher units
Alaska	Neutral	Neutral	
Arizona	Neutral	Neutral	
Arkansas	Least in need	In need	
California	Not in need	In need	
Colorado	Least in need	In need	In the coming two years, Colorado will attend to widespread conversation and integration of gifted student achievement and growth as a portion of each district's improvement plan. The regulations for implementation of state statute will be updated in the next two years.
Connecticut	In need	In need	The State Legislature and the State Department of Education need to give more attention to gifted and talented education.
Delaware	Not in need	Not in need	Delaware is in the greatest need of a framework for evaluating LEA plans for identifying gifted and talented students and serving the students that are identified. This protocol will need to be based on clear criterion and aligned to research and best practices throughout the country. As this effort becomes solidified, then additional funding will need to be secured to support LEA programs.
D.C.	Neutral	Neutral	
Florida	Not in need	Neutral	
Georgia	Most in need		
Guam	Not in need	Not in need	
Hawaii	Not in need	Neutral	Administrative rules and regulations are too broad and do not mandate a robust G/T program at the schools. Lack of funding does not allow PD for teachers to understand needs of G/T student.
Idaho			
Illinois	Neutral	Neutral	
Indiana	Neutral	Not in need	Professional training for administrators in the need for gifted education, the role of gifted education, and supervision of services.
Iowa	*See Table 39*		

	Rate degree of attention needed in each of the following areas of gifted education. (Q23)		
	State definition of gifted	Use of alternative assessments	Other areas in greatest need of attention (Q24)
Kansas	Neutral	In need	Continued professional development to assure teachers are aware of new research-based practices.
Kentucky	Not in need	In need	
Louisiana	Least in need	Neutral	Lack of rigorous enrichment opportunities for gifted or talented students at all grade levels
Maine	Not in need	Neutral	Reporting student growth in the arts and in the content areas.
Maryland	Not in need	Neutral	Shared responsibility and accountability for the needs of gifted students across departments and initiatives. The integration of gifted and talented education into school reform initiatives including the implementation of the Common Core, STEM, and the PARCC assessments
Massachusetts			
Michigan			
Minnesota	Not in need	Neutral	Continued advocacy, parental involvement, and a mandate to service would be optimal.
Mississippi	Neutral	Neutral	
Missouri	Neutral	Neutral	
Montana	Least in need	Neutral	
Nebraska	Neutral	In need	
Nevada			
New Hampshire	Most in need	Not in need	
New Jersey			
New Mexico			
New York			
North Carolina	Neutral	In need	Understanding of gifted education and students by leadership at school and district level. Attention of gifted student growth and achievement federally.
North Dakota			
Ohio	Neutral	Neutral	
Oklahoma	Least in need	Not in need	
Oregon	In need		Funding for TAG across the state.
Pennsylvania	Neutral	In need	Recognition of model districts for various components of gifted education. For example GIEP development, delivery of services, identification procedures and program evaluation.

	Rate degree of attention needed in each of the following areas of gifted education. (Q23)		Other areas in greatest need of attention (Q24)
	State definition of gifted	Use of alternative assessments	
Rhode Island	Not in need	Not in need	
South Carolina	Neutral	In need	Funding is the primary inhibitor at this point in time
South Dakota			
Tennessee	Not in need	In need	
Texas	Least in need	In need	Best practices or instructional strategies for G/T services for underrepresented students (bilingual, Low-SES, and twice-exceptional) Vertical alignment of G/T services
Utah	Neutral	In need	The above list identified the key area in Utah that need to be addressed. At the state quarterly meetings we have discussed some ideas on ways to help keep educators with a G/T endorsement current in the field and engaged in G/T statewide activities.
Vermont			
Virginia	Neutral	In need	Better understanding of recent testing measures and their uses and researched outcomes . . . a document that provides a collective review/evidence
Washington	Most in need	Most in need	
West Virginia	Neutral	Neutral	
Wisconsin	Least in need	In need	Attention to the "whole child," i.e., the socio-emotional needs of high ability students. Explicit examination of tools, methods, and procedures used to identify high ability/high potential students to analyze the underlying assumptions of giftedness they are based on (e.g., white middle-class perspectives). Continuing to provide support to embed gifted education into Response to Intervention models.
Wyoming	In need	In need	N/a
Summary	*Responses: 41* Most in need: 3 In need: 3 Neutral: 16 Not in need: 12 Least in need: 7	*Responses: 39* Most in need: 1 In need: 16 Neutral: 16 Not in need: 6 Least in need: 0	*Responses: 20*

TABLE 11: STATE GIFTED EDUCATION ADVISORY COMMITTEES

	State GT advisory committee type (Q26, Q27) Advisory committee reporting channels (Q28-Q30)	Functions/activities of advisory committee (Q31)	Written report within last three years (Q32) Title and access method (Q33)
Alabama	None		
Alaska	None		
Arizona	None		
Arkansas	Standing Governor	Study issues impacting gifted students Produce reports and/or data on gifted education in the state Make recommendations about gifted student education to the governor	Yes Annual Report Arkansas Advisory Council for the Education of Gifted and Talented Children. The report is sent the Governor, the Gov's liaison for Educ, the Commissioner of Educ, the Depy Comm'ner of Educ, the Ass't Comm'ner for Learning Services, the Coordinator of Gov't Affairs, the Dir of Communications, and to the members of the Gov's Advisory Council. Copies of the report are accessible from the Univ of AR at Fayetteville Library and the AR State University Library. The 2013 Annual Report will be published online.
California	None		
Colorado	Standing	Study issues impacting gifted students Produce reports and/or data on gifted education in the state Make recommendations about gifted student education to the state board of education Recommend or provide input on law and policies Disseminate information about gifted education throughout the state Include a membership representative of the state's business and educational communities	Yes Gifted Education State Advisory Committee Report - http://www.cde.state.co.us/gt/index.htm
Connecticut	None		

	State GT advisory committee type (Q26, Q27) Advisory committee reporting channels (Q28-Q30)	Functions/activities of advisory committee (Q31)	Written report within last three years (Q32) Title and access method (Q33)
Delaware	Standing State superintendent/state board of education	Study issues impacting gifted students Make recommendations about gifted student education to the state board of education Make recommendations about gifted student education to the governor Recommend or provide input on law and policies Disseminate information about gifted education throughout the state Include a membership representative of the state's business and educational communities	No
D.C.	None		
Florida	None		
Georgia	Ad-hoc Other (Georgia Department of Education - Gifted Education Specialist)	Study issues impacting gifted students Recommend or provide input on law and policies Disseminate information about gifted education throughout the state Include a membership representative of the state's business and educational communities	No
Guam	None		
Hawaii	Ad-hoc Other (G/T Program Manager)	Disseminate information about gifted education throughout the state	No
Idaho			
Illinois	Standing State superintendent/state board of education	Study issues impacting gifted students Make recommendations about gifted student education to the state board of education Recommend or provide input on law and policies Disseminate information about gifted education throughout the state	No
Indiana	None		
Iowa	None		
Kansas	None		

	State GT advisory committee type (Q26, Q27) Advisory committee reporting channels (Q28-Q30)	Functions/activities of advisory committee (Q31)	Written report within last three years (Q32) Title and access method (Q33)
Kentucky	Standing Other (Commissioner of Education)	Study issues impacting gifted students Make recommendations about gifted student education to the state board of education	No
Louisiana	None		
Maine	None		
Maryland	Standing State superintendent/state board of education	Study issues impacting gifted students Make recommendations about gifted student education to the state board of education Make recommendations about gifted student education to the governor Recommend or provide input on law and policies Disseminate information about gifted education throughout the state Include a membership representative of the state's business and educational communities	Yes Maryland State Advisory Council's 2012 Update to the Superintendent posted on www.marylandpublicschools.org/msde/programs/giftedtalented
Massachusetts			
Michigan			
Minnesota	Standing State superintendent/state board of education	Study issues impacting gifted students Produce reports and/or data on gifted education in the state Make recommendations about gifted student education to the state board of education Make recommendations about gifted student education to the governor Recommend or provide input on law and policies Disseminate information about gifted education throughout the state Include a membership representative of the state's business and educational communities	No
Mississippi	Ad-hoc State superintendent/state board of education	Make recommendations about gifted student education to the state board of education Recommend or provide input on law and policies	No
Missouri	None		
Montana	None		

	State GT advisory committee type (Q26, Q27) Advisory committee reporting channels (Q28-Q30)	Functions/activities of advisory committee (Q31)	Written report within last three years (Q32) Title and access method (Q33)
Nebraska	None		
Nevada			
New Hampshire	None		
New Jersey			
New Mexico			
New York			
North Carolina	None		
North Dakota			
Ohio	Ad-hoc Other (Office for Exceptional Children)	Recommend or provide input on law and policies	No
Oklahoma	None		
Oregon	None		
Pennsylvania	None		
Rhode Island	None		
South Carolina	None		
South Dakota	None		
Tennessee	None		
Texas	Standing State superintendent/state board of education	Study issues impacting gifted students Make recommendations about gifted student education to the state board of education Recommend or provide input on law and policies Disseminate information about gifted education throughout the state Include a membership representative of the state's business and educational communities	No
Utah	None		
Vermont			

	State GT advisory committee type (Q26, Q27) Advisory committee reporting channels (Q28-Q30)	Functions/activities of advisory committee (Q31)	Written report within last three years (Q32) Title and access method (Q33)
Virginia	Standing State superintendent/state board of education	Study issues impacting gifted students Produce reports and/or data on gifted education in the state Make recommendations about gifted student education to the state board of education Recommend or provide input on law and policies Include a membership representative of the state's business and educational communities	Yes 'Educational Opportunities for Gifted Students at the High School Level' . . . this report should be available on the gifted education webpage around August 1, 2013.
Washington	Standing State superintendent/state board of education	Study issues impacting gifted students Produce reports and/or data on gifted education in the state	Yes Highly Capable Program Technical Working Group Recommendations. Posted on OSPI Web site (http://www.k12.wa.us/HighlyCapable/Workgroup/default.aspx).
West Virginia	None		
Wisconsin	Standing Other (State Director of Gifted Education)	Recommend or provide input on law and policies Disseminate information about gifted education throughout the state Include a membership representative of the state's business and educational communities *See Table 39*	No
Wyoming	None		
Summary	*Responses: 43, 15, 14, 2, 3* No committee: 28 Standing: 11 Ad-hoc: 4 Governor: 1 State superintendent/state board of education: 8 Other: 5	*Responses: 15* Study issues impacting GT students: 11 Recommend or provide input on law and policies: 11 Make recommendations about GT education to state board of education: 9 Disseminate information about GT education throughout state: 9 Include membership representative of state's business and educational communities: 8 Produce reports/data on GT education: 5 Make recommendations about GT education to governor: 4	*Responses: 15, 5* No: 10 Yes: 5

TABLE 12: DEFINITIONS OF GIFTED AND TALENTED

	State definition of GT (Q35) Citation, URL for definition (Q38, Q39)	Areas of giftedness addressed in state definition(s) (Q36)	Require LEAs to follow state definition (Q37)
Alabama	Yes, in state rules & regulations Alabama Administrative Code 290-8-9.12(1) www.alsde.edu/home/Sections/DocumentDownload.aspx?SectionID=65&SubsectionID=5&Year=2010&FileName=AAC%20Gifted%20Code_5-14-2009.pdf	Intellectually gifted Creatively gifted Low SES Culturally/ethnically diverse ESL/ELL	Yes
Alaska	Yes, in other (State regulations) 4 AAC 52.890 http://www.legis.state.ak.us/basis/folioproxy.asp?url=http://wwwjnu01.legis.state.ak.us/cgi-bin/folioisa.dll/aac/query=*/doc/{t17880}?	Intellectually gifted Creatively gifted Other: Outstanding ability	Yes
Arizona	Yes, in state rules & regulations ARS 15-779 www.azed.gov/gifted-education/files/2012/10/arizonagiftededucationstatutesadministrativecode.pdf	Intellectually gifted Academically gifted Disabled gifted ESL/ELL	Yes
Arkansas	Yes, in state rules & regulations p. 4 of Arkansas Gifted and Talented Program Approval Standards www.arkansased.org/public/userfiles/Learning_Services/Gifted%20and%20Talented/2009_GT_Revised_Program_Approval_Standards.pdf	Intellectually gifted Creatively gifted Other: Task commitment	Yes
California	Yes, in state statute Yes, in state rules & regulations Education Code Section 52200-52212 www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=52001-53000&file=52200-52212	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Highly or profoundly gifted Low SES Underachieving Culturally/ethnically diverse	No

	State definition of GT (Q35) Citation, URL for definition (Q38, Q39)	Areas of giftedness addressed in state definition(s) (Q36)	Require LEAs to follow state definition (Q37)
Colorado	Yes, in state rules & regulations Colorado Code of Regulation (CCR) 301-8, 2220-R-12.01 (12) (a-e) www.cde.state.co.us/gt/index.htm	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Low SES Culturally/ethnically diverse Disabled gifted ESL/ELL	Yes
Connecticut	Yes, in state statute Conn General Statutes 10-76a(8) www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320938	Intellectually gifted Academically gifted Creatively gifted	
Delaware	Yes, in state rules & regulations Title 14, Delaware Code, 1975, 1993,2012 www.doe.k12.de.us/infosuites/students_family/gifted/definition.shtml	Intellectually gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Other: Psychomotor ability	No
D.C.	No definition		
Florida	Yes, in state statute	Intellectually gifted Low SES ESL/ELL	
Georgia	Yes, in state statute Yes, in other (The GaDOE describes a gifted student as one who demonstrates a high degree of intellectual and/or creative ability (ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who need special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities. The abilities manifest in a collection of traits, aptitudes and behaviors that, when taken together, are indicative of gifted potential.) Georgia State Law: OCGA § 20-2-152 SPECIAL EDUCATION SERVICES: www.lexisnexis.com/hottopics/gacode/Default.asp SBOE Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.38.pdf	Intellectually gifted Academically gifted Creatively gifted Highly or profoundly gifted	Yes
Guam	No definition		

	State definition of GT (Q35) Citation, URL for definition (Q38, Q39)	Areas of giftedness addressed in state definition(s) (Q36)	Require LEAs to follow state definition (Q37)
Hawaii	Yes, in state rules & regulations HRS Chapter 51 gt.k12.hi.us	Intellectually gifted Academically gifted Leadership Performing/visual arts Other: Psychomotor	Yes
Idaho			
Illinois	Yes, in state statute 105 ILCS 5/Art. 14A www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%25E+14A&ActID=1005&ChapterID=17&SeqStart=112200000&SeqEnd=114300000	Intellectually gifted Academically gifted Specific academic areas Performing/visual arts Highly or profoundly gifted	Yes
Indiana	Yes, in state statute IC 20-36-2-2 www.in.gov/legislative/ic/code/title20/ar36/ch2.html#IC20-36-2-2	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Other: Technical/practical arts	Yes
Iowa	Yes, in state statute Iowa Code 257.44 Gifted and talented children defined. "Gifted and talented children" are those identified as possessing outstanding abilities who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. search.legis.state.ia.us/NXT/gateway.dll/ar/iac/2810___education%20department%20__5b281__5d/_a_2810.xml?f=templates$fn=default.htm	Intellectually gifted Specific academic areas Leadership Performing/visual arts Creatively gifted	
Kansas	Yes, in state statute Yes, in state rules & regulations K.S.A. 72-962(h) K.A.R. 91-40-1(c) www.ksde.org/Default.aspx?tabid=2833	Intellectually gifted	Yes
Kentucky	Yes, in state statute 704 KAR 3:285 education.ky.gov/specialed/GT/Pages/Gifted-and-Talented-Resources.aspx	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted	Yes

	State definition of GT (Q35) Citation, URL for definition (Q38, Q39)	Areas of giftedness addressed in state definition(s) (Q36)	Require LEAs to follow state definition (Q37)
Louisiana	Yes, in state statute Louisiana RS 17: 1942 www.legis.la.gov/Legis/Law.aspx?d=80046	Intellectually gifted Academically gifted Performing/visual arts Other: Performing Arts/ Music, Performing Arts/ Theatre	Yes
Maine	Yes, in state rules & regulations Title 20-A Chapter 311 www.mainelegislature.org/legis/statutes/20-A/title20-Ach311sec0.html	Intellectually gifted Specific academic areas Performing/visual arts Creatively gifted	Yes
Maryland	Yes, in state statute Maryland Annotated Code Section 8-201. www.marylandpublicschools.org/msde/programs/giftedtalented	Intellectually gifted Specific academic areas Leadership Performing/visual arts Creatively gifted	Yes
Massachusetts			
Michigan			
Minnesota	Yes, in other (Minnesota Automated Reporting Student System (MARSS) Manual) Minnesota Automated Reporting Student System (MARSS) Manual: Gifted/Talented Participation education.state.mn.us/MDE/SchSup/SchFin/MARSSStuAcc/MARSSRepInst	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Other: compared to others of similar age, experience, and environment, and represent the diverse populations of the community	No
Mississippi	Yes, in state statute MS Code 37-23-171 through 37-23-181 www.lexisnexis.com/hottopics/mscode/	Intellectually gifted Academically gifted Performing/visual arts Creatively gifted	Yes
Missouri	Yes, in state statute Section 162.675. RSMo & Section 162.720, RSMo www.moga.mo.gov/STATUTES/C162.HTM	Academically gifted	No
Montana	Yes, in state statute 20-7-901 opi.mt.gov/pdf/gifted/g&tGuideApA.pdf	Intellectually gifted	No

	State definition of GT (Q35) Citation, URL for definition (Q38, Q39)	Areas of giftedness addressed in state definition(s) (Q36)	Require LEAs to follow state definition (Q37)
Nebraska	Yes, in state statute Yes, in state rules & regulations 001.01C Rule 3, Section 79-1107(3) www.education.ne.gov/LEGAL/webrulespdf/CLEAN3_1998.pdf	Intellectually gifted Academically gifted Specific academic areas Performing/visual arts Creatively gifted	No
Nevada			
New Hampshire	No definition		
New Jersey	Yes, in other (Administrative Code) See page 10 of the Administrative Code cited below. www.state.nj.us/education/code/current/title6a/chap8.pdf		Yes
New Mexico			
New York			
North Carolina	Yes, in state statute Article 9B, NCGS 115C-150,5-.8 www.ncpublicschools.org/academicservices/gifted/	Intellectually gifted Academically gifted Specific academic areas Low SES Underachieving Geographically isolated/rural Culturally/ethnically diverse Disabled gifted ESL/ELL	Yes
North Dakota			
Ohio	Yes, in state statute Yes, in state rules & regulations Ohio Revised Code 3324.01-.07; Ohio Administrative Code 3301-51-15 education.ohio.gov/Topics/Other-Resources/Gifted-Education/Rules-Regulations-and-Policies-for-Gifted-Educatio	Intellectually gifted Academically gifted Specific academic areas Performing/visual arts Creatively gifted	Yes
Oklahoma	Yes, in state statute Yes, in state rules & regulations Oklahoma Statute 70 Section 1210.301-307 ok.gov/sde/gifted-and-talented-education	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted	Yes

	State definition of GT (Q35) Citation, URL for definition (Q38, Q39)	Areas of giftedness addressed in state definition(s) (Q36)	Require LEAs to follow state definition (Q37)
Oregon	Yes, in state statute Oregon Revised Statute 343.395 (4) (a) - (e) www.ode.state.or.us/policy/state/laws/tagors.pdf	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted	Yes
Pennsylvania	Yes, in state rules & regulations PA Code 16.1 definition www.pacode.com/secure/data/022/chapter16/chap16toc.html	Intellectually gifted Academically gifted Specific academic areas Low SES Disabled gifted ESL/ELL	Yes
Rhode Island	Yes, in state statute Rhode Island General Laws 16-42-1 (2) webserver.rilin.state.ri.us/Statutes/title16/16-42/16-42-1.HTM	Intellectually Gifted Academically Gifted Leadership Performing/Visual Arts Creatively Gifted	Yes
South Carolina	Yes, in state rules & regulations State Board of Education Regulation 43-220 ed.sc.gov/agency/stateboard/TOC_Regulations.cfm ed.sc.gov/agency/stateboard/documents/220.pdf	Intellectually gifted Academically gifted Specific academic areas Performing/visual arts Other: Gifted and talented students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations with physical disabilities, learning disabilities, or behavioral problems.	Yes
South Dakota	No definition		
Tennessee	Yes, in state statute 0520-01-09-.02(11) www.tennessee.gov/education/speced/legal.shtml	Intellectually gifted	Yes
Texas	Yes, in state statute Yes, in state rules & regulations TEXAS EDUCATION CODE §29.121. www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#29.121	Intellectually gifted Academically gifted Specific academic areas Leadership Creatively gifted Other: subpopulations	Yes

	State definition of GT (Q35) Citation, URL for definition (Q38, Q39)	Areas of giftedness addressed in state definition(s) (Q36)	Require LEAs to follow state definition (Q37)
Utah	Yes, in state rules & regulations Utah Code 53A-17a-165 le.utah.gov/~code/TITLE53A/htm/53A17a016500.htm	Intellectually gifted Specific academic areas Creatively gifted	No
Vermont			
Virginia	Yes, in state rules & regulations 8VAC20-40-10 et. sequence www.doe.virginia.gov/instruction/gifted_ed/index.shtml	Intellectually gifted Specific academic areas Performing/visual arts Other: Career and Technical Aptitude	Yes
Washington	Yes, in state rules & regulations Revised Code of Washington (RCW) Chapter 28A.185 apps.leg.wa.gov/rcw/default.aspx?cite=28A.185	Intellectually gifted Specific academic areas Leadership Creatively gifted	Yes
West Virginia	Yes, in state rules & regulations WV State Board Policy 2419 wvde.state.wv.us/osp/policy2419.html	Intellectually gifted Academically gifted	Yes
Wisconsin	Yes, in state statute s. 118.35, Wis. Stats. cal.dpi.wi.gov/cal_gift-law	Intellectually gifted Specific academic areas Leadership Performing/visual arts Creatively gifted	Yes
Wyoming	Yes, in state statute W.S. 21-9-101	Intellectually gifted Academically gifted Other: potential that requires differentiated educational programs	Yes

	State definition of GT (Q35) Citation, URL for definition (Q38, Q39)	Areas of giftedness addressed in state definition(s) (Q36)	Require LEAs to follow state definition (Q37)
Summary	*Responses: 44, 39, 38* Yes, in state statute: 24 Yes, in state rules and regulations: 19 Yes, other: 4 No definition: 4	*Responses: 39* Intellectually gifted: 38 Academically gifted: 24 Creatively gifted: 24 Specific academic areas: 22 Performing/visual arts: 21 Leadership: 15 Low SES: 6 ESL/ELL: 6 Culturally/ethnically diverse: 4 Disabled gifted: 4 Highly or profoundly gifted: 3 Underachieving: 2 Geographically isolated/rural: 1 Other: 11	*Responses: 37* Yes: 30 No: 7

TABLE 13: MANDATES FOR IDENTIFICATION AND GIFTED AND TALENTED SERVICES

	Mandate for GT (Q41)	Areas in mandate (Q42)	Authority for mandate (Q43) Citation (Q44)	Mandate funded (Q45)	Required services aligned with special education (Q47, Q48)
Alabama	Yes	Identification Services	State law specific to disabled and gifted education Administrative rule Statutory Authority: Ala. Code Title 16, Chapter 39. Alabama Administrative Code 290-8-9-.12	Partial funding	Child find Individual education plan Non-discriminatory testing Mediation Dispute resolution
Alaska	Yes	Identification Services	State law specific to gifted education www.legis.state.ak.us/basis/folioproxy.asp?url=http://wwwjnu01.legis.state.ak.us/cgi-bin/folioisa.dll/aac/query=[Group+!274+aac+52!2E800!27!3A]/doc/{@1}/hits_only?firsthit	No funding	Free appropriate public education Child find Individual education plan
Arizona	Yes	Identification Services	State law specific to gifted education State law specific to disabled and gifted education Administrative rule SEA guidelines www.azed.gov/gifted-education/files/2012/10/arizonagiftededucationstatutesadministrativecode.pdf	No funding	
Arkansas	Yes	Not specified	State law specific to gifted education Other: Gifted Program Approval Standards 6-42-101	Partial funding	Free appropriate public education Non-discriminatory testing Due process Dispute resolution

	Mandate for GT (Q41)	Areas in mandate (Q42)	Authority for mandate (Q43) Citation (Q44)	Mandate funded (Q45)	Required services aligned with special education (Q47, Q48)
California	No				Child find Non-discriminatory testing Mediation Due process Dispute resolution Related services Programs must be consistent with the applicable statutes and regulations and are required to be planned and organized as integrated, differentiated learning experiences within the regular school day. The GATE program services may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as - Independent study - Acceleration - Postsecondary education - Enrichment Each participating governing board determines the most appropriate curricular components for participating pupils. For all gifted and talented pupils, including those with high creative capabilities and talents in the performing and visual arts, each participating governing board shall concentrate part of the curriculum in providing pupils with an academic component and, where appropriate, instruction in basic skills. (EC 52206)
Colorado	Yes	Identification Services Other: Accountability, Monitoring and Budget	State law specific to disabled and gifted education Administrative rule SEA guidelines Colorado Revised Statutes (C.R.S.) Title 22 Education, Compensatory Education, Article 20	Partial funding	Individual education plan
Connecticut	Yes	Identification	State law specific to gifted education Conn General Statutes 10-76a(8)	No funding	Free appropriate public education

	Mandate for GT (Q41)	Areas in mandate (Q42)	Authority for mandate (Q43) Citation (Q44)	Mandate funded (Q45)	Required services aligned with special education (Q47, Q48)
Delaware	No				Free appropriate public education Child find Least restrictive environment Non-discriminatory testing
D.C.	No				
Florida					Free appropriate public education Individual education plan
Georgia	Yes	Identification Services	State law specific to disabled and gifted education State Department of Education policy www.lexisnexis.com/hottopics/gacode/	Full funding	Free appropriate public education Child find Non-discriminatory testing Due process Dispute resolution
Guam	Yes	Services	State law specific to gifted education gate@teleguam.net section guamgate.org	Partial funding	Free appropriate public education Least restrictive environment Non-discriminatory testing
Hawaii	No				Free appropriate public education
Idaho					
Illinois	No				Free appropriate public education
Indiana	Yes	Identification Services Other: General intellectual and specific academic only	State law specific to gifted education Administrative rule IC 20-36	Partial funding	

	Mandate for GT (Q41)	Areas in mandate (Q42)	Authority for mandate (Q43) Citation (Q44)	Mandate funded (Q45)	Required services aligned with special education (Q47, Q48)
Iowa	Yes	Identification Services Other: Program goals, objectives, and activities to meet the needs of gifted and talented children.	State law specific to gifted education Administrative rule search.legis.state.ia.us/NXT/gateway.dll/ar/iac/2810__education%20department%20__5b281__5d/_a_2810.xml?f=templates$fn=default.htm and 12.5(12) Provisions for gifted and talented students. Each school district shall incorporate gifted and talented programming into its comprehensive school improvement plan as required by Iowa Code section 257.43. The comprehensive school improvement plan shall include the following gifted and talented program provisions: valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population; goals and performance measures; a qualitatively differentiated program to meet the students' cognitive and affective needs; staffing provisions; an in-service design; a budget; and qualifications of personnel administering the program. Each school district shall review and evaluate its gifted and talented programming. This subrule does not apply to accredited nonpublic schools.	Full funding	
Kansas	Yes	Identification	State law specific to gifted education www.ksde.org/Default.aspx?tabid=2833	Partial funding	Free appropriate public education Child find Individual education plan Non-discriminatory testing Mediation Due process Dispute resolution Related services Developmental, corrective, and supportive services that are required to assist an exceptional child to benefit from special education related services.
Kentucky	Yes	Identification Services	State law specific to gifted education 704 KAR 3:285	Partial funding	Individual education plan Non-discriminatory testing

	Mandate for GT (Q41)	Areas in mandate (Q42)	Authority for mandate (Q43) Citation (Q44)	Mandate funded (Q45)	Required services aligned with special education (Q47, Q48)
Louisiana	Yes	Identification Services	State law specific to gifted education State law specific to disabled and gifted education Louisiana RS 17L 1942 et seq. www.legis.la.gov/Legis/Law.aspx?d=80046	Partial funding	Free appropriate public education Child find Individual education plan Non-discriminatory testing Mediation Due process Dispute resolution Related services Counseling and transportation
Maine	Yes	Identification Services	State law specific to gifted education Chapter 104 rule www.maine.gov/sos/cec/rules/05/071/071c104.doc	Partial funding	Non-discriminatory testing
Maryland	Yes	Identification Services Other: professional development	State Department of Education policy Code of Maryland Regulations (COMAR) 13A.04.07 www.marylandpublicschools.org/msde/programs/giftedtalented	No funding	
Massachusetts					
Michigan					
Minnesota	Yes	Identification Other: Acceleration	State law specific to gifted education SEA guidelines State Department of Education policy Sec. 10, Minnesota State Statute: 120B.15	Partial funding	Free appropriate public education Child find *See Table 39*
Mississippi	Yes	Identification Services	State law specific to gifted education State Department of Education policy www.lexisnexis.com/hottopics/mscode/ https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Advanced%20Learning%20and%20Gifted%20Programs/2013%20Regulations%20for%20the%20Gifted%20Education%20Programs%20in%20Mississippi%20-%20Board%20Approved%202013.05.17.pdf	Full funding	Non-discriminatory testing Dispute resolution
Missouri	No				

	Mandate for GT (Q41)	Areas in mandate (Q42)	Authority for mandate (Q43) Citation (Q44)	Mandate funded (Q45)	Required services aligned with special education (Q47, Q48)
Montana	Yes	Identification Services	State law specific to gifted education Administrative rule 10.55.804	No funding	
Nebraska	No				
Nevada					
New Hampshire	No				Free appropriate public education
New Jersey	Yes	Identification Services	Other: Administrative Code www.state.nj.us/education/code/current/title6a/chap8.pdf		
New Mexico					
New York					
North Carolina	Yes	Identification Services	State law specific to gifted education Other: State law supported by State Board of Education policy www.ncga.state.nc.us/EnactedLegislation/Statutes/pdf/ByArticle/Chapter_115c/Article_9B.pdf	Partial funding	Child find Individual education plan Due process Dispute resolution Related services Identification and services are required.... services are determined by LEA but must address state AIG Program Standards.
North Dakota					
Ohio	Yes	Identification	State law specific to gifted education Administrative rule Ohio Revised Code 3324.01-.07 Ohio Administrative Code 3301-51-15	Partial funding	

	Mandate for GT (Q41)	Areas in mandate (Q42)	Authority for mandate (Q43) Citation (Q44)	Mandate funded (Q45)	Required services aligned with special education (Q47, Q48)
Oklahoma	Yes	Identification Services	State law specific to gifted education Administrative rule SEA guidelines State Department of Education policy ok.gov/sde/gifted-and-talented-education#Statute	Full funding	Free appropriate public education Child find Least restrictive environment Non-discriminatory testing Mediation Due process Dispute resolution Related services Programming options are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.
Oregon	Yes	Identification Services	State law specific to gifted education Administrative rule Oregon Revised Statute 343.407: Identification of talented and gifted students and Oregon Revised Statute 343.409: Talented and gifted programs required	No funding	
Pennsylvania	Yes	Identification Services	State law specific to gifted education SEA guidelines Pa Code 16.1, 16.2 and 16.3	No funding	Child find Individual education plan Non-discriminatory testing Mediation Due process
Rhode Island	Yes	Services	State law specific to gifted education webserver.rilin.state.ri.us/Statutes/title16/16-42/16-42-1.HTM	No funding	
South Carolina	Yes	Identification Services	State law specific to gifted education SEA guidelines State Department of Education policy SC Code of Laws 59-29-170 www.scstatehouse.gov/code/title59.php	Partial funding	Free appropriate public education
South Dakota	No				

	Mandate for GT (Q41)	Areas in mandate (Q42)	Authority for mandate (Q43) Citation (Q44)	Mandate funded (Q45)	Required services aligned with special education (Q47, Q48)
Tennessee	Yes	Identification	State law specific to gifted education T.C.A. 49-10-102(1)(A)and(B)		Free appropriate public education Child find Individual education plan Non-discriminatory testing
Texas	Yes	Identification Services Other: Curriculum & Instruction, Professional Development, and Family & Community Involvement	State law specific to gifted education Administrative rule Other: SBOE rules ritter.tea.state.tx.us/rules/tac/chapter089/ch089a.html	Partial funding	
Utah	No				Free appropriate public education
Vermont					
Virginia	Yes	Identification Services Other: reporting of individual student academic growth to parents	Administrative rule leg1.state.va.us/cgi-bin/legp504.exe?000+reg+8VAC20-40-10 (then you must forward through all the components)	Partial funding	Non-discriminatory testing
Washington	No				Non-discriminatory testing
West Virginia	Yes	Services Other: Individualized Education Program (IEP)	State law specific to disabled and gifted education www.legis.state.wv.us/WVCODE/Code.cfm?chap=18&art=20#20	Partial funding	Free appropriate public education Child find Individual education plan Mediation Due process Dispute resolution Related services Speech, physical therapy, occupational therapy, nursing services, psychological services

	Mandate for GT (Q41)	Areas in mandate (Q42)	Authority for mandate (Q43) Citation (Q44)	Mandate funded (Q45)	Required services aligned with special education (Q47, Q48)
Wisconsin	Yes	Identification Services Other: Parent Participation and Designate a Coordinator	State law specific to gifted education s. 121.02(1)(t), Wis. Stats.: Each school board shall provide access to an appropriate program for pupils identified as gifted and talented.	Partial funding	Free appropriate public education Non-discriminatory testing
Wyoming	Yes	Identification Services	State law specific to gifted education W.S. 21-9-101-Gifted and talented students identified by professionals and other qualified individuals as having outstanding abilities, who are capable of high performance and whose abilities, talents and potential require qualitatively differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society.	Partial funding	Free appropriate public education
Summary	*Responses: 43* Yes: 32 No: 11	*Responses: 32* Identification: 28 Services: 26 Other: 9 Not specified: 1	*Responses: 32, 32* State law specific to gifted education: 25 Administrative rule: 11 State law specific to disabled & gifted education: 6 SEA guidelines: 6 State Department of Education policy: 6 Other: 4	*Responses: 30* Partial funding: 18 No funding: 8 Full funding: 4	*Responses: 30, 6* Free appropriate public education: 20 Non-discriminatory testing: 17 Child find: 13 Individual education plan: 11 Dispute resolution: 10 Due process: 9 Mediation: 7 Least restrictive environment: 3 Related services: 6

TABLE 14: REQUIREMENTS FOR IDENTIFICATION

	Require parent involvement in GT decisions (Q50)	Is specific criteria/ method required to identify (Q51)	Required criteria/methods used for identification (Q52)	Percent of LEAs that identify GT (Q53)
Alabama		Yes, determined at the state level	IQ scores Multiple criteria model Range of state-approved assessments from which LEAs may select	100%
Alaska	Yes	Yes, determined at the local level	Other: determined at local level	85%
Arizona	Yes	Yes, determined at the local level Other: Districts must adhere to the gifted education mandate. However, districts do have flexibility regarding program design and implementation, and may go beyond minimum identification criteria specified in the mandate.	IQ scores Range of state-approved assessments from which LEAs may select Other: Districts may go beyond minimum identification criteria specified in the mandate. A local approach utilizing multiple criteria is championed by the state.	100%
Arkansas	Yes	Yes, determined at the local level	Multiple criteria model	100%
California	Yes	Yes, determined at the local level	IQ scores Achievement data Nominations Multiple criteria model Range of state-approved assessments from which LEAs may select Other: Evidence of a pupil's capacity may also be derived from comments from peers, and opinions of professional persons.	100%
Colorado	Yes	Yes, determined at the state level Yes, determined at the local level	IQ scores Achievement data Multiple criteria model Range of state-approved assessments from which LEAs may select Other: A body of evidence using multiple sources and multiple types of data points are required to make determinations. Colorado seeks potential especially in typically under-identified student groups.	100%
Connecticut	No	Yes, determined at the local level	Multiple criteria model	95%
Delaware	No	No		25%

	Require parent involvement in GT decisions (Q50)	Is specific criteria/ method required to identify (Q51)	Required criteria/methods used for identification (Q52)	Percent of LEAs that identify GT (Q53)
D.C.	No	No		0%
Florida	Yes	Yes, determined at the state level	IQ scores Nominations Other: Need for a special instructional program, Characteristics of the gifted	
Georgia	Yes	Yes, determined at the state level	IQ scores Achievement data Multiple criteria model Range of state-approved assessments from which LEAs may select Other: Creativity and Motivation	12.5%
Guam	No	Yes, determined at the local level	IQ scores Achievement data	80%
Hawaii	Yes	No		100%
Idaho				
Illinois	Yes	Yes, determined at the local level	Multiple criteria model	100%
Indiana	No	Yes, determined at the local level	IQ scores Achievement data Nominations Multiple criteria model Range of state-approved assessments from which LEAs may select	100%
Iowa	No	Yes, determined at the local level	Multiple criteria model	100%
Kansas	Yes	Yes, determined at the local level	Not specified	95%
Kentucky	Yes	Yes, determined at the local level	Multiple criteria model	15%
Louisiana	Yes	Yes, determined at the state level	IQ scores Achievement data	100%
Maine	Yes	Yes, determined at the local level	Multiple criteria model	62%
Maryland	No	Yes, determined at the local level	Multiple criteria model	90%
Massachusetts				
Michigan				
Minnesota	No	Yes, determined at the local level	Not specified	*See Table 39*

	Require parent involvement in GT decisions (Q50)	Is specific criteria/ method required to identify (Q51)	Required criteria/methods used for identification (Q52)	Percent of LEAs that identify GT (Q53)
Mississippi	Yes	Yes, determined at the state level Yes, determined at the local level	IQ scores Achievement data Multiple criteria model Range of state-approved assessments from which LEAs may select	100%
Missouri	No	Other: The state sets minimum standards and districts may establish higher standards IF they have a gifted program	Multiple criteria model	44%
Montana	No	Yes, determined at the local level	Not specified	10%
Nebraska	No	Yes, determined at the local level	IQ scores Achievement data Nominations Multiple criteria model	90%
Nevada				
New Hampshire	No	No		10%
New Jersey		Other: All public schools must have a board-approved gifted and talented program.	Not specified	
New Mexico				
New York				
North Carolina	Yes	Yes, determined at the local level	Other: LEA determined; must align with NC AIG Program Standards	12%
North Dakota				
Ohio	No	Yes, determined at the state level	IQ scores Achievement data Range of state-approved assessments from which LEAs may select	99%
Oklahoma	Yes	Yes, determined at the state level Yes, determined at the local level	IQ scores Achievement data Nominations Multiple criteria model Range of state-approved assessments from which LEAs may select	99%

	Require parent involvement in GT decisions (Q50)	Is specific criteria/ method required to identify (Q51)	Required criteria/methods used for identification (Q52)	Percent of LEAs that identify GT (Q53)
Oregon	Yes	Yes, determined at the state level Other: May also identify "potential to perform"	IQ scores Achievement data Nominations Multiple criteria model Range of state-approved assessments from which LEAs may select	62.56%
Pennsylvania	Yes	Yes, determined at the local level	IQ scores Achievement data Multiple criteria model	98%
Rhode Island	No	Yes, determined at the local level	Range of state-approved assessments from which LEAs may select	0%
South Carolina	No	Yes, determined at the state level Other: LEAs may have a local identification policy to augment the state policy, however no extra funding is provided from the state level for the locally identifed students	Achievement data Multiple criteria model Range of state-approved assessments from which LEAs may select Other: Also provide a State Performance Task Assessment for dimension C for grades 2-5.	100%
South Dakota				
Tennessee	Yes	Yes, determined at the state level	IQ scores Achievement data Multiple criteria model Range of state-approved assessments from which LEAs may select Other: Creativity/Characteristics of Gifted Assessment	
Texas	Yes	Yes, determined at the local level	Multiple criteria model	85%
Utah	No	Yes, determined at the local level	Multiple criteria model	100%
Vermont				
Virginia	Yes	Yes, determined at the local level	Multiple criteria model Other: depending on the program focus, criteria must include a nationally, norm-referenced aptitude and/or achievement test	100%
Washington	Yes	Yes, determined at the state level	IQ scores Achievement data Nominations Multiple criteria model	62%

	Require parent involvement in GT decisions (Q50)	Is specific criteria/ method required to identify (Q51)	Required criteria/methods used for identification (Q52)	Percent of LEAs that identify GT (Q53)
West Virginia	Yes	Yes, determined at the state level	IQ scores Achievement data Range of state-approved assessments from which LEAs may select	100%
Wisconsin	Yes	Yes, determined at the local level	Multiple criteria model	*See Table 39*
Wyoming	No	No		72%
Summary	*Responses: 41* Yes: 24 No: 17	*Responses: 43* Yes, determined at the local level: 26 Yes, determined at the state level: 13 No: 5 Other: 5	*Responses: 38* Multiple criteria model: 25 IQ scores: 18 Achievement data: 16 Range of state-approved assessments from which LEAs may select: 14 Nominations: 7 Not specified: 4 Other: 10	*Responses: 38* 0%-40%: 8 41%-80%: 6 81%-100%: 24

TABLE 15: REQUIREMENTS FOR IDENTIFICATION (CONTINUED)

	When students required to be identified (Q54, Q55)	When students usually identified (Q56)	State provides guidance on ID process (Q57)	LEAs required to use same ID process (Q58) If not, why not? (Q59)
Alabama	Not mandated		Yes	No Other: Enrichment Model Programs identify a larger talent pool to serve students. Enrichment identified students are not included in the reporting of gifted identified students.
Alaska	Not mandated	Other: local determination	No	No State policy leaves identification process to the LEA
Arizona	Not mandated	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 When taking other assessments approved for GT identification Kindergarten or early entrance screening Other: Districts must provide ongoing opportunities for identification, K-12.	Yes	No Other: Minimum common criteria are outlined in statutes. However, districts may go beyond minimum identification criteria specified in the mandate.
Arkansas	Not mandated	Other: Formal identification by 4th grade (can be earlier) with ongoing identification	Yes	No State policy leaves identification process to the LEA

	When students required to be identified (Q54, Q55)	When students usually identified (Q56)	State provides guidance on ID process (Q57)	LEAs required to use same ID process (Q58) If not, why not? (Q59)
California	Not mandated	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 When taking other assessments approved for GT identification Other: (f) Methods are designed to seek out and identify gifted and talented pupils from diverse linguistic, economic, and cultural backgrounds. (CCR, Title 5 Section 3820)	Yes	No State policy leaves identification process to the LEA
Colorado	Not mandated	Elementary school (one time only) Entering middle school Entering high school When students transfer from in state Following parent referral Following teacher referral Following student referral Kindergarten or early entrance screening Other: State guidelines support recognition of strengths beginning in kindergarten. The expectation is to respond to strengths even when formal identification assessment may be in a later grade.	Yes	Yes
Connecticut	Not mandated	Elementary school (one time only)	Yes	Yes
Delaware	Not mandated	Entering middle school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Other: Elementary school -multiple entry points	No	No State policy leaves identification process to the LEA
D.C.	Not mandated	Not specified	No	No No state policy

	When students required to be identified (Q54, Q55)	When students usually identified (Q56)	State provides guidance on ID process (Q57)	LEAs required to use same ID process (Q58) If not, why not? (Q59)
Florida	Not mandated	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 When taking other assessments approved for GT identification		
Georgia	Not mandated	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 When taking other assessments approved for GT identification Kindergarten or early entrance screening	Yes	Yes
Guam	Other: elementary school (once a year the same student may be tested)		Yes	No No state policy
Hawaii	Not mandated	Elementary school (one time only) Entering middle school Entering high school When students transfer from out of state Following parent referral Following teacher referral Following student referral	Yes	No State policy leaves identification process to the LEA
Idaho				
Illinois	Not mandated	Not specified	Yes	Yes
Indiana	Kindergarten or early entrance screening		Yes	No State policy leaves identification process to the LEA

	When students required to be identified (Q54, Q55)	When students usually identified (Q56)	State provides guidance on ID process (Q57)	LEAs required to use same ID process (Q58) If not, why not? (Q59)
Iowa	Not mandated	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 Other: Anytime a student's educational abilities and needs are beyond those provided by the regular school program.	Yes	No State policy leaves identification process to the LEA
Kansas	When students transfer from out of state Following parent referral Following teacher referral When taking other assessments approved for GT identification Other: Anytime referred - K-12		Yes	No State policy leaves identification process to the LEA
Kentucky	Not mandated	Other: usually at the end of 3rd grade	Yes	Yes
Louisiana	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 Kindergarten or early entrance screening		Yes	Yes
Maine	Elementary school (one time only) When students transfer from out of state When students transfer from in state		Yes	Yes

	When students required to be identified (Q54, Q55)	When students usually identified (Q56)	State provides guidance on ID process (Q57)	LEAs required to use same ID process (Q58) If not, why not? (Q59)
Maryland	Not mandated	Elementary school (one time only) When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral	Yes	No State policy leaves identification process to the LEA
Massachusetts				
Michigan				
Minnesota	Not mandated	Not specified	Yes	No State policy leaves identification process to the LEA
Mississippi	Not mandated	Elementary school (one time only) When students transfer from out of state Following parent referral Following teacher referral Following student referral	Yes	Yes
Missouri	Not mandated	Elementary school (one time only) Entering middle school When students transfer from out of state When students transfer from in state Following teacher referral Kindergarten or early entrance screening	Yes	No Other: We have no mandate that they have gifted programs and we are a local control state
Montana	Other: Districts are required to identify students in K-12 but when and how they identify is not mandated		Yes	No State policy leaves identification process to the LEA
Nebraska	Not mandated	Not specified	Yes	No Other: Nebraska is a “local control” state.
Nevada				
New Hampshire	Not mandated	Elementary school (one time only) When students transfer from out of state Following parent referral	No	No No state policy
New Jersey				No

	When students required to be identified (Q54, Q55)	When students usually identified (Q56)	State provides guidance on ID process (Q57)	LEAs required to use same ID process (Q58) If not, why not? (Q59)
New Mexico				
New York				
North Carolina	Not mandated	Other: Usually, elementary years. Open to identification throughout schooling.	Yes	No Other: State law requires LEA to determine based on state guidelines. This ensures local context can be best addressed in NC.
North Dakota				
Ohio	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		Yes	Yes
Oklahoma	Not mandated	Elementary school (one time only) Following teacher referral When taking other assessments approved for GT identification Other: School entry	Yes	Yes
Oregon	Not mandated	Following parent referral Following teacher referral Following student referral Other: Students may be identified at anytime that data, and behavior indicated the need, grades k - 12.	Yes	Yes

	When students required to be identified (Q54, Q55)	When students usually identified (Q56)	State provides guidance on ID process (Q57)	LEAs required to use same ID process (Q58) If not, why not? (Q59)
Pennsylvania	Not mandated	Elementary school (one time only) When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Other: Whenever child is referred for an evaluation to determine gifted eligibility.	Yes	No State policy leaves identification process to the LEA
Rhode Island	Not mandated	Not specified	No	No State policy leaves identification process to the LEA
South Carolina	Not mandated	Elementary school (one time only) 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 Other: Students are screened each year and they may be nominated at any time	Yes	Yes
South Dakota				
Tennessee	Not mandated	Following parent referral Following teacher referral Other: follow up on results of required grade level screening	Yes	Yes
Texas	Not mandated	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	Yes	No State policy leaves identification process to the LEA
Utah	Not mandated	Elementary school (one time only) Entering middle school When taking other assessments approved for GT identification Kindergarten or early entrance screening	No	No State policy leaves identification process to the LEA

	When students required to be identified (Q54, Q55)	When students usually identified (Q56)	State provides guidance on ID process (Q57)	LEAs required to use same ID process (Q58) If not, why not? (Q59)
Vermont				
Virginia	Not mandated	Following parent referral Following teacher referral Following student referral When taking other assessments approved for GT identification Other: throughout K through 12th grade	Yes	No State policy leaves identification process to the LEA
Washington	Not mandated	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 When taking other assessments approved for GT identification Kindergarten or early entrance screening	Yes	No Other: Combination of SEA and LEA policies
West Virginia	Not mandated	Other: Grades one through eight	Yes	Yes
Wisconsin	Other: Kindergarten through Grade 12		Yes	No State policy leaves identification process to the LEA
Wyoming	Not mandated	Elementary school (one time only) Entering middle school When students transfer from out of state Following parent referral Following teacher referral	No	No Other: We are a local control state

	When students required to be identified (Q54, Q55)	When students usually identified (Q56)	State provides guidance on ID process (Q57)	LEAs required to use same ID process (Q58) If not, why not? (Q59)
Summary	*Responses: 42, 8* No mandated time for GT identification: 34 Time for GT identification is mandated: 8 Kindergarten or early entrance screening: 3 Elementary school (one time only): 1 Entering middle school: 1 Entering high school: 1 When students transfer from out of state: 4 When students transfer from in state: 3 Following parent referral: 3 Following teacher referral: 3 Following student referral: 1 When taking other approved assessments: 2 Other: 4	*Responses: 33* Kindergarten or early entrance screening: 7 Elementary school (one time only): 19 Entering middle school: 11 Entering high school: 7 When students transfer from out of state: 16 When students transfer from in state: 12 Following parent referral: 19 Following teacher referral: 20 Following student referral: 13 When taking other approved assessments: 9 Not specified: 5 Other: 16	*Responses: 41* Yes: 34 No: 7	*Responses: 42, 27* No: 28 Yes: 14 State policy leaves ID process to the LEA: 17 No state policy: 3 Other: 7

TABLE 16: IDENTIFICATION FOR GIFTED AND TALENTED SERVICES

	Year data collected (Q61)	Number of public school students (Q62)	Number of identified GT students (Q63) How calculated (Q64)	Number of GT K-12 students served (Q65) How calculated (Q66)	State sets max LEA can ID (Q67, Q68)
Alabama	2012-2013	735,605	58,078 State-collected information	58,078 State-collected information	No
Alaska	2012-2013	129,052	Not collected	Not collected	No
Arizona	2012-2013	1,078,838	86,500 Estimate	86,500 Estimate	No
Arkansas	2012-2013	471,867	45,729 State-collected information	45,729 State-collected information	No
California	2012-2013	6,226,989	528,554 State-collected information	528,554 State-collected information	No
Colorado	2012-2013	863,561	66,383 State-collected information	66,383 District reports (not mandatory)	No
Connecticut	2012-2013	560,546	20,868 State-collected information	11,558 State-collected information	Yes: 5% reimbursement rate for services
Delaware	2011-2012	130,620	Not collected	Not collected	No
D.C.	2012-2013	45,000	Not collected	Not collected	No
Florida	2012-2013		150,616 State-collected information	Not collected	No
Georgia	2011-2012	1,612,216	208,978 State-collected information	185,652 State-collected information	No
Guam	2012-2013	approx. 42,000	2,318 State-collected information	2,318 State-collected information	No
Hawaii	2012-2013	173,658	4,693 State-collected information	4,693 State-collected information	No
Idaho					
Illinois	2012-2013	2,081,731	Not collected	Not collected	No
Indiana	2012-2013	991,325	144,072 State-collected information	144,072 State-collected information	No
Iowa	2012-2013	472,865	44,543 State-collected information	44,543 State-collected information	No

	Year data collected (Q61)	Number of public school students (Q62)	Number of identified GT students (Q63) How calculated (Q64)	Number of GT K-12 students served (Q65) How calculated (Q66)	State sets max LEA can ID (Q67, Q68)
Kansas	2011-2012	477,857	14,961 State-collected information	14,961 State-collected information	No
Kentucky	2012-2013	638,000	102,695 State-collected information	102,695 State-collected information	No
Louisiana	2012-2013	713,812	Not collected	28,892 State-collected information	No
Maine	2012-2013	175,676	6,324 State-collected information	6,324 State-collected information	Yes: 3-5% in academics; 3-5% in the arts
Maryland	2011-2012	854,086	130,065 State-collected information	Not collected	No
Massachusetts					
Michigan					
Minnesota	2012-2013	830,482	Not collected *See Table 39*	Not collected *See Table 39*	No
Mississippi	2011-2012	490,526	26,040 State-collected information	26,040 State-collected information	No
Missouri	2012-2013	886,246	45,612 State-collected information	38,045 State-collected information	No
Montana	2012-2013	143,000	Not collected	Not collected	No
Nebraska	2011-2012	300,907	41,710 State-collected information	41,710 State-collected information	No
Nevada					
New Hampshire	2011-2012	190,805	Not collected	Not collected	No
New Jersey					
New Mexico					
New York					
North Carolina	2012-2013	1,468,478	184,796 State-collected information	184,796 State-collected information *See Table 39*	No
North Dakota					

	Year data collected (Q61)	Number of public school students (Q62)	Number of identified GT students (Q63) How calculated (Q64)	Number of GT K-12 students served (Q65) How calculated (Q66)	State sets max LEA can ID (Q67, Q68)
Ohio	2011-2012	1,717,323	265,555 State-collected information	50,533 State-collected information	No
Oklahoma	2012-2013	673,190	99,556 State-collected information	99,497 State-collected information	No
Oregon	2011-2012	553,279	40,375 State-collected information	40,375 State-collected information	No
Pennsylvania	2012-2013	1,765,367	68,000 Estimate	Not collected	No
Rhode Island	2011-2012	144,000	Not collected	Not collected	No
South Carolina	2012-2013	710,454	Not collected *See Table 39*	101,077 State-collected information *See Table 39*	No
South Dakota	2012-2013				
Tennessee	2012-2013	935,317	18,929	18,929 State-collected information	No
Texas	2012-2013	5,075,840	387,623	387,623 State-collected information	No
Utah	2011-2012	587,745	74,786	74,786 State-collected information	No
Vermont					
Virginia	2011-2012	1,258,521	207,122	211,902 State-collected information	No
Washington	2011-2012	1,044,613	55,093	55,093 District reports (not mandatory)	Yes: 3% with State Grant
West Virginia	2012-2013	282,311	5,428 *See Table 39*	5,428 State-collected information *See Table 39*	No
Wisconsin	2012-2013	871,551	Not collected	Not collected	No
Wyoming	2011-2012	88,351	3,568	Not collected	No

	Year data collected (Q61)	Number of public school students (Q62)	Number of identified GT students (Q63) How calculated (Q64)	Number of GT K-12 students served (Q65) How calculated (Q66)	State sets max LEA can ID (Q67, Q68)
Summary	*Responses: 43* 2012-2013: 29 2011-2012: 14	*Responses: 40*	*Responses: 42, 31* Not collected: 11 State-collected information: 27 District reports: 2 Estimate: 2	*Responses: 42, 29* Not collected: 13 State-collected information: 26 District reports: 2 Estimate: 1	*Responses: 42, 3* No: 39 Yes: 3

TABLE 17: IDENTIFICATION FOR GIFTED AND TALENTED SERVICES—DEMOGRAPHICS

	Year data collected (Q61)	GT by gender (Q69, Q70)	GT by race/ethnicity (Q69, Q71)	GT that is ELL (Q69, Q72)	GT with disabilities (Q69, Q73)	GT that is low SES (Q69, Q74)	Other categories (Q69, Q75)
Alabama	2012-2013	Male: 48.6% Female: 51.4%	Black/African American: 17.25% American Indian/Alaska Native: 1.2% Asian: 2.24% Native Hawaiian/Pacific Islander: 0.03% Hispanic/Latino: 2.61% White: 75.97% Multiracial: 0.71%	Not collected or available	Not collected or available	Not collected or available	Not collected or available
Alaska	2012-2013	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available
Arizona	2012-2013	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available
Arkansas	2012-2013	Male: 45.82% Female: 54.18%	Black/African American: 15.98% American Indian/Alaska Native: 0.52% Asian: 2.1% Native Hawaiian/Pacific Islander: 0.12% Hispanic/Latino: 4.97% White: 73.83% Multiracial: 2.06%	Not collected or available	Not collected or available	28.79%	Not collected or available
California	2012-2013	Male: 49.8% Female: 50.2%	Black/African American: 3.6% American Indian/Alaska Native: 0.41% Asian: 21.96% Native Hawaiian/Pacific Islander: 0.45% Hispanic/Latino: 36.86% White: 33.54% Multiracial: 2.72% Other: (missing/not reported): 0.46%	3.03%	2.03%	40%	Homeless: .02% Foster: .08% Migrant: .43% Limited English Proficient: 25.13%
Colorado	2012-2013	Male: 52.4% Female: 47.6%	Black/African American: 2.6% American Indian/Alaska Native: 0.4% Asian: 5.1% Native Hawaiian/Pacific Islander: 0.2% Hispanic/Latino: 18.4% White: 69.4% Multiracial: 3.9%	4.3%	1.86%	21.9%	*See Table 39*

	Year data collected (Q61)	GT by gender (Q69, Q70)	GT by race/ethnicity (Q69, Q71)	GT that is ELL (Q69, Q72)	GT with disabilities (Q69, Q73)	GT that is low SES (Q69, Q74)	Other categories (Q69, Q75)
Connecticut	2012-2013	Male: 47.3% Female: 52.7%	Black/African American: 5% American Indian/Alaska Native: 0.2% Asian: 8.7% Native Hawaiian/Pacific Islander: 0.1% Hispanic/Latino: 7.4% White: 76.4% Multiracial: 2.3%	0.2%	1.6%	12.3%	Not collected or available
Delaware	2011-2012	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available
D.C.	2012-2013	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available
Florida	2012-2013	Not collected or available	Black/African American: 9.14% American Indian/Alaska Native: 0.27% Asian: 5.86% Native Hawaiian/Pacific Islander: 0.08% Hispanic/Latino: 26.89% White: 54.5% Multiracial: 3.1%	11.57%	Not collected or available	Not collected or available	Not collected or available
Georgia	2011-2012	Male: 47% Female: 53%	Black/African American: 17% American Indian/Alaska Native: 0.2% Asian: 7% Native Hawaiian/Pacific Islander: 1.6% Hispanic/Latino: 5% White: 66% Multiracial: 3.2%			Not collected or available	Not collected or available
Guam	2012-2013	Male: 45% Female: 55% (estimated)	Black/African American: 2% Asian: 27% Native Hawaiian/Pacific Islander: 44% White: 6% Multiracial: 21% (estimated)	85% (estimated)	8% (estimated)	Not collected or available	Not collected or available
Hawaii	2012-2013	*See Table 39*	*See Table 39*	0.3% (estimated)	0.9% (estimated)	28.9% (estimated)	Not collected or available
Idaho							
Illinois	2012-2013	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available

	Year data collected (Q61)	GT by gender (Q69, Q70)	GT by race/ethnicity (Q69, Q71)	GT that is ELL (Q69, Q72)	GT with disabilities (Q69, Q73)	GT that is low SES (Q69, Q74)	Other categories (Q69, Q75)
Indiana	2012-2013	Male: 48% Female: 52%	Black/African American: 4% Asian: 3% Hispanic/Latino: 5% White: 83% Multiracial: 4%	Not collected or available	Not collected or available	23%	Not collected or available
Iowa	2012-2013	Male: 50.56% Female: 49.44%	Black/African American: 1.85% American Indian/Alaska Native: 0.19% Asian: 3.11% Native Hawaiian/Pacific Islander: 0.08% Hispanic/Latino: 4.21% White: 88.14% Multiracial: 2.43%	0.52%	1.99%	20.9%	
Kansas	2011-2012	Male: 54.9% Female: 45.1%	Black/African American: 2.7% American Indian/Alaska Native: 0.7% Asian: 6.2% Native Hawaiian/Pacific Islander: 0.1% Hispanic/Latino: 5.8% White: 80.5% Multiracial: 4.1%	1.1%	2.3%	Not collected or available	
Kentucky	2012-2013	Male: 47% Female: 53%	Black/African American: 5% Asian: 2% Hispanic/Latino: 2% White: 89% Multiracial: 2%	0.5%	2.4%		Not collected or available
Louisiana	2012-2013	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available
Maine	2012-2013	Male: 49% Female: 51%	Black/African American: 1.3% American Indian/Alaska Native: 0.3% Asian: 2.4% Hispanic/Latino: 1% White: 93.8% Multiracial: 1%	0.8%	2.6%	21%	Not collected or available
Maryland	2011-2012	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available
Massachusetts							
Michigan							

	Year data collected (Q61)	GT by gender (Q69, Q70)	GT by race/ethnicity (Q69, Q71)	GT that is ELL (Q69, Q72)	GT with disabilities (Q69, Q73)	GT that is low SES (Q69, Q74)	Other categories (Q69, Q75)
Minnesota	2012-2013	Not collected or available *See Table 39*	Not collected or available *See Table 39*	Not collected or available *See Table 39*	Not collected or available *See Table 39*	Not collected or available *See Table 39*	Not collected or available *See Table 39*
Mississippi	2011-2012			Not collected or available	Not collected or available		Not collected or available
Missouri	2012-2013	Male: 51% Female: 49% (estimated)	Black/African American: 8% Asian: 5% Native Hawaiian/Pacific Islander: 0.0009% Hispanic/Latino: 0.03% White: 81% Multiracial: 0.01% (estimated)	0.009% (estimated)	0.048% (estimated)	23.8% (estimated)	Not collected or available
Montana	2012-2013	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available
Nebraska	2011-2012	Not collected or available	Black/African American: 7.12% American Indian/Alaska Native: 7.77% Asian: 20.28% Native Hawaiian/Pacific Islander: 10.17% Hispanic/Latino: 6.37% White: 16.24% Multiracial: 12.97%	Not collected or available	Not collected or available	Not collected or available	Not collected or available
Nevada							
New Hampshire	2011-2012	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available
New Jersey	2012-2013						
New Mexico							
New York							

	Year data collected (Q61)	GT by gender (Q69, Q70)	GT by race/ethnicity (Q69, Q71)	GT that is ELL (Q69, Q72)	GT with disabilities (Q69, Q73)	GT that is low SES (Q69, Q74)	Other categories (Q69, Q75)
North Carolina	2012-2013	Male: 50% Female: 50%	Black/African American: 10% American Indian/Alaska Native: 1% Asian: 5% Native Hawaiian/Pacific Islander: 1% Hispanic/Latino: 6% White: 73% Multiracial: 3% Other (We publish data that represent the percent of ethnicity identified as gifted, which helps LEAs to better monitor under-representation.): 0% *See Table 39*		1%		We publish data that represent the percent of ethnicity identified as AIG.
North Dakota							
Ohio	2011-2012	Male: 51.84% Female: 48.16%	Black/African American: 5.39% American Indian/Alaska Native: 0.1% Asian: 3.14% Native Hawaiian/Pacific Islander: 0.02% Hispanic/Latino: 1.61% White: 86.57% Multiracial: 3.16%	0.81%	2.64%	20.75%	Not collected or available
Oklahoma	2012-2013	Male: 49% Female: 51%	Black/African American: 5% American Indian/Alaska Native: 15% Asian: 4% Native Hawaiian/Pacific Islander: 0.3% Hispanic/Latino: 8% White: 64% Multiracial: 4%	Not collected or available	0.02%	Not collected or available	Not collected or available
Oregon	2011-2012	Male: 51.35% Female: 48.65%	Black/African American: 2.51% American Indian/Alaska Native: 1.77% Asian: 3.99% Native Hawaiian/Pacific Islander: 0.66% Hispanic/Latino: 21.04% White: 65.26% Multiracial: 4.77%	Not collected or available	14.01%	52.75%	Not collected or available
Pennsylvania	2012-2013	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available
Rhode Island	2011-2012	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available

	Year data collected (Q61)	GT by gender (Q69, Q70)	GT by race/ethnicity (Q69, Q71)	GT that is ELL (Q69, Q72)	GT with disabilities (Q69, Q73)	GT that is low SES (Q69, Q74)	Other categories (Q69, Q75)
South Carolina	2012-2013	Male: 45.7% Female: 54.3%	Black/African American: 15.3% American Indian/Alaska Native: 0.2% Asian: 2.5% Native Hawaiian/Pacific Islander: 0.1% Hispanic/Latino: 3.8% White: 75.4% Multiracial: 2.7%	1.3%	8% (estimated)	Not collected or available	Not collected or available
South Dakota	2012-2013	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available
Tennessee	2012-2013	Male: 49.6% Female: 50.4%	Black/African American: 14.5% American Indian/Alaska Native: 0.2% Asian: 5.7% Native Hawaiian/Pacific Islander: 0.01% Hispanic/Latino: 3.5% White: 74.8% Multiracial: 1.2%	0.32%	3.13%	Not collected or available	Not collected or available
Texas	2012-2013	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available
Utah	2011-2012	Not collected or available	Black/African American: 2% American Indian/Alaska Native: 3% Asian: 2% Native Hawaiian/Pacific Islander: 2% Hispanic/Latino: 15% White: 76%	Not collected or available	Not collected or available	Not collected or available	Not collected or available
Vermont							
Virginia	2011-2012	Male: 48.85% Female: 51.15%	Black/African American: 11.29% American Indian/Alaska Native: 0.22% Asian: 12.67% Native Hawaiian/Pacific Islander: 0.13% Hispanic/Latino: 8.27% White: 62.41% Multiracial: 5.01%	5%	2%	17%	Homeless .3%

	Year data collected (Q61)	GT by gender (Q69, Q70)	GT by race/ethnicity (Q69, Q71)	GT that is ELL (Q69, Q72)	GT with disabilities (Q69, Q73)	GT that is low SES (Q69, Q74)	Other categories (Q69, Q75)
Washington	2011-2012	Male: 49% Female: 51%	Black/African American: 4% American Indian/Alaska Native: 1% Asian: 15% Hispanic/Latino: 10% White: 65% Multiracial: 4% Other (Not Identified): 1%	Not collected or available	4.4%	18.2%	Not collected or available
West Virginia	2012-2013	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available
Wisconsin	2012-2013	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available
Wyoming	2011-2012	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available	Not collected or available
Summary	*Responses: 44* 2012-2013: 30 2011-2012: 14	*Responses: 41* Not collected or available: 20	*Responses: 41* Not collected or available: 17	*Responses: 41* Not collected or available: 26	*Responses: 42* Not collected or available: 24	*Responses: 40* Not collected or available: 27	*Responses: 41* Not collected or available: 37

TABLE 18: GIFTED AND TALENTED PROGRAMMING AND SERVICES

	Categories of GT programs/services required and/or offered (Q77)							
	Visual/ performing arts	Leadership	Intellectual	General academic	Creativity	Specific academic areas	Not specified	None required
Alabama	Offered	Offered	Required	Required	Required	Required		
Alaska							Offered	
Arizona	Offered	Offered	Required	Required	Offered	Offered		
Arkansas			Required		Required			
California	Offered	Offered	Offered	Offered	Offered	Offered		
Colorado	Required	Required	Required	Required	Required	Required		
Connecticut			Offered	Offered	Offered	Offered		X
Delaware							Offered	X
D.C.			Offered	Offered	Offered			
Florida								
Georgia	Required		Required	Required	Required	Required		
Guam	Offered	Offered	Offered		Offered	Offered		X
Hawaii	Offered	Offered	Offered	Offered		Offered		
Idaho								
Illinois			Offered	Offered	Offered	Offered		
Indiana			Required	Required		Required		
Iowa	Offered	Offered	Offered	Offered	Offered	Offered		
Kansas			Required					
Kentucky	Required	Required	Required		Required	Required		
Louisiana	Required		Required					
Maine	Required		Required		Offered	Required		
Maryland	Offered		Offered	Offered		Offered		X
Massachusetts								
Michigan								

	Categories of GT programs/services required and/or offered (Q77)							
	Visual/ performing arts	Leadership	Intellectual	General academic	Creativity	Specific academic areas	Not specified	None required
Minnesota	Offered	Offered	Offered	Offered	Offered	Offered		
	See Table 39							
Mississippi	Offered		Required	Offered	Offered			
Missouri	Offered		Offered	Offered	Offered	Offered		X
Montana				Offered		Offered		
Nebraska							Offered	
Nevada								
New Hampshire								X
New Jersey								
New Mexico								
New York								
North Carolina			Required			Required		
North Dakota								
Ohio	Offered		Offered	Offered	Offered	Offered		X
Oklahoma	Required	Required	Required	Required	Required	Required		
Oregon	Offered	Offered	Required	Required	Offered	Required		
Pennsylvania			Required	Required		Required		
Rhode Island								X
South Carolina	Required		Required			Required		
South Dakota	*See Table 39*							X
Tennessee			Offered					
Texas	Offered	Offered	Offered	Required	Offered	Required		
Utah								X
Vermont								
Virginia	Offered		Required	Offered		Required		
Washington								X

	Categories of GT programs/services required and/or offered (Q77)							
	Visual/ performing arts	Leadership	Intellectual	General academic	Creativity	Specific academic areas	Not specified	None required
West Virginia							Required	
Wisconsin	Required	Required	Required		Required	Required		
Wyoming	Offered	Offered	Offered	Offered	Offered	Offered		X
Summary	*There were 42 responses to Q77.*							
	Required: 8 Offered: 15	Required: 4 Offered: 10	Required: 18 Offered: 14	Required: 9 Offered: 14	Required: 7 Offered: 15	Required: 14 Offered: 13	Required: 1 Offered: 3	None required: 12 None offered: 0

TABLE 19: GIFTED AND TALENTED SERVICES BY GRADE

	Grades services required and/or offered (Q78)	Percent of GT students in each grade receiving services (Q78)		
Alabama	K - 12: Required	K - 12: 100%		
Alaska				
Arizona	Pre-K: Offered K - 12: Required			
Arkansas	Pre-K: Offered K - 12: Required	K - 12: 100%		
California		Kindergarten: 0.03% Grade 1: 0.06% Grade 2: 0.46% Grade 3: 3.56% Grade 4: 7.36%	Grade 5: 9.56% Grade 6: 10.72% Grade 7: 11.62% Grade 8: 11.43% Grade 9: 10.88%	Grade 10: 11.25% Grade 11: 11.64% Grade 12: 11.43%
Colorado	K - 12: Required	K - 12: 100%		
Connecticut	Grades 5 - 9: Offered Grades 11 - 12: Offered	Grades 5 - 12: 5%		
Delaware	Pre-K - 12: Offered			
D.C.				
Florida				
Georgia	K - 12: Required			
Guam	Pre-K - 8: Required Grades 9 - 12: Offered	Pre-K - 12: 0%		
Hawaii	K - 12: Offered	*See Table 39*		
Idaho				
Illinois	K - 12: Offered			
Indiana	K - 12: Required	Kindergarten: 2% Grade 1: 3% Grade 2: 4% Grade 3: 4% Grade 4: 5%	Grade 5: 5% Grade 6: 6% Grade 7: 6% Grade 8: 7% Grade 9: 6%	Grade 10: 6% Grade 11: 6% Grade 12: 6%

	Grades services required and/or offered (Q78)	Percent of GT students in each grade receiving services (Q78)		
Iowa	K - 12: Required	Kindergarten: 0.82% Grade 1: 1.76% Grade 2: 2.73% Grade 3: 5.01% Grade 4: 7.4%	Grade 5: 9.23% Grade 6: 10.18% Grade 7: 10.97% Grade 8: 10.72% Grade 9: 11.32%	Grade 10: 10.34% Grade 11: 9.9% Grade 12: 9.62%
Kansas	K - 12: Required	Kindergarten: 0.2% Grade 1: 1.1% Grade 2: 3.1% Grade 3: 5% Grade 4: 7.2%	Grade 5: 9.1% Grade 6: 10.5% Grade 7: 10.5% Grade 8: 11.5% Grade 9: 11.2%	Grade 10: 11.3% Grade 11: 10.9% Grade 12: 8.2%
Kentucky	K - 12: Required			
Louisiana	Pre-K - 12: Required	Pre-K - 12: 100%		
Maine	K - 2: Offered Grades 3 - 12: Required	*See Table 39*		
Maryland	Grades 2 - 12: Offered			
Massachusetts				
Michigan				
Minnesota	Pre-K - 12: Offered	*See Table 39*		
Mississippi	Grades 2 - 6: Required			
Missouri	K - 12: Offered	*See Table 39*		
Montana	K - 1: Required Grades 3 - 6: Required Grades 8 - 12: Required			
Nebraska	Pre-K - 12: Offered			
Nevada				
New Hampshire				
New Jersey				
New Mexico				
New York				
North Carolina	K - 12: Required	Kindergarten: 0.11% Grade 1: 0.58% Grade 2: 2.07% Grade 3: 8.4% Grade 4: 14.64%	Grade 5: 16.94% Grade 6: 17.7% Grade 7: 18.37% Grade 8: 18.39% Grade 9: 17.04%	Grade 10: 17.3% Grade 11: 18.93% Grade 12: 19.24%

	Grades services required and/or offered (Q78)	Percent of GT students in each grade receiving services (Q78)		
North Dakota				
Ohio	K - 12: Offered	Kindergarten: 9.59% Grade 1: 8.94% Grade 2: 8.34% Grade 3: 23.77% Grade 4: 31.65%	Grade 5: 35.12% Grade 6: 30.41% Grade 7: 25.4% Grade 8: 22.28% Grade 9: 9.37%	Grade 10: 7.76% Grade 11: 8.51% Grade 12: 8.75%
Oklahoma	Pre-K - 12: Required	Pre-K: 0.001% Kindergarten: 0.005% Grade 1: 0.02% Grade 2: 0.06% Grade 3: 0.1%	Grade 4: 13.7% Grade 5: 15.8% Grade 6: 18.6% Grade 7: 21.6% Grade 8: 23.2%	Grade 9: 22.8% Grade 10: 24.7% Grade 11: 26.7% Grade 12: 29.7%
Oregon	Pre-K: Offered K - 12: Required	Pre-K: 0% Kindergarten: 0.55% Grade 1: 1.78% Grade 2: 3.37% Grade 3: 5.75%	Grade 4: 7.47% Grade 5: 8.96% Grade 6: 8.95% Grade 7: 9.54% Grade 8: 10%	Grade 9: 9.38% Grade 10: 9.45% Grade 11: 9.77% Grade 12: 9.61%
Pennsylvania	K - 12: Required			
Rhode Island	Grades 1 - 11: Offered			
South Carolina	Grades 1 - 2: Offered Grades 3 - 12: Required	Pre-K - 2: 0% Grade 3: 14.6% Grade 4: 20.4% Grade 5: 24.6% *See Table 39*	Grade 6: 25.1% Grade 7: 25.3% Grade 8: 26.9% Grade 9: 15.1%	Grade 10: 13.8% Grade 11: 10.3% Grade 12: 8.2%
South Dakota	*See Table 39*			
Tennessee	Pre-K - 12: Offered	Pre-K: 0.4% Kindergarten: 0.8% Grade 1: 1.9% Grade 2: 3.6% Grade 3: 9.4%	Grade 4: 13.6% Grade 5: 14.9% Grade 6: 14.7% Grade 7: 14.7% Grade 8: 10%	Grade 9: 4.9% Grade 10: 5.6% Grade 11: 4.6% Grade 12: 0.8%
Texas	K - 12: Required			
Utah	K - 12: Offered	Grade 6: 27% *See Table 39*	Grade 9: 29%	Grade 12: 42%
Vermont				
Virginia	Pre-K: Offered K - 12: Required	K - 12: 100%		

	Grades services required and/or offered (Q78)	Percent of GT students in each grade receiving services (Q78)
Washington	K - 12: Offered	
West Virginia	Grades 1 - 8: Required	
Wisconsin	K - 12: Required	
Wyoming		
Summary	*Responses: 36* Required / Offered Pre-K: 3 / 8 Kindergarten: 19 / 11 Grade 1: 20 / 13 Grade 2: 20 / 14 Grades 3 - 4: 23 / 12 Grades 5 - 6: 23 / 13 Grade 7: 21 / 13 Grade 8: 22 / 13 Grade 9: 20 / 14 Grade 10: 20 / 13 Grade 11: 20 / 14 Grade 12: 20 / 13 All grades K-12: 17 / 10	*Responses: 18*

TABLE 20: REPORTING AND ACCOUNTABILITY

	State monitors/ audits LEA GT programs (Q80)	LEAs must report on GT services (Q81) Criteria required in report (Q82)	How the state ensures compliance (Q83)
Alabama	Yes	Yes Program performance Teacher training Service options Demographic breakdown of students served	Monitoring and follow-up reporting
Alaska	No	Yes Other: Must submit a plan to the department	File each plan
Arizona	Yes	Yes Other: Districts must submit for approval a local Scope and Sequence for Gifted Education at least once every four years, or if changes were made in a given year. Plans must be approved by the local governing board and SEA. Additionally, gifted education is part of our state's Title I Monitoring Process, as Cycle V, and our state's ELL monitoring process (with respect to identifying and serving gifted ELLs).	Districts must submit for approval a local Scope and Sequence for Gifted Education at least once every four years, or if changes were made in a given year. Plans must be approved by the local governing board and SEA. Additionally, gifted education is part of our state's Title I Monitoring Process, as Cycle V, and our state's ELL monitoring process (with respect to identifying and serving gifted ELLs).
Arkansas	Yes	Yes Student performance Program performance Combination of student performance and program evaluation Teacher training Service options Demographic breakdown of students served Other: Community involvement, staff development, personnel, identification, program options, curriculum and evaluation	If an LEA's gifted and talented program is not approved, the district's accreditation can be effected. Programs are required to have annual approval and an on-site monitoring every three years.

	State monitors/ audits LEA GT programs (Q80)	LEAs must report on GT services (Q81) Criteria required in report (Q82)	How the state ensures compliance (Q83)
California	No	No	Senate Bill 4 of the 2009-10 Third Extraordinary Session (SBX3 4) (Chapter 12, Statutes of 2009) included the GATE Program amongst State-funded programs for which funding has been designated as "unrestricted," which means that the GATE funds may be used for any educational purpose. This designation is explained in Fiscal issues relating to budget reductions and flexibility provisions (Dated 17-Apr-2009; DOC; 188 KB; 16pp.). Under this designation, even when a district receives GATE funding, the governing board may determine whether they will implement any or all of the GATE program and funding provisions. An LEA may choose to use funds from one or more of the 39 items in a manner completely different from how the funds could be used in years prior to 2008-09. Conversely, an LEA may choose to use the funds to continue to operate a program in the same manner as in the past. Both of these scenarios reflect a local decision as allowed by the flexibility provisions; any restrictions imposed on the funds from these 39 items are therefore local restrictions. There are no state restrictions or requirements, such as expenditure reports or compliance reviews, associated with the funding. Furthermore, CDE is not requiring or monitoring the drafting or submission of GATE MPs at this time. Due to the current proposed budget language regarding the Local Control Funding Formula, it is not certain if flexibility will end or continue. When CDE learns more information, an update will be sent out for each program currently participating in flexibility.(See http://www.cde.ca.gov/sp/gt/gt/gateprogfaq.asp)
Colorado	Yes	Yes Student performance Combination of student performance and program evaluation Teacher training Service options Demographic breakdown of students served Other: programming options	Colorado implements a cyclical monitoring process called, Colorado Gifted Education Review Process (C-GER). Monitoring includes a desk audit of documents pertaining to the gifted education program, a review of gifted student data, and an onsite visit. Other compliance assistance is provided through the regional network support system.
Connecticut	No	No	The state legislation mandates identification, but not programming. District reports on gender, ethnicity, grade.
Delaware	No	No	TBD
D.C.	No	No	

	State monitors/ audits LEA GT programs (Q80)	LEAs must report on GT services (Q81) Criteria required in report (Q82)	How the state ensures compliance (Q83)
Florida			
Georgia	Yes	Yes Combination of student performance and program evaluation Teacher training Service options Demographic breakdown of students served	Statewide student information system
Guam	Yes	Yes Program performance Combination of student performance and program evaluation Teacher training	Reported and surveyed information
Hawaii	No *See Table 39*	No	
Idaho			
Illinois	No	No	N/A
Indiana	No	Yes Teacher training Service options	Flexibility in use of grant funds determined by compliance
Iowa	Yes	Yes Program performance Teacher training	Accreditation site visits
Kansas	Yes	Yes Program performance Demographic breakdown of students served	5-year cyclical File Review
Kentucky	Yes	Yes Student performance Program performance Teacher training Service options Demographic breakdown of students served	State funding is contingent upon GT coordinator submitting reports.

	State monitors/ audits LEA GT programs (Q80)	LEAs must report on GT services (Q81) Criteria required in report (Q82)	How the state ensures compliance (Q83)
Louisiana	Yes	Yes Combination of student performance and program evaluation Service options	IEP compliance reports are disseminated monthly. Each district completes an annual self-review and formulates goals for the up-coming year based on the data from their district.
Maine	No	Yes Student performance Teacher training Demographic breakdown of students served	After an initial gifted and talented academic and arts plan are approved, an annual application and budget is submitted for approval.
Maryland	Yes	Yes Teacher training Service options Demographic breakdown of students served	School systems are required to submit annual Master Plans to the state. In the Master Plans, they are required to report on their annual goals, objectives, and strategies in the three areas of student identification, programs and services, and professional development.
Massachusetts			
Michigan			
Minnesota	No	Yes Teacher training Service options Other: Acceleration options, identification procedures, availability of services	Gifted and talented programs are local control. SEA does not monitor compliance
Mississippi	Yes	Yes Program performance	Through State Audit and accountability
Missouri	Yes	Yes Teacher training Service options Demographic breakdown of students served	The gifted education section performs a desk audit of data submitted by school districts to the Department data system.
Montana		Yes Other: number of students served per grade level	Through accreditation

	State monitors/ audits LEA GT programs (Q80)	LEAs must report on GT services (Q81) Criteria required in report (Q82)	How the state ensures compliance (Q83)
Nebraska	Yes	Yes Combination of student performance and program evaluation	Identification of high ability students is mandated through Rule 3. Funding for HAL programs comes from the state general funds. If a district wishes to apply for funding, the must have a plan containing: 1. Statement of Purpose, 2. Belief statements 3. District's definition of a High Ability Learner 4. Goals and objectives of the local program for learners with high ability 4. Identification procedures 5. Description of the continuum of program services, options, strategies 6. program evaluation, 7 program management, 8. staff development
Nevada			
New Hampshire	No	No	
New Jersey	Yes	Yes Other: QSAC - Quality Single Accountability Continuum	
New Mexico			
New York			
North Carolina	Yes	Yes Student performance Program performance Combination of student performance and program evaluation Teacher training Service options Demographic breakdown of students served	Development of Local AIG Plans, Mid-Term Reports, Student AIG Child Count, and On-site Program Reviews
North Dakota			
Ohio	Yes	Yes Student performance Service options Other: Opportunities provided to gifted students.	Reported in the statewide data system.
Oklahoma	Yes	Yes Teacher training Service options Demographic breakdown of students served Other: budget, total identified served and not served	Random audit of programs annually, approval of Gifted Education Plans, completion and approval of annual GT report

	State monitors/ audits LEA GT programs (Q80)	LEAs must report on GT services (Q81) Criteria required in report (Q82)	How the state ensures compliance (Q83)
Oregon	No	No	Districts submit TAG plans aligned to Oregon Revised Statutes and Oregon Administrative Rules every 3 years or when plan changes more that 10%.
Pennsylvania	Yes	No	The state ensures compliance by requiring corrective action during the compliance monitoring. If the LEA does not complete the corrective action, a letter is sent to the LEA.
Rhode Island	Yes	Yes Combination of student performance and program evaluation	The commissioner of education must approve any G/T program.
South Carolina	Yes	Yes Student performance Teacher training Demographic breakdown of students served	Annual reporting and annual updates of the five year district gifted and talented plan
South Dakota	No	No	
Tennessee	Yes	Yes Demographic breakdown of students served Other: End of Year Report for Gifted	Consolidated monitoring system...Each district submits an LEA Plan for Gifted addressing issues related to identifying and serving gifted students in the district. These plans are approved by SEA.
Texas	No		The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC Â§7.028).
Utah	Yes	Yes Student performance	LEAs submit a report and application for G/T funds each year. LEAs submit data on student performance criteria based on Utah Code.
Vermont			
Virginia	Yes	Yes Service options Demographic breakdown of students served Other: administrative background and responsibilities	Gifted regulations require school boards to approve local plans and to receive, annually, the review of effectiveness study of the local gifted plan. SEA provides a technical review of the plan every 5 years.

	State monitors/ audits LEA GT programs (Q80)	LEAs must report on GT services (Q81) Criteria required in report (Q82)	How the state ensures compliance (Q83)
Washington	Yes *See Table 39*	Yes *See Table 39* Student performance Program performance Combination of student performance and program evaluation Teacher training Service options Demographic breakdown of students served Other: Districts are only required if applied for funds	Compliance required for districts that applied for funding only: End-of-Year Report; Program Monitoring
West Virginia	Yes	No	Through state special education monitoring of exceptional children services
Wisconsin	No	No	Audits are conducted when formal complaints are filed.
Wyoming	No	Yes Combination of student performance and program evaluation	5 year accreditation cycles, WDE 613 data collection (annual), WDE 684 data collection (annual)
Summary	*Responses: 42* Yes: 26 No: 16	*Responses: 42, 30* Yes: 30 No: 12 Teacher training: 16 Service options: 15 Demographic breakdown of students served: 15 Student performance: 9 Program performance: 9 Combination of student performance & program evaluation: 10 Other: 12	*Responses: 38*

TABLE 21: GIFTED AND TALENTED EDUCATION PLANS

	Districts submit GT plans to SEA (Q84)	Local GT plans approved by SEA (Q85)	Components of GT plan requiring SEA approval (Q86)
Alabama	Yes	Yes	Definition of gifted and talented Identification Programming Teacher training Other: Acceleration Procedures
Alaska	Yes	No	
Arizona	Yes	Yes	Definition of gifted and talented Identification Programming Funding Program evaluation Teacher training Other: A district's Scope and Sequence for Gifted Education must address elements of program design, identification, curriculum, instruction, social development, emotional development, professional development of administrators, teachers, school psychologists and counselors, parent involvement, community involvement, program assessment and budgeting.
Arkansas	Yes	Yes	Identification Programming Funding Program evaluation Teacher training Other: Community involvement, staff development, personnel, curriculum
California	No		
Colorado	Yes	Yes	Definition of gifted and talented Identification Programming Funding Program evaluation Teacher training Other: Communication, Reporting, Accountability, Personnel, and Monitoring
Connecticut	No		
Delaware	No		
D.C.	No		
Florida	No		

	Districts submit GT plans to SEA (Q84)	Local GT plans approved by SEA (Q85)	Components of GT plan requiring SEA approval (Q86)
Georgia	Yes	Yes	Definition of gifted and talented Identification Programming
Guam	No		
Hawaii	No		
Idaho			
Illinois	No		
Indiana	No		
Iowa	No	Yes	Identification Programming Funding Program evaluation Teacher training Other: Gifted endorsement for teacher of record for gifted programming.
Kansas	No		
Kentucky	No		
Louisiana	Yes	Yes	Definition of gifted and talented Identification Programming Funding Program evaluation Teacher training
Maine	Yes	Yes	Definition of gifted and talented Identification Programming Funding Program evaluation Teacher training
Maryland	Yes	No	
Massachusetts			
Michigan			
Minnesota	No		
Mississippi	Yes	Yes	Identification Program evaluation

	Districts submit GT plans to SEA (Q84)	Local GT plans approved by SEA (Q85)	Components of GT plan requiring SEA approval (Q86)
Missouri	No		
Montana	No		
Nebraska	Yes	Yes	Definition of gifted and talented Identification Programming Funding Program evaluation Teacher training
Nevada			
New Hampshire	No		
New Jersey			
New Mexico			
New York			
North Carolina	Yes	No	
North Dakota			
Ohio	Yes	Yes	Identification Programming
Oklahoma	Yes	Yes	Definition of gifted and talented Identification Programming Funding Program evaluation Teacher training
Oregon	Yes	No	
Pennsylvania	No		
Rhode Island	Yes	Yes	Definition of gifted and talented Identification Programming
South Carolina	Yes	Yes	Identification Programming Program evaluation Teacher training
South Dakota	No		

	Districts submit GT plans to SEA (Q84)	Local GT plans approved by SEA (Q85)	Components of GT plan requiring SEA approval (Q86)
Tennessee	Yes	Yes	Identification Programming Other: Grade level screening procedures and assurances included in multi-modal assessment
Texas	No		
Utah	Yes	Yes	Funding Other: Utah code has performance criteria based on the number of identified students taking rigorous course work.
Vermont			
Virginia	Yes	No	
Washington	Yes *See Table 39*	Yes *See Table 39*	Identification Funding Program evaluation
West Virginia	No		
Wisconsin	No		
Wyoming	No		
Summary	*Responses: 43* Yes: 21 No: 22	*Responses: 21* Yes: 17 No: 4	*Responses: 17* Identification: 16 Programming: 14 Program evaluation: 11 Funding: 10 Teacher training: 10 Definition of gifted and talented: 9 Other: 7

TABLE 22: GIFTED EDUCATION ADMINISTRATORS

	LEAs must have GT administrator (Q88)	GT administrator must be full time (Q89)	Percent of LEAs with full-time GT administrator (Q90)	GT administrator must have GT training (Q91)
Alabama	Yes	No	3%	No
Alaska	No	No	10%	No
Arizona	No	No		Yes
Arkansas	Yes	No	80%	Yes
California	No	No		No
Colorado	Yes	No	50%	No
Connecticut	No	No	0%	No
Delaware	No	No	25%	No
D.C.	No			
Florida	No	No		
Georgia	Yes	No	80%	No
Guam	Yes	No	12%	No
Hawaii	No	No	0%	No
Idaho				
Illinois	No	No		No
Indiana	Yes	No	1%	No
Iowa	No	No		No
Kansas	No	No		No
Kentucky	Yes	No		Yes
Louisiana	Yes	No	45%	No
Maine	No	No	0%	No
Maryland	No	No	50%	No
Massachusetts				
Michigan				
Minnesota	No	No	*See Table 39*	No
Mississippi	No	No		Yes

	LEAs must have GT administrator (Q88)	GT administrator must be full time (Q89)	Percent of LEAs with full-time GT administrator (Q90)	GT administrator must have GT training (Q91)
Missouri	No	No	5%	No
Montana	No	No	1%	No
Nebraska	No	No	5%	No
Nevada				
New Hampshire	No	No	5%	No
New Jersey				
New Mexico				
New York				
North Carolina	No	No	50%	Yes
North Dakota				
Ohio	No	No	7.3%	Yes
Oklahoma	No	No		Yes
Oregon	No	No	1%	No
Pennsylvania	No	No		No
Rhode Island	No	No	0%	No
South Carolina	No	No	20%	Yes
South Dakota				
Tennessee	No	No		No
Texas	No	No		Yes
Utah	No	No	26%	No
Vermont				
Virginia	Yes	No	25%	No
Washington	No	No	1%	No
West Virginia	No	No	0%	No
Wisconsin	Yes	No	*See Table 39*	No
Wyoming	No	No	0%	No

	LEAs must have GT administrator (Q88)	GT administrator must be full time (Q89)	Percent of LEAs with full-time GT administrator (Q90)	GT administrator must have GT training (Q91)
Summary	*Responses: 42* No: 32 Yes: 10	*Responses: 41* No: 41 Yes: 0	*Responses: 27*	*Responses: 30* No: 31 Yes: 9

TABLE 23: GIFTED AND TALENTED DELIVERY MODELS BY GRADE

	Top delivery models in pre-K, kindergarten (Q93, Q94)	Top delivery models in early elementary (Q96, Q97)	Top delivery models in upper elementary (Q99, Q100)	Top delivery models in middle school (Q102, Q103)	Top delivery models in high school (Q105, Q106)
Alabama	1. Regular classroom 2. Continuous progress/ self-paced learning 4. Other: flexible skills grouping 5. Other: subject acceleration	1. Regular classroom 2. Resource room 3. Continuous progress/ self-paced learning 4. Independent study 5. Other: subject acceleration	1. Resource room 2. Regular classroom 3. Continuous progress/ self-paced learning 4. Honors/advanced coursework 5. Other: subject acceleration	1. Self-contained classroom 2. Honors/advanced coursework 3. Advanced Placement 4. Independent study 5. Other: acceleration	1. Honors/advanced coursework 2. Advanced Placement 3. Dual enrollment (in college) 4. Virtual classroom/ coursework 5. International Baccalaureate
Alaska	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Arizona	1. Regular classroom 2. Continuous progress/ self-paced learning 3. Cluster classrooms 4. Telescoped learning 5. Resource room	1. Regular classroom 2. Cluster classrooms 3. Continuous progress/ self-paced learning 4. Telescoped learning 5. Resource room	1. Regular classroom 2. Cluster classrooms 3. Continuous progress/ self-paced learning 4. Telescoped learning 5. Resource room	1. Regular classroom 2. Honors/advanced coursework 3. Cluster classrooms 4. Continuous progress/ Self-paced learning 5. Telescoped learning	1. Honors/advanced coursework 2. Self-paced learning 3. Telescoped learning 4. Advanced Placement 5. Dual enrollment (in college)
Arkansas	1. Other: Whole Group/ Class Enrichment 2. Self-contained classroom	1. Other: Whole Group/ Class Enrichment in regular classroom 2. Resource room 3. Self-contained classroom 4. Other: Acceleration	1. Resource room 2. Other: Pre-Advanced Placement classes in the core areas 3. Self-contained classroom 4. Cluster classrooms 5. International Baccalaureate	1. Other: Documented differentiation in regular classroom (core subjects) 2. Other: Pre-Advanced Placement in core subjects 3. Resource room 4. Other: Gifted and Talented Seminar class 5. International Baccalaureate	1. Advanced Placement 2. Other: Pre-Advanced Placement courses in core subject areas 3. Other: Documented differentiation in core subject areas 4. Dual enrollment (in college) 5. Other: Gifted and Talented Seminar
California	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate

	Top delivery models in pre-K, kindergarten (Q93, Q94)	Top delivery models in early elementary (Q96, Q97)	Top delivery models in upper elementary (Q99, Q100)	Top delivery models in middle school (Q102, Q103)	Top delivery models in high school (Q105, Q106)
Colorado	1. Regular classroom 2. Continuous progress/ self-paced learning 3. Other: acceleration by strength 4. Other: early access	1. Regular classroom 2. Continuous progress/ self-paced learning 3. Resource room 4. Other: flexible or cluster grouping 5. Magnet schools	1. Regular classroom 2. Continuous progress/ self-paced learning 3. Honors/advanced coursework 4. Resource room 5. Magnet schools	1. Regular classroom 2. Honors/advanced coursework 3. Continuous progress/ Self-paced learning 4. Independent study 5. Magnet schools	1. Advanced Placement 2. Dual enrollment (in college) 3. Independent study 4. Mentorships 5. International Baccalaureate
Connecticut	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Delaware	1. Regular classroom 2. Cluster classrooms 3. Resource room 4. Self-contained classroom	1. Regular classroom 2. Cluster classrooms 3. Resource room 4. Self-contained classroom	1. Regular classroom 2. Cluster classrooms 3. Resource room 4. Self-contained classroom 5. Advanced Placement	1. Regular classroom 2. Cluster classrooms 3. Resource room 4. Self-contained classroom 5. Advanced Placement	1. Advanced Placement 2. Honors/advanced coursework 3. International Baccalaureate 4. Magnet schools 5. Dual enrollment (in college)
D.C.	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Florida	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Georgia	1. Resource room 2. Cluster classrooms	1. Resource room 2. Cluster classrooms 3. Other: Advanced Academics in specific content areas	1. Honors/advanced coursework 2. Resource room 3. Cluster classrooms	1. Honors/advanced coursework 2. Cluster classrooms 3. Resource room 4. Virtual school	1. Honors/advanced coursework 2. Advanced Placement 3. Dual enrollment (in college) 4. Magnet schools 5. International Baccalaureate
Guam	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Hawaii	Not possible to estimate	1. Regular classroom 2. Self-contained classroom 3. Cluster classrooms 4. Independent study 5. Continuous progress/ self-paced learning	1. Self-contained classroom 2. Cluster classrooms 3. Regular classroom 4. Independent study 5. Continuous progress/ self-paced learning	1. Honors/advanced coursework 2. Self-contained classroom 3. Cluster classrooms 4. Independent study 5. Continuous progress/ Self-paced learning	1. Advanced Placement 2. Honors/advanced coursework 3. Magnet schools 4. Dual enrollment (in college) 5. Other: Learning Centers
Idaho					
Illinois	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate

	Top delivery models in pre-K, kindergarten (Q93, Q94)	Top delivery models in early elementary (Q96, Q97)	Top delivery models in upper elementary (Q99, Q100)	Top delivery models in middle school (Q102, Q103)	Top delivery models in high school (Q105, Q106)
Indiana	1. Regular classroom 2. Resource room 3. Cluster classrooms 4. Self-contained classroom	1. Regular classroom 2. Cluster classrooms 3. Resource room 4. Self-contained classroom 5. Magnet schools	1. Regular classroom 2. Cluster classrooms 3. Self-contained classroom 4. Resource room 5. Magnet schools	1. Honors/advanced coursework 2. Regular classroom 3. Self-contained classroom 4. Cluster classrooms 5. Magnet schools	1. Honors/advanced coursework 2. Advanced Placement 3. Dual enrollment (in college) 4. International Baccalaureate
Iowa	Not possible to estimate	1. Resource room 2. Cluster classrooms 3. Continuous progress/ self-paced learning 4. Telescoped learning	1. Cluster classrooms 2. Resource room 3. Honors/advanced coursework	1. Honors/advanced coursework 2. Telescoped learning	1. Advanced Placement 2. Dual enrollment (in college) 3. Virtual classroom/ coursework
Kansas	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Kentucky	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Louisiana	1. Cluster classrooms 2. Resource room 3. Self-contained classroom	1. Resource room 2. Magnet schools 3. Other: Gifted Resource Center 4. Cluster classrooms 5. Self-contained classroom	1. Resource room 2. Cluster classrooms 3. Other: Gifted resource centers 4. Magnet schools 5. Virtual classroom/ coursework	1. Resource room 2. Honors/advanced coursework 3. Magnet schools 4. Virtual classroom/ coursework 5. Cluster classrooms	1. Resource room 2. Honors/advanced coursework 3. Advanced Placement 4. Dual enrollment (in college) 5. Magnet schools
Maine	1. Regular classroom 2. Continuous progress/ self-paced learning 3. Independent study 4. Telescoped learning 5. Resource room	1. Continuous progress/ self-paced learning 2. Regular classroom 3. Resource room 4. Independent study 5. Mentorships	1. Resource room 2. Cluster classrooms 3. Regular classroom 4. Virtual school 5. Independent study	1. Regular classroom 2. Resource room 3. Cluster classrooms 4. Continuous progress/ Self-paced learning 5. Virtual classroom/ coursework	1. Advanced Placement 2. Virtual high school 3. Dual enrollment (in college) 4. Magnet schools 5. Other: standards based
Maryland	Not possible to estimate	1. Cluster classrooms 2. Regular classroom 3. Magnet schools 4. Self-contained classroom 5. Resource room	1. Cluster classrooms 2. Honors/advanced coursework 3. Magnet schools 4. Regular classroom 5. Resource room	1. Honors/advanced coursework 2. Self-contained classroom 3. Magnet schools 4. Cluster classrooms 5. Regular classroom	1. Advanced Placement 2. Honors/advanced coursework 3. Magnet schools 4. Mentorships 5. Dual enrollment (in college)
Massachusetts					
Michigan					

	Top delivery models in pre-K, kindergarten (Q93, Q94)	Top delivery models in early elementary (Q96, Q97)	Top delivery models in upper elementary (Q99, Q100)	Top delivery models in middle school (Q102, Q103)	Top delivery models in high school (Q105, Q106)
Minnesota	Not possible to estimate	1. Regular classroom 2. Telescoped learning 3. Resource room 4. Cluster classrooms 5. Self-contained classroom	1. Regular classroom 2. Cluster classrooms 3. Resource room 4. Telescoped learning 5. Self-contained classroom	1. Regular classroom 2. Honors/advanced coursework 3. Telescoped learning 4. Cluster classrooms 5. Magnet schools	1. Advanced Placement 2. Dual enrollment (in college) 3. Virtual classroom/ coursework 4. Mentorships 5. Magnet schools
Mississippi	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Missouri	Not possible to estimate	1. Resource room 2. Self-contained classroom 3. Virtual school 4. Regular classroom 5. Magnet schools	1. Resource room 2. Self-contained classroom 3. Magnet schools 4. Virtual classroom/ coursework 5. Regular classroom	1. Resource room 2. Self-contained classroom 3. Magnet schools 4. Regular classroom 5. Virtual classroom/ coursework	1. Dual enrollment (in college) 2. Advanced Placement 3. Resource room 4. International Baccalaureate 5. Regional math/science school
Montana	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Nebraska	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Nevada					
New Hampshire	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	1. Advanced Placement 2. Honors/advanced coursework 3. Virtual classroom/ coursework 4. Dual enrollment (in college) 5. International Baccalaureate
New Jersey					
New Mexico					
New York					

	Top delivery models in pre-K, kindergarten (Q93, Q94)	Top delivery models in early elementary (Q96, Q97)	Top delivery models in upper elementary (Q99, Q100)	Top delivery models in middle school (Q102, Q103)	Top delivery models in high school (Q105, Q106)
North Carolina	Not possible to estimate	1. Other: Combination of the three checked 2. Regular classroom 3. Cluster classrooms 4. Resource room	1. Other: combination of the three checked 2. Cluster classrooms 3. Resource room 4. Regular classroom 5. Self-contained classroom	1. Honors/advanced coursework 2. Cluster classrooms 3. Resource room 4. Regular classroom 5. Independent study	1. Advanced Placement 2. Honors/advanced coursework 3. Dual enrollment (in college) 4. International Baccalaureate
North Dakota					
Ohio	1. Other: Early Entrance 2. Cluster classrooms 3. Self-contained classroom *See Table 39*	1. Self-contained classroom 2. Resource room 3. Cluster classrooms 4. Regular classroom 5. Other: Cluster classrooms where a gifted intervention specialist works directly with students *See Table 39*	1. Self-contained classroom 2. Resource room 3. Cluster classrooms 4. Other: Cluster classrooms where a gifted intervention specialist works directly with students 5. Regular classroom *See Table 39*	1. Self-contained classroom 2. Honors/advanced coursework 3. Cluster classrooms 4. Resource room 5. Regular classroom *See Table 39*	1. Honors/advanced coursework 2. Advanced Placement 3. Other: Post Secondary Enrollment Option Classes 4. Regular classroom 5. Other: Subject Acceleration *See Table 39*
Oklahoma	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Oregon	Not possible to estimate	1. Other: Differentiation of Instruction in the general education classroom.	1. Other: Differentiation of Instruction in the general education classroom. 2. Cluster classrooms	1. Other: Differentiation of Instruction in the General Education Classroom 2. Honors/advanced coursework 3. Telescoped learning	1. Other: Differentiation of Instruction in the general education classroom. 2. Regular classroom 3. Honors/advanced coursework 4. Advanced Placement 5. Dual enrollment (in college)
Pennsylvania	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Rhode Island	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate

	Top delivery models in pre-K, kindergarten (Q93, Q94)	Top delivery models in early elementary (Q96, Q97)	Top delivery models in upper elementary (Q99, Q100)	Top delivery models in middle school (Q102, Q103)	Top delivery models in high school (Q105, Q106)
South Carolina	Not possible to estimate	Not possible to estimate	1. Self-contained classroom 2. Other: Summer/ Weekend Arts Programming 3. Magnet schools 4. Other: (IB while offered, is not a formal approved model for serving GT students)	1. Honors/advanced coursework 2. Self-contained classroom 3. Magnet schools 4. Other: Summer/ Weekend Arts Programming 5. Virtual school	1. Honors/advanced coursework 2. Telescoped learning 3. Advanced Placement 4. Virtual classroom/ coursework 5. Magnet schools
South Dakota	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Tennessee	Not possible to estimate	1. Resource room 2. Regular classroom 3. Continuous progress/ self-paced learning	1. Resource room 2. Regular classroom 3. Independent study 4. Continuous progress/ self-paced learning	1. Resource room 2. Regular classroom 3. Independent study 4. Continuous progress/ Self-paced learning	1. Advanced Placement 2. Dual enrollment (in college) 3. Independent study 4. International Baccalaureate 5. Virtual classroom/ coursework
Texas	1. Regular classroom 2. Cluster classrooms 3. Resource room 4. Self-contained classroom 5. Magnet schools	1. Regular classroom 2. Self-contained classroom 3. Resource room 4. Cluster classrooms 5. Magnet schools	1. Regular classroom 2. Cluster classrooms 3. Self-contained classroom 4. Resource room 5. Magnet schools	1. Advanced Placement 2. International Baccalaureate 3. Independent study 4. Virtual school 5. Dual enrollment	Not possible to estimate
Utah	Not possible to estimate	1. Magnet schools 2. Cluster classrooms 3. Telescoped learning 4. Regular classroom 5. Continuous progress/ self-paced learning	1. Magnet schools 2. Cluster classrooms 3. Telescoped learning 4. Regular classroom 5. Continuous progress/ self-paced learning	1. Magnet schools 2. Honors/advanced coursework 3. Telescoped learning 4. Advanced Placement 5. Regular classroom	1. Dual enrollment (in college) 2. Advanced Placement 3. International Baccalaureate 4. Honors/advanced coursework 5. Magnet schools
Vermont					

	Top delivery models in pre-K, kindergarten (Q93, Q94)	Top delivery models in early elementary (Q96, Q97)	Top delivery models in upper elementary (Q99, Q100)	Top delivery models in middle school (Q102, Q103)	Top delivery models in high school (Q105, Q106)
Virginia	1. Cluster classrooms 2. Resource room 3. Other: collaborative services or co-teaching 4. Self-contained classroom 5. Magnet schools *See Table 39*	1. Cluster classrooms 2. Resource room 3. Other: collaborative teaching or co-teaching 4. Self-contained classroom 5. Magnet schools *See Table 39*	1. Cluster classrooms 2. Other: collaborative teaching or co-teaching 3. Self-contained classroom 4. Resource room 5. Magnet schools *See Table 39*	1. Other: acceleration based on individual needs by content area 2. Cluster classrooms 3. Self-contained classroom 4. Honors/advanced coursework 5. Magnet schools *See Table 39*	1. Advanced Placement 2. Dual enrollment (in college) 3. Honors/advanced coursework 4. Other: Governor's Schools (focus various depending on the school) 5. International Baccalaureate *See Table 39*
Washington	1. Regular classroom 2. Other: Part Time Grouping 3. Cluster classrooms 4. Other: Advanced Grade Placement 5. Other: Advanced Subject Placement	1. Regular classroom 2. Other: Part-Time Grouping (Content Specific) 3. Self-contained classroom 4. Cluster classrooms 5. Other: Advanced Grade Placement	1. Other: Part-Time Grouping (Content Specific) 2. Regular classroom 3. Self-contained classroom 4. Cluster classrooms 5. Other: Advanced Subject Placement	1. Other: Part-Time Grouping (Content Specific) 2. Regular classroom 3. Other: Advanced Subject Placement 4. Honors/advanced coursework	1. Advanced Placement 2. Honors/advanced coursework 3. Other: Advanced Subject Placement 4. Regular classroom 5. Other: Advanced Grade Placement
West Virginia	1. Resource room 2. Other: Separate class for one period per day	Not possible to estimate	Not possible to estimate	Not possible to estimate	1. Advanced Placement 2. Honors/advanced coursework 3. Other: Conferencing with student
Wisconsin	1. Regular classroom 2. Cluster classrooms 3. Resource room 4. Other: Acceleration	1. Regular classroom 2. Cluster classrooms 3. Other: Intervention Block 4. Resource room 5. Other: Acceleration	1. Regular classroom 2. Cluster classrooms 3. Other: Intervention Block 4. Resource room 5. Other: Acceleration	1. Regular classroom 2. Honors/advanced coursework 3. Other: Intervention Block 4. Other: Acceleration 5. Other: Online Classes	1. Honors/advanced coursework 2. Advanced Placement 3. International Baccalaureate 4. Dual enrollment (in college) 5. Other: Online classes *See Table 39*

	Top delivery models in pre-K, kindergarten (Q93, Q94)	Top delivery models in early elementary (Q96, Q97)	Top delivery models in upper elementary (Q99, Q100)	Top delivery models in middle school (Q102, Q103)	Top delivery models in high school (Q105, Q106)
Wyoming	Not possible to estimate	1. Regular classroom 2. Cluster classrooms 3. Self-contained classroom 4. Resource room 5. Virtual school	1. Regular classroom 2. Self-contained classroom 3. Cluster classrooms 4. Resource room 5. Virtual school	1. Regular classroom 2. Self-contained classroom 3. Resource room 4. Honors/advanced coursework 5. Independent study	1. Honors/advanced coursework 2. Advanced Placement 3. Dual enrollment (in college) 4. Independent study 5. International Baccalaureate
Summary	*Responses: 43* Not possible to estimate: 28 **Respondents putting in top five:** Resource room: 10 Cluster classrooms: 10 Regular classroom: 9 Self-contained classroom: 7 Continuous progress/self-paced learning: 4 Magnet schools: 2 Telescoped learning: 2 Independent study: 1 Other: 8	*Responses: 43* Not possible to estimate: 19 **Respondents putting in top five:** Resource room: 20 Regular classroom: 18 Cluster classrooms: 17 Self-contained classroom: 13 Continuous progress/self-paced learning: 8 Magnet schools: 8 Telescoped learning: 4 Independent study: 3 Virtual school: 2 Mentorships: 1 Other: 11	*Responses: 43* Not possible to estimate: 18 **Respondents putting in top five:** Resource room: 20 Cluster classrooms: 20 Regular classroom: 18 Self-contained classroom: 13 Magnet schools: 9 Continuous progress/self-paced learning: 6 Honors/advanced coursework: 5 Independent study: 3 Telescoped learning: 3 Virtual classroom/ coursework: 2 Virtual school: 2 Advanced Placement: 1 International Baccalaureate: 1 Other: 10	*Responses: 43* Not possible to estimate: 18 **Respondents putting in top five:** Honors/advanced coursework: 19 Regular classroom: 15 Cluster classrooms: 12 Self-contained classroom: 10 Resource room: 10 Magnet schools: 9 Independent study: 7 Continuous progress/self-paced learning: 5 Telescoped learning: 5 Advanced Placement: 4 Virtual classroom/ coursework: 3 Virtual school: 3 International Baccalaureate: 2 Dual enrollment: 1 Other: 7	*Responses: 43* Not possible to estimate: 17 **Respondents putting in top five:** Advanced Placement: 26 Dual enrollment: 22 Honors/advanced coursework: 19 International Baccalaureate: 14 Magnet schools: 9 Virtual classroom/ coursework: 6 Independent study: 3 Mentorships: 3 Regular classroom: 3 Telescoped learning: 2 Resource room: 2 Virtual high school: 1 Regional math/science school: 1 Regional performing arts school: 1 Self-paced learning: 1 Other: 10

TABLE 24: ACCELERATION POLICIES AND PRACTICES

	State acceleration policy (Q107)	State policy on kindergarten early entrance (Q108)	State kindergarten entry age or cut-off date (Q109)	Alternate high school diploma or certificate offered to GT students (Q110) Basis on which it is offered (Q111)
Alabama	State policy specifically permits	State policy does not permit	A child who is five years of age on or before September 1 (2) or the date on which school begins in the enrolling district is entitled to admission to the kindergarten program at the beginning of the school year or as soon as practicable thereafter.	State policy does not permit
Alaska	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Must be 5 on or before September 1	State policy does not permit
Arizona	State policy specifically permits	State policy leaves LEA to determine	5 years of age by September 1 of the current school year. Or, if determined to be in the best interest of the child, a governing board may admit a child who is 5 by January 1 of the current school year.	State policy does not permit
Arkansas	State policy leaves LEA to determine	State policy does not permit	Must be 5 by August 1	State policy does not permit
California	No state policy; up to LEA to determine	State policy does not permit	The Kindergarten Readiness Act of 2010 changed the required age for kindergarten admission. To be eligible for kindergarten, a child must be 5 years old by Oct 1 (2013-14); thereafter by September 1.	No state policy; up to LEA to determine
Colorado	State policy specifically permits	State policy specifically permits	Must be age 4 for kindergarten or age 5 for first grade by the start of school	No state policy; up to LEA to determine A high school diploma (not called an alternative diploma) may be based upon competency and/or a combination of competency and units and not on units or seat-time alone. This is a local determination.
Connecticut	State policy leaves LEA to determine	State policy does not permit	Must be 5 by January 1	State policy does not permit
Delaware	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Must be 5 on or before August 31	State policy does not permit
D.C.	No state policy; up to LEA to determine	No state policy; up to LEA to determine		No state policy; up to LEA to determine
Florida				

	State acceleration policy (Q107)	State policy on kindergarten early entrance (Q108)	State kindergarten entry age or cut-off date (Q109)	Alternate high school diploma or certificate offered to GT students (Q110) Basis on which it is offered (Q111)
Georgia	State policy leaves LEA to determine	State policy does not permit	Must be 5 on or before September 1	State policy does not permit
Guam	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Must be 4 to be tested by July of that year	No state policy; up to LEA to determine
Hawaii	State policy leaves LEA to determine	No state policy; up to LEA to determine	Must be 5 by June 1	No state policy; up to LEA to determine
Idaho				
Illinois	No state policy; up to LEA to determine	State policy specifically permits	A child should be 5 years old on or before September 1 of the kindergarten year	No state policy; up to LEA to determine GED programs. Some schools have alternative education classes or online classes
Indiana	State policy leaves LEA to determine	State policy leaves LEA to determine	Must be 5 by August 1	State policy leaves LEA to determine
Iowa	State policy leaves LEA to determine	State policy does not permit	5 years of age by September 15	State policy leaves LEA to determine Every local school Board must determine the minimum number of credits in order to confer a diploma for students in their district. Any alternate diploma (other than that offered to ALL students) could be called whatever a district may want to call it, as long as there is 1 diploma for all. The state's minimum requirements are centered around 4 credits for Language Arts; 3 credits for Mathematics; 3 credits for Sciences; 3 credits for Social Studies; Physical Education. It is referred to as 4-3-3-3+PE.
Kansas	State policy specifically permits	State policy does not permit	Must be 5 by September 1	State policy does not permit
Kentucky	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Must be 5 by October 1, in 2015 changing to 5 by August 1	State policy specifically permits Currently, under District of Innovation, districts may submit a waiver for students who wish to graduate early. These students have to meet certain end of course assessment criteria.
Louisiana	State policy does not permit	State policy leaves LEA to determine	Must be 5 on or before September 30	State policy specifically permits Completion of their GED

	State acceleration policy (Q107)	State policy on kindergarten early entrance (Q108)	State kindergarten entry age or cut-off date (Q109)	Alternate high school diploma or certificate offered to GT students (Q110) Basis on which it is offered (Q111)
Maine	No state policy; up to LEA to determine	State policy does not permit	5 by October 15	No state policy; up to LEA to determine The alternative diploma is based on credits and standards exhibited through multiple measures, personal learning plans, multiple pathways including test results, large scale assessments, portfolio, virtual classes, exhibitions, and projects.
Maryland	No state policy; up to LEA to determine	State policy specifically permits	Must be 5 by September 1	State policy leaves LEA to determine
Massachusetts				
Michigan				
Minnesota	State policy specifically permits	State policy specifically permits	At least 5 on September 1	State policy does not permit
Mississippi	No state policy; up to LEA to determine	State policy does not permit	Must be 5 by September 1	State policy does not permit
Missouri	No state policy; up to LEA to determine	State policy does not permit	Must be 5 before August 1	No state policy; up to LEA to determine
Montana	State policy leaves LEA to determine	State policy leaves LEA to determine	5 by September 10	State policy does not permit
Nebraska	State policy leaves LEA to determine	State policy does not permit	Must be 5 by July 31	No state policy; up to LEA to determine
Nevada				
New Hampshire	No state policy; up to LEA to determine	State policy leaves LEA to determine	Age 5- Current Kindergarten enrollment cut-off dates in NH range from August 15th - December 31.	State policy leaves LEA to determine Local HS Competencies
New Jersey				
New Mexico				
New York				
North Carolina	State policy specifically permits	State policy specifically permits	5 by August 31	State policy does not permit
North Dakota				
Ohio	State policy specifically permits	State policy specifically permits	Must be 5 by August 1 or September 30 (districts choose one date)	No state policy; up to LEA to determine

	State acceleration policy (Q107)	State policy on kindergarten early entrance (Q108)	State kindergarten entry age or cut-off date (Q109)	Alternate high school diploma or certificate offered to GT students (Q110) Basis on which it is offered (Q111)
Oklahoma	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Must be 5 on or before September 1	State policy leaves LEA to determine
Oregon	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Must be 5 by September 1	State policy does not permit
Pennsylvania	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Child must turn 5 by January 31 however LEA may have established a policy which differs from that date.	State policy does not permit
Rhode Island	No state policy; up to LEA to determine	State policy does not permit	All children who are five years old by September 1 of any school year can enter kindergarten.	State policy does not permit
South Carolina	No state policy; up to LEA to determine	State policy does not permit	Must be 5 by September 1	State policy does not permit
South Dakota	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Must be 5 by September 1	State policy does not permit
Tennessee	State policy leaves LEA to determine	State policy does not permit	Must be 5 by August 30 for the 2013-14 school year and must be 5 by August 15 for the 2014-15 school year going forward.	State policy does not permit
Texas	State policy specifically permits	State policy specifically permits	Must be 5 by September 1	State policy does not permit
Utah	State policy leaves LEA to determine	State policy does not permit	Must be 5 by September 1.	State policy does not permit
Vermont				
Virginia	State policy leaves LEA to determine	State policy specifically permits	Must be 5 by September 30	State policy does not permit
Washington	No state policy; up to LEA to determine	State policy leaves LEA to determine	Must be 5 by September 1	State policy does not permit
West Virginia	State policy specifically permits	State policy leaves LEA to determine	Must be 5 by September 1	State policy does not permit
Wisconsin	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Must be 5 by September 1 of the school year the student is enrolling	No state policy; up to LEA to determine LEA develops criteria.
Wyoming	No state policy; up to LEA to determine	State policy does not permit	5 before September 15	State policy does not permit

	State acceleration policy (Q107)	State policy on kindergarten early entrance (Q108)	State kindergarten entry age or cut-off date (Q109)	Alternate high school diploma or certificate offered to GT students (Q110) Basis on which it is offered (Q111)
Summary	*Responses: 42* No state policy; up to LEA to determine: 21 State policy leaves LEA to determine: 11 State policy specifically permits: 9 State policy does not permit: 1	*Responses: 42* State policy does not permit: 16 No state policy; up to LEA to determine: 11 State policy specifically permits: 8 State policy leaves LEA to determine: 7	*Responses: 41*	*Responses: 42, 8* State policy does not permit: 24 No state policy; up to LEA to determine: 11 State policy leaves LEA to determine: 5 State policy specifically permits: 2

TABLE 25: DUAL ENROLLMENT POLICIES AND PRACTICES

	Dual enrollment in high school and college allowed (Q112)	Earliest grade for dual enrollment (Q113)	Earliest age for dual enrollment (Q114)	High school credit given for college courses (Q115)	Pays tuition for dual enrollment (Q116)
Alabama	State policy specifically permits	Other: is in grade 10, 11, or 12, or has an exception granted by the participating institution upon the recommendation of the student's principal and superintendent.	Other: is in grade 10, 11, or 12, or has an exception granted by the participating institution upon the recommendation of the student's principal and superintendent.	State policy leaves LEA to determine	Family
Alaska	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	Other: LEA to determine
Arizona	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	SEA LEA Family
Arkansas	State policy specifically permits	Grade 9	Other: By grade not age	State policy specifically permits	Family Other: Grant programs
California	State policy leaves LEA to determine	Grade 11	Left to LEA to determine	State policy leaves LEA to determine	LEA
Colorado	State policy specifically permits	Grade 9	Left to LEA to determine	State policy specifically permits	LEA Family
Connecticut	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	Family
Delaware	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	LEA Family
D.C.	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	LEA
Florida					
Georgia	State policy specifically permits	Left to LEA to determine	Other: Left to LEA if College or University will permit. Most have a guideline that the student must at least 16 years of age.	State policy specifically permits	Other: SEA funding varies depending on the dual enrollment option which Georgia calls College Now.
Guam	No state policy; up to LEA to determine			No state policy; up to LEA to determine	

	Dual enrollment in high school and college allowed (Q112)	Earliest grade for dual enrollment (Q113)	Earliest age for dual enrollment (Q114)	High school credit given for college courses (Q115)	Pays tuition for dual enrollment (Q116)
Hawaii	State policy specifically permits	Grade 11	Age 16	State policy specifically permits	Family
Idaho					
Illinois	State policy specifically permits	Grade 9	Left to LEA to determine	State policy specifically permits	LEA Family
Indiana	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	Other: Locally determined
Iowa	State policy specifically permits	Grade 9	Other: grade specific, not age specific	State policy specifically permits	SEA LEA Other: State reimbursement process
Kansas	State policy specifically permits	Other: Grade 9 or if IEP indicates a need for concurrent enrollment prior to grade 9	Other: No specific age...Grade 9 or if IEP indicates a need for concurrent enrollment prior to grade 9	State policy specifically permits	Family
Kentucky	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	Family
Louisiana	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	SEA LEA Family
Maine	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	No state policy; up to LEA to determine	SEA LEA
Maryland	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	Family
Massachusetts					
Michigan					
Minnesota	State policy specifically permits	Grade 10	Other: State statute does not have an age requirement	State policy specifically permits	SEA
Mississippi	State policy specifically permits	Grade 9	Other: No age restriction, but must be in high school (grade 9)	State policy specifically permits	LEA Family
Missouri	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	Other: local policy determines

	Dual enrollment in high school and college allowed (Q112)	Earliest grade for dual enrollment (Q113)	Earliest age for dual enrollment (Q114)	High school credit given for college courses (Q115)	Pays tuition for dual enrollment (Q116)
Montana	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	Family
Nebraska	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	LEA Family
Nevada					
New Hampshire	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	Family
New Jersey					
New Mexico					
New York					
North Carolina	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	Other: Memo of understanding
North Dakota					
Ohio	State policy specifically permits	Grade 9	Other: Varies per acceleration policy implementation	State policy specifically permits	LEA
Oklahoma	State policy specifically permits	Grade 11	Other: Grade 11 who meet criteria (not specified by age)	State policy leaves LEA to determine	Other: Regents for Higher Education
Oregon	State policy specifically permits	Other: In general, grade 7, but based on the academic needs of the student.	Other: In general age 16, but based on the academic needs of the student.	State policy leaves LEA to determine	Other: Could be family, LEA or a combination of both.
Pennsylvania	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	LEA Family
Rhode Island	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	LEA Family Other: Variable across the system
South Carolina	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	LEA Family
South Dakota	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	Family
Tennessee	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	Other: LEA or family

	Dual enrollment in high school and college allowed (Q112)	Earliest grade for dual enrollment (Q113)	Earliest age for dual enrollment (Q114)	High school credit given for college courses (Q115)	Pays tuition for dual enrollment (Q116)
Texas	State policy specifically permits	Other: a student that has not reached the 11th grade can request a waiver with the approval of the principal or local administrator		State policy leaves LEA to determine	Other: varies depending on local education agency
Utah	State policy specifically permits	Grade 10	Left to LEA to determine	State policy specifically permits	Other: The state provides an allocation for concurrent enrollment. 2013-14 students will have to pay $5 per credit for each concurrent enrollment class.
Vermont					
Virginia	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	LEA Family Other: Often there is no tuition cost because Community College receives ADM funds for dual enrolled students
Washington	No state policy; up to LEA to determine	Grade 11	Left to LEA to determine	State policy specifically permits	SEA
West Virginia	State policy specifically permits	Grade 11	Left to LEA to determine	State policy specifically permits	SEA LEA
Wisconsin	State policy specifically permits	Other: Certain dual or concurrent enrollment programs in state statute and administrative rule are limited to grades 11 and 12. However, decisions about other options for dual or concurrent enrollment are left to the LEA to determine.	Left to LEA to determine	State policy specifically permits	LEA Family Other: For transcripted credits, the cost is absorbed by technical colleges.
Wyoming	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	SEA LEA

	Dual enrollment in high school and college allowed (Q112)	Earliest grade for dual enrollment (Q113)	Earliest age for dual enrollment (Q114)	High school credit given for college courses (Q115)	Pays tuition for dual enrollment (Q116)
Summary	*Responses: 42* State policy specifically permits: 29 No state policy; up to LEA to determine: 8 State policy leaves LEA to determine: 5	*Responses: 41* Left to LEA to determine: 23 Grade 9: 6 Grade 10: 2 Grade 11: 5 Other: 5	*Responses: 40* Left to LEA to determine: 29 Age 16: 1 Other: 10	*Responses: 42* State policy specifically permits: 24 State policy leaves LEA to determine: 12 No state policy; up to LEA to determine: 6	*Responses: 41* SEA: 8 LEA: 19 Family: 22 Other: 15

TABLE 26: DUAL ENROLLMENT POLICIES AND PRACTICES (CONTINUED)

	Dual enrollment in middle and high school allowed (Q117)	High school graduation credit received for dual enrollment while in middle school (Q118)
Alabama		
Alaska	No state policy; up to LEA to determine	State policy specifically permits
Arizona	State policy leaves LEA to determine	State policy leaves LEA to determine
Arkansas	State policy does not permit	
California	State policy leaves LEA to determine	State policy leaves LEA to determine
Colorado	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
Delaware	State policy leaves LEA to determine	State policy leaves LEA to determine
D.C.	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Florida		
Georgia	State policy leaves LEA to determine	State policy leaves LEA to determine
Guam	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Hawaii	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Idaho		
Illinois	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
Iowa	State policy leaves LEA to determine	State policy leaves LEA to determine
Kansas	State policy specifically permits	State policy specifically permits
Kentucky	State policy leaves LEA to determine	State policy leaves LEA to determine
Louisiana	State policy leaves LEA to determine	State policy specifically permits
Maine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Maryland	State policy leaves LEA to determine	State policy leaves LEA to determine
Massachusetts		
Michigan		
Minnesota	State policy specifically permits	State policy specifically permits
Mississippi	State policy does not permit	

	Dual enrollment in middle and high school allowed (Q117)	High school graduation credit received for dual enrollment while in middle school (Q118)
Missouri	State policy specifically permits	State policy specifically permits
Montana	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Nebraska	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
New Jersey		
New Mexico		
New York		
North Carolina	State policy specifically permits	State policy specifically permits
North Dakota		
Ohio	State policy specifically permits	State policy specifically permits
Oklahoma	State policy specifically permits	State policy specifically permits
Oregon	State policy specifically permits	State policy specifically permits
Pennsylvania	State policy leaves LEA to determine	State policy leaves LEA to determine
Rhode Island	No state policy; up to LEA to determine	No state policy; up to LEA to determine
South Carolina	State policy specifically permits	State policy specifically permits *See Table 39*
South Dakota	No state policy; up to LEA to determine	State policy specifically permits
Tennessee	State policy leaves LEA to determine	State policy leaves LEA to determine
Texas	State policy leaves LEA to determine	State policy specifically permits
Utah	State policy does not permit	
Vermont		
Virginia	State policy leaves LEA to determine	State policy leaves LEA to determine
Washington	State policy specifically permits	State policy specifically permits
West Virginia	State policy leaves LEA to determine	State policy specifically permits
Wisconsin	State policy specifically permits	State policy leaves LEA to determine
Wyoming	State policy leaves LEA to determine	State policy leaves LEA to determine

	Dual enrollment in middle and high school allowed (Q117)	High school graduation credit received for dual enrollment while in middle school (Q118)
Summary	*Responses: 41* State policy leaves LEA to determine: 15 No state policy; up to LEA to determine: 13 State policy specifically permits: 10 State policy does not permit: 3	*Responses: 38* State policy specifically permits: 14 State policy leaves LEA to determine: 13 No state policy; up to LEA to determine: 11

TABLE 27: PROFICIENCY-BASED PROMOTION POLICIES AND PRACTICES

	State allows proficiency-based promotion (Q119)	Methods of demonstrating proficiency (Q120)	Advancement options after proficiency (Q121)	State allows graduation credit for proficiency (Q122)
Alabama	State policy specifically permits	Left to LEA to determine	Independent study Grade/course advancement Left to LEA to determine Other: Mentorships	State policy leaves LEA to determine
Alaska	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
Arizona	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Arkansas	State policy does not permit			
California	State policy leaves LEA to determine	Left to LEA to determine	Individualized instruction Left to LEA to determine	State policy leaves LEA to determine
Colorado	State policy leaves LEA to determine	Left to LEA to determine Standardized tests Performance Other: selected competency based assessments	Independent study Dual/Concurrent enrollment Cross-grade grouping Grade/course advancement Individualized education programs Internship Left to LEA to determine	State policy leaves LEA to determine
Connecticut	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
Delaware	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine
D.C.	State policy does not permit			
Florida				
Georgia	State policy specifically permits	Standardized tests	Independent study Dual/Concurrent enrollment Cross-grade grouping Cluster grouping Grade/course advancement Internship	State policy specifically permits
Guam	No state policy; up to LEA to determine		Not applicable	No state policy; up to LEA to determine
Hawaii	State policy leaves LEA to determine	Left to LEA to determine	Other: Left to school to determine	No state policy; up to LEA to determine

	State allows proficiency-based promotion (Q119)	Methods of demonstrating proficiency (Q120)	Advancement options after proficiency (Q121)	State allows graduation credit for proficiency (Q122)
Idaho				
Illinois	No state policy; up to LEA to determine	Other: using multiple measures	Left to LEA to determine	No state policy; up to LEA to determine
Indiana	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Iowa	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine
Kansas	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Kentucky	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Louisiana	State policy specifically permits	Left to LEA to determine Multiple choice test Essay Standardized tests	Correspondence courses Independent study Dual/Concurrent enrollment Grade/course advancement Left to LEA to determine	State policy specifically permits
Maine	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Maryland	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine
Massachusetts				
Michigan				
Minnesota	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Mississippi	State policy specifically permits	Left to LEA to determine	Grade/course advancement Left to LEA to determine	State policy does not permit
Missouri	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
Montana	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
Nebraska	No state policy; up to LEA to determine	Left to LEA to determine	Independent study Dual/Concurrent enrollment	No state policy; up to LEA to determine
Nevada				
New Hampshire	State policy specifically permits	Left to LEA to determine	Dual/Concurrent enrollment Left to LEA to determine	State policy specifically permits
New Jersey	State policy specifically permits			State policy specifically permits
New Mexico				

	State allows proficiency-based promotion (Q119)	Methods of demonstrating proficiency (Q120)	Advancement options after proficiency (Q121)	State allows graduation credit for proficiency (Q122)
New York				
North Carolina	State policy specifically permits	Multiple choice test Essay Lab experiments Standardized tests Oral exam Portfolio Performance Other: SBE policy mandates Multi-phase assessment with a minimum of Examination and an artifact demonstrating deep understanding of content.	Individualized instruction Independent study Dual/Concurrent enrollment Cross-grade grouping Cluster grouping Grade/course advancement Individualized education programs Internship Left to LEA to determine	State policy specifically permits
North Dakota				
Ohio	State policy specifically permits	Left to LEA to determine Multiple choice test Essay Lab experiments Standardized tests Oral exam Portfolio Performance	Individualized instruction Correspondence courses Independent study Dual/Concurrent enrollment Cross-grade grouping Cluster grouping Grade/course advancement Individualized education programs Internship Left to LEA to determine	State policy specifically permits
Oklahoma	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 Left to LEA to determine	State policy specifically permits
Oregon	State policy specifically permits	Multiple choice test Essay Lab experiments Oral exam Portfolio Performance	Left to LEA to determine	State policy specifically permits

	State allows proficiency-based promotion (Q119)	Methods of demonstrating proficiency (Q120)	Advancement options after proficiency (Q121)	State allows graduation credit for proficiency (Q122)
Pennsylvania	State policy leaves LEA to determine	Left to LEA to determine Multiple choice test Essay Standardized tests Portfolio Performance	Left to LEA to determine	State policy leaves LEA to determine
Rhode Island	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
South Carolina	State policy does not permit			*See Table 39*
South Dakota	State policy specifically permits	Other: LEA can submit a test for SEA's approval	Left to LEA to determine	No state policy; up to LEA to determine
Tennessee				
Texas	State policy specifically permits	Left to LEA to determine Other: Credit by exam	Grade/course advancement Left to LEA to determine	State policy specifically permits
Utah	State policy specifically permits	Other: Multiple choice test, performance and essay.	Other: Once students demonstrate proficiency they are allowed to take other courses.	State policy specifically permits
Vermont				
Virginia	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Washington	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
West Virginia	State policy specifically permits	Left to LEA to determine	Individualized instruction Grade/course advancement Individualized education programs Other: Distance learning	State policy specifically permits
Wisconsin	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine
Wyoming	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine

	State allows proficiency-based promotion (Q119)	Methods of demonstrating proficiency (Q120)	Advancement options after proficiency (Q121)	State allows graduation credit for proficiency (Q122)
Summary	*Responses: 42* State policy specifically permits: 20 State policy leaves LEA to determine: 10 No state policy; up to LEA to determine: 9 State policy does not permit: 3	*Responses: 37* Left to LEA to determine: 31 Standardized tests: 6 Multiple choice test: 5 Essay: 5 Performance: 5 Portfolio: 4 Lab experiments: 3 Oral exam: 3 Other: 6	*Responses: 38* Not applicable: 1 Left to LEA to determine: 32 Grade/course advancement: 10 Independent study: 8 Dual/Concurrent enrollment: 8 Individualized instruction: 5 Cross-grade grouping: 5 Cluster grouping: 4 Individualized education programs: 4 Internship: 4 Correspondence courses: 3 Other: 4	*Responses: 39* State policy specifically permits: 19 No state policy; up to LEA to determine: 10 State policy leaves LEA to determine: 9 State policy does not permit: 1

TABLE 28: COMPONENTS OF GIFTED AND TALENTED PROGRAMS AND SERVICES

	Components of GT services (Q123)				
	Social-emotional support	Academic guidance and counseling	Contact time	Differentiated instruction	Content-based acceleration
Alabama	State policy specifically requires	State policy specifically requires	State policy specifically requires	State policy specifically requires	State policy specifically requires
Alaska	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
Arizona	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
Arkansas	State policy specifically requires	State policy specifically requires	State policy specifically requires	State policy specifically requires	State policy specifically requires
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 leaves LEA to determine		State policy specifically requires	State policy specifically requires
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	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Delaware	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
D.C.	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
Florida					
Georgia	State policy leaves LEA to determine	State policy specifically requires	State policy specifically requires	State policy specifically requires	State policy leaves LEA to determine
Guam	State policy does not require	State policy does not require	State policy specifically requires	State policy does not require	State policy does not require
Hawaii	State policy does not require	State policy does not require	State policy does not require	State policy does not require	State policy does not require
Idaho					
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	State policy specifically requires	State policy leaves LEA to determine

	Components of GT services (Q123)				
	Social-emotional support	Academic guidance and counseling	Contact time	Differentiated instruction	Content-based acceleration
Iowa	State policy specifically requires	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves 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	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Louisiana	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
Maine	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
Maryland	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy does not require	State policy specifically requires	State policy leaves LEA to determine
Massachusetts					
Michigan					
Minnesota	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
Mississippi	State policy specifically requires	State policy specifically requires	State policy specifically requires	State policy specifically requires	State policy leaves LEA to determine
Missouri	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
Montana	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
Nebraska	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	
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					
New Mexico					
New York					
North Carolina	State policy specifically requires	State policy specifically requires	State policy leaves LEA to determine	State policy specifically requires	State policy specifically requires

	Components of GT services (Q123)				
	Social-emotional support	Academic guidance and counseling	Contact time	Differentiated instruction	Content-based acceleration
North Dakota					
Ohio	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy specifically requires	State policy specifically requires	State policy leaves LEA to determine
Oklahoma	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
Oregon	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
Pennsylvania	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy specifically requires	State policy specifically requires
Rhode Island	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
South Carolina	State policy specifically requires	State policy specifically requires	State policy specifically requires	State policy specifically requires	State policy specifically requires
South Dakota					
Tennessee	No state policy; up to 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
Texas	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
Utah	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy specifically requires	State policy leaves LEA to determine	State policy leaves LEA to determine
Vermont					
Virginia	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
Washington	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
West Virginia	State policy does not require	State policy does not require	State policy specifically requires	State policy specifically requires	State policy does not require
Wisconsin	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
Wyoming	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

	Components of GT services (Q123)				
	Social-emotional support	**Academic guidance and counseling**	**Contact time**	**Differentiated instruction**	**Content-based acceleration**
Summary	*Responses: 41* No state policy; up to LEA to determine: 18 State policy leaves LEA to determine: 13 State policy specifically requires: 7 State policy does not require: 3	*Responses: 41* No state policy; up to LEA to determine: 17 State policy leaves LEA to determine: 15 State policy specifically requires: 6 State policy does not require: 3	*Responses: 40* No state policy; up to LEA to determine: 16 State policy leaves LEA to determine: 12 State policy specifically requires: 10 State policy does not require: 2	*Responses: 41* No state policy; up to LEA to determine: 14 State policy leaves LEA to determine: 13 State policy specifically requires: 12 State policy does not require: 2	*Responses: 40* No state policy; up to LEA to determine: 14 State policy leaves LEA to determine: 17 State policy specifically requires: 6 State policy does not require: 3

TABLE 29: OTHER POLICIES AND PRACTICES

	GT eligibility from other states recognized (Q124)	LEAs must recognize in-state GT eligibility (Q125)	Minimum age for GED (Q126)	Funded at state level (Q127)	State RtI includes attention to GT (Q128)
Alabama	State policy does not permit	State policy specifically permits	17	School for math and science School for the fine and performing arts ACT/SAT/Discover test Other: online courses for students but not as a Virtual high School. Students must still be enrolled in a brick and mortar high school.	State policy specifically permits
Alaska	No state policy; up to LEA to determine	No state policy; up to LEA to determine	18	None	No state policy; up to LEA to determine
Arizona	State policy specifically permits	State policy specifically permits	16	AP/International Baccalaureate tests Other: Arizona participates in the AP Test Fee Waiver program through the US Department of Education to support a portion of AP, IB and Cambridge International Exam fees for eligible low-income students.	State policy specifically permits
Arkansas	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	School for math and science Governor's school (summer) Virtual high school AP/International Baccalaureate tests Other: PSAT or PLAN test	No state policy; up to LEA to determine
California	State policy leaves LEA to determine	State policy leaves LEA to determine	17	Other: The CDE reimburses districts for the AP and IB exams of students that are eligible for the Free or Reduced Price Meal Program. However, these are not state funds, but federal funds. The CDE applies each year for a federal award in order to fund the program. CDE submitted our federal application in May 2013 and we expect to receive notification in August.	State policy leaves LEA to determine
Colorado	State policy leaves LEA to determine	State policy specifically permits	15	ACT/SAT/Discover test	State policy specifically permits
Connecticut	No state policy; up to LEA to determine	No state policy; up to LEA to determine	17	None	No state policy; up to LEA to determine

	GT eligibility from other states recognized (Q124)	LEAs must recognize in-state GT eligibility (Q125)	Minimum age for GED (Q126)	Funded at state level (Q127)	State RtI includes attention to GT (Q128)
Delaware	State policy leaves LEA to determine	State policy leaves LEA to determine	16	School for math and science School for the fine and performing arts Governor's school (summer) AP/International Baccalaureate tests	State policy specifically permits
D.C.	No state policy; up to LEA to determine	No state policy; up to LEA to determine		AP/International Baccalaureate tests	No state policy; up to LEA to determine
Florida					
Georgia	State policy does not permit	State policy specifically permits	16	Governor's school (summer) Virtual high school AP/International Baccalaureate tests	State policy specifically permits
Guam	No state policy; up to LEA to determine	No state policy; up to LEA to determine	17	None	No state policy; up to LEA to determine
Hawaii	State policy does not permit	State policy specifically permits	18	Virtual high school AP/International Baccalaureate tests ACT/SAT/Discover test Other: Learning Centers	No state policy; up to LEA to determine
Idaho					
Illinois	No state policy; up to LEA to determine	No state policy; up to LEA to determine	17	School for math and science Virtual high school	State policy specifically permits
Indiana	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Be at least 18 years of age, or 16 and 17 years of age if a superintendent recommends that the individual participate in the testing program.	School for math and science School for the Humanities Virtual high school AP/International Baccalaureate tests Other: PSAT	No state policy; up to LEA to determine
Iowa	No state policy; up to LEA to determine	No state policy; up to LEA to determine	age 18 years	None	No state policy; up to LEA to determine
Kansas	No state policy; up to LEA to determine	State policy leaves LEA to determine	16	School for math and science	No state policy; up to LEA to determine

	GT eligibility from other states recognized (Q124)	LEAs must recognize in-state GT eligibility (Q125)	Minimum age for GED (Q126)	Funded at state level (Q127)	State RtI includes attention to GT (Q128)
Kentucky	No state policy; up to LEA to determine	State policy specifically permits	19	School for math and science Governor's school (summer) AP/International Baccalaureate tests ACT/SAT/Discover test	State policy specifically permits
Louisiana	State policy leaves LEA to determine	State policy specifically permits	17	School for math and science School for the fine and performing arts AP/International Baccalaureate tests ACT/SAT/Discover test Other: Course Choice	No state policy; up to LEA to determine
Maine	State policy leaves LEA to determine	State policy leaves LEA to determine	17	School for math and science AP/International Baccalaureate tests ACT/SAT/Discover test	No state policy; up to LEA to determine
Maryland	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	None	No state policy; up to LEA to determine
Massachusetts					
Michigan					
Minnesota	State policy leaves LEA to determine	State policy leaves LEA to determine	16	School for math and science School for the fine and performing arts Virtual high school AP/International Baccalaureate tests ACT/SAT/Discover test	State policy specifically permits
Mississippi	State policy does not permit	State policy specifically permits	16	School for math and science School for the fine and performing arts Virtual high school	No state policy; up to LEA to determine
Missouri	No state policy; up to LEA to determine	State policy leaves LEA to determine	16	Governor's school (summer)	No state policy; up to LEA to determine
Montana	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	Virtual high school AP/International Baccalaureate tests ACT/SAT/Discover test	No state policy; up to LEA to determine
Nebraska	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	None	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	Ages 16-17 restricted; open at 18	Virtual high school AP/International Baccalaureate tests	State policy does not permit

	GT eligibility from other states recognized (Q124)	LEAs must recognize in-state GT eligibility (Q125)	Minimum age for GED (Q126)	Funded at state level (Q127)	State RtI includes attention to GT (Q128)
New Jersey	State policy leaves LEA to determine	State policy leaves LEA to determine			
New Mexico					
New York					
North Carolina	No state policy; up to LEA to determine	No state policy; up to LEA to determine		School for math and science School for the fine and performing arts Governor's school (summer) AP/International Baccalaureate tests ACT/SAT/Discover test	No state policy; up to LEA to determine *See Table 39*
North Dakota					
Ohio	State policy does not permit	State policy specifically permits	16	None	State policy leaves LEA to determine
Oklahoma	State policy leaves LEA to determine	State policy leaves LEA to determine	16	School for math and science School for the fine and performing arts Virtual high school AP/International Baccalaureate tests	No state policy; up to LEA to determine
Oregon	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	Other: PSAT for all 10th graders	No state policy; up to LEA to determine
Pennsylvania	State policy does not permit	State policy specifically permits	18	Governor's school (summer)	No state policy; up to LEA to determine
Rhode Island	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	Virtual high school AP/International Baccalaureate tests ACT/SAT/Discover test	No state policy; up to LEA to determine
South Carolina	State policy specifically permits	State policy specifically permits	16	School for math and science School for the fine and performing arts Governor's school (school year) Virtual high school AP/International Baccalaureate tests	State policy leaves LEA to determine
South Dakota			State minimum is 18 with some exceptions	AP/International Baccalaureate tests	No state policy; up to LEA to determine
Tennessee	State policy does not permit	State policy specifically permits	17	Governor's school (summer) ACT/SAT/Discover test	State policy specifically permits
Texas	State policy leaves LEA to determine	State policy leaves LEA to determine	16	Virtual high school AP/International Baccalaureate tests	No state policy; up to LEA to determine

	GT eligibility from other states recognized (Q124)	LEAs must recognize in-state GT eligibility (Q125)	Minimum age for GED (Q126)	Funded at state level (Q127)	State RtI includes attention to GT (Q128)
Utah	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	None	No state policy; up to LEA to determine
Vermont					
Virginia	State policy leaves LEA to determine	State policy leaves LEA to determine	18	Governor's school (summer) Governor's school (school year) Virtual high school	No state policy; up to LEA to determine
Washington	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	None	No state policy; up to LEA to determine
West Virginia	No state policy; up to LEA to determine	State policy specifically permits		Governor's school (summer)	
Wisconsin	No state policy; up to LEA to determine	No state policy; up to LEA to determine	18.5 years	ACT/SAT/Discover test	State policy specifically permits
Wyoming	State policy leaves LEA to determine	State policy leaves LEA to determine	18-waiver for 16 and 17	AP/International Baccalaureate tests ACT/SAT/Discover test	State policy leaves LEA to determine
Summary	*Responses: 42* No state policy; up to LEA to determine: 22 State policy leaves LEA to determine: 11 State policy does not permit: 7 State policy specifically permits: 2	*Responses: 42* No state policy; up to LEA to determine: 18 State policy specifically permits: 13 State policy leaves LEA to determine: 11	*Responses: 39*	*Responses: 42* AP/International Baccalaureate tests: 20 School for math and science: 14 Virtual high school: 14 ACT/SAT/Discover test: 13 Governor's school (summer): 10 School for the fine and performing arts: 8 Governor's school (school year): 2 School for the humanities: 1 Other: 8 None: 9	*Responses: 41* No state policy; up to LEA to determine: 26 State policy specifically permits: 10 State policy leaves LEA to determine: 4 State policy does not permit: 1

TABLE 30: PERSONNEL PREPARATION AND DEVELOPMENT

	State requires GT coursework for pre-service teachers (Q130, Q131)	How required GT coursework delivered (Q132)	GT training for all pre-service teachers (Q133)	Requires GT coursework for pre-service teachers (Q134)
Alabama	No		Few hours of instruction in a course on diverse/special populations of students	One or more teacher preparation programs
Alaska	No		No specific training	
Arizona	No		Few hours of instruction in a course on diverse/special populations of students	
Arkansas	No		Other: Training depends on the area of study	
California	No		Few hours of instruction in a course on diverse/special populations of students	
Colorado	No			One or more teacher preparation programs
Connecticut	No		Few hours of instruction in a course on diverse/special populations of students	One or more teacher preparation programs
Delaware	No		No specific training	One or more LEAs
D.C.	No		No specific training	
Florida				
Georgia	No		Other: depends on the college/university	
Guam	No		Other: week long workshop with monitoring following like a mentor program.	One or more teacher preparation programs
Hawaii	No		No specific training	
Idaho				
Illinois	No		No specific training	
Indiana	No		No specific training	
Iowa	No		Few hours of instruction in a course on diverse/special populations of students	One or more teacher preparation programs
Kansas	No		No specific training	*See Table 39*
Kentucky	Yes (State regulation)	A unit in a special education or other course		

	State requires GT coursework for pre-service teachers (Q130, Q131)	How required GT coursework delivered (Q132)	GT training for all pre-service teachers (Q133)	Requires GT coursework for pre-service teachers (Q134)
Louisiana	No		Few hours of instruction in a course on diverse/special populations of students	
Maine	No		Few hours of instruction in a course on diverse/special populations of students	One or more teacher preparation programs
Maryland	No		Other: Teacher certification programs are required to prepare teachers who can differentiate instruction for specific student groups including gifted and talented students.	
Massachusetts				
Michigan				
Minnesota	No		Other: Teacher preparation programs include differentiated instruction and instruction on diverse/special populations	One or more teacher preparation programs
Mississippi	No		Few hours of instruction in a course on diverse/special populations of students	One or more teacher preparation programs
Missouri	No		No specific training	
Montana	No		No specific training	One or more teacher preparation programs
Nebraska	No		Few hours of instruction in a course on diverse/special populations of students	
Nevada				
New Hampshire	No		No specific training	
New Jersey				
New Mexico				
New York				
North Carolina	No		No specific training	
North Dakota				
Ohio	No		No specific training	
Oklahoma	No		Other: up to LEA to determine type of training	
Oregon	No		No specific training	

	State requires GT coursework for pre-service teachers (Q130, Q131)	How required GT coursework delivered (Q132)	GT training for all pre-service teachers (Q133)	Requires GT coursework for pre-service teachers (Q134)
Pennsylvania	No		No specific training	One or more LEAs
Rhode Island	No		Few hours of instruction in a course on diverse/special populations of students	
South Carolina	No		Few hours of instruction in a course on diverse/special populations of students	
South Dakota	No		No specific training	
Tennessee	No		Few hours of instruction in a course on diverse/special populations of students	
Texas	No		No specific training	
Utah	No		Few hours of instruction in a course on diverse/special populations of students	
Vermont				
Virginia	No		Few hours of instruction in a course on diverse/special populations of students	One or more teacher preparation programs
Washington	No			
West Virginia	No		Few hours of instruction in a course on diverse/special populations of students	
Wisconsin	No		Few hours of instruction in a course on diverse/special populations of students	One or more teacher preparation programs
Wyoming	No		No specific training	
Summary	*Responses: 42* Yes: 1 No: 41 State regulation: 1	*Responses: 1* A unit in a special education or other course: 1	*Responses: 39* No specific training: 17 Few hours of instruction in a course on diverse/special populations of students: 16 Other: 6	*Responses: 13* One or more teacher preparation programs: 11 One or more LEAs: 2

TABLE 31: PERSONNEL PREPARATION AND DEVELOPMENT (CONTINUED)

	GT in-service training for general education teachers (Q135)	GT CEUs for general education teachers (Q136)	Other GT training for general education teachers (Q137, Q138)	General education staff receiving annual GT dev. (Q139)
Alabama	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine Teachers of gifted students are required to have in-depth training of characteristics of gifted learners and how to differentiate curriculum and instruction.	79%
Alaska	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	
Arizona	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine Districts must provide ongoing training and support for professional development of administrators, teachers, school psychologists and counselors for gifted education, as per their approved Scope and Sequence for Gifted Education.	
Arkansas	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine Training about the nature and needs of gifted students as well as identification, program options, curriculum and program evaluation	85%
California	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	
Colorado	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine All administrative units (AUs) are required to provide professional development in gifted education. This is provided through local, state, or another AU's training opportunities. Typically training includes: specific instructional strategies proven in gifted education; a specific curriculum model or gifted education program; social-emotional needs of gifted students; twice exceptionality; critical thinking skills; and identification.	45%
Connecticut	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	10%

	GT in-service training for general education teachers (Q135)	GT CEUs for general education teachers (Q136)	Other GT training for general education teachers (Q137, Q138)	General education staff receiving annual GT dev. (Q139)
Delaware	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine LEAs may conduct training for teachers including but not limited to differentiated instruction, RtI, and action research aligned to our teacher effectiveness evaluation program.	20%
D.C.	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	
Florida				
Georgia	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine	Elective Georgia Professional Standards Commission policy allows teachers to add a gifted education endorsement field to their Georgia Teaching Certificate.	70%
Guam	Elective	Elective	Elective All new teachers are required to take a three-day training with the GATE Program and then once a month all GATE teachers meet for additional training.	7%
Hawaii	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	Elective Online course for differentiating for G/T students in elementary classroom	1%
Idaho				
Illinois	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	
Indiana	State policy leaves up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	10%
Iowa	State policy leaves up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	
Kansas	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	*See Table 39*
Kentucky	State policy leaves up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	25%

	GT in-service training for general education teachers (Q135)	GT CEUs for general education teachers (Q136)	Other GT training for general education teachers (Q137, Q138)	General education staff receiving annual GT dev. (Q139)
Louisiana	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine On-site staff development as determined by the LEA	20%
Maine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	0%
Maryland	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine	15%
Massachusetts				
Michigan				
Minnesota	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	45%
Mississippi	Elective	Elective	Elective	
Missouri	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	5%
Montana	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	10%
Nebraska	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	State policy leaves up to LEAs to determine	
Nevada				
New Hampshire	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	1%
New Jersey				
New Mexico				
New York				
North Carolina	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine	75%
North Dakota				
Ohio	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	
Oklahoma	State policy leaves up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	

	GT in-service training for general education teachers (Q135)	GT CEUs for general education teachers (Q136)	Other GT training for general education teachers (Q137, Q138)	General education staff receiving annual GT dev. (Q139)
Oregon	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	1%
Pennsylvania	Required (Number of hours not specifically stated)	Required (No specific amount)	Elective Graduate level coursework	5%
Rhode Island	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	
South Carolina	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine Workshops, faculty meetings, PD opportunities, etc.; There is also a statewide PD video system, which teachers may access on their own, as a PLC, as a school, or as a district. There are over 125 videos available on gifted and talented best practices, instructional strategies, curriculum training, model lessons, and much more free to SC teachers through StreamlineSC	43%
South Dakota	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	
Tennessee				
Texas	Elective	Elective	No state policy; up to LEAs to determine	5%
Utah	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	
Vermont				
Virginia	Required (Required by gifted regulations that all teachers receive training in the gifted education competencies)	No state policy; up to LEAs to determine	Required (Required by gifted regulations that all teachers receive training in the gifted education competencies) Required by gifted regulations that all teachers receive training in the gifted education competencies (8VAC20-542-310) http://leg1.state.va.us/cgi-bin/legp504.exe?000+reg+8VAC20-542-310	40%
Washington	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	

	GT in-service training for general education teachers (Q135)	GT CEUs for general education teachers (Q136)	Other GT training for general education teachers (Q137, Q138)	General education staff receiving annual GT dev. (Q139)
West Virginia	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	0%
Wisconsin	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	No state policy; up to LEAs to determine	*See Table 39*
Wyoming	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine	
Summary	*Responses: 41* No state policy; up to LEAs to determine: 21 State policy leaves up to LEAs to determine: 15 Elective: 3 Required: 2	*Responses: 41* No state policy; up to LEAs to determine: 26 State policy leaves up to LEAs to determine: 11 Elective: 3 Required: 1	*Responses: 41, 12* No state policy; up to LEAs to determine: 24 State policy leaves up to LEAs to determine: 11 Elective: 5 Required: 1	*Responses: 24*

TABLE 32: PERSONNEL PREPARATION AND DEVELOPMENT (CONTINUED)

	GT credential offered (Q141) How hours earned (Q142) Hours required (Q143)	Professionals in GT programs require credential (Q144)	Professionals in GT programs with credential (Q145, Q146)	Annual GT staff dev. required for GT teachers (Q147, Q148)	GT teachers receiving annual GT dev. (Q149)
Alabama	Yes Course semester credit hours Other: Master's degree or higher 36 hours of coursework for the certification	Yes	70% (An estimate)	No	90%
Alaska	No			No	
Arizona	Yes Course semester credit hours Continuing Education Units (CEUs) Staff development There are multiple pathways to obtaining the gifted education endorsement (http://www.azed.gov/educator-certification/files/2011/09/requirements-for-gifted-endorsement.pdf).	Yes		No	
Arkansas	Yes Course semester credit hours 18 course semester credit hours	Yes	75% (An estimate)	No	100%
California	No			No	
Colorado	Yes Course semester credit hours Staff development 24	No	75% (An estimate)	No	75%
Connecticut	No		0% (Data not collected/Not applicable)	No	0%

	GT credential offered (Q141) How hours earned (Q142) Hours required (Q143)	Professionals in GT programs require credential (Q144)	Professionals in GT programs with credential (Q145, Q146)	Annual GT staff dev. required for GT teachers (Q147, Q148)	GT teachers receiving annual GT dev. (Q149)
Delaware	Yes Course semester credit hours 15 course credits	No	75% (An estimate)	No	30%
D.C.	No			No	
Florida					
Georgia	Yes Course semester credit hours Continuing Education Units (CEUs) 15 semester hours or 25 CEUs = 250 hours in four course areas	Yes	80% (An estimate)	No	
Guam	No		0% (Collected data)	Yes: 24 hours	97%
Hawaii	No		1% (An estimate)	No	1%
Idaho					
Illinois	No			No	
Indiana	Yes Course semester credit hours 12 - 15	No	20% (An estimate)	No	25%
Iowa	Yes Course semester credit hours 12	Yes	100% (Collected data)	No	
Kansas	Yes Course semester credit hours Varies by university.	Yes	*See Table 39*	No	*See Table 39*

	GT credential offered (Q141) How hours earned (Q142) Hours required (Q143)	Professionals in GT programs require credential (Q144)	Professionals in GT programs with credential (Q145, Q146)	Annual GT staff dev. required for GT teachers (Q147, Q148)	GT teachers receiving annual GT dev. (Q149)
Kentucky	Yes Course semester credit hours 12	Yes	75%	No	25%
Louisiana	Yes Course semester credit hours 18	Yes	85% (An estimate)	No	80%
Maine	Yes Course semester credit hours Continuing Education Units (CEUs) Staff development 4 graduate courses in gifted ed or 2 graduate courses in gifted ed and equivalent hours in CEUs and PD equivalent to two graduate courses	Yes	97% (An estimate)	No	0%
Maryland	Yes Course semester credit hours 18 credits	No	2% (An estimate)	No	15%
Massachusetts					
Michigan					
Minnesota	No		*See Table 39*	No	75%
Mississippi	Yes Course semester credit hours Staff development 30 semester hours	Yes		Yes	
Missouri	Yes Course semester credit hours 15	Yes	98% (An estimate)	No	25%

	GT credential offered (Q141) How hours earned (Q142) Hours required (Q143)	Professionals in GT programs require credential (Q144)	Professionals in GT programs with credential (Q145, Q146)	Annual GT staff dev. required for GT teachers (Q147, Q148)	GT teachers receiving annual GT dev. (Q149)
Montana	No		0% (Data not collected/Not applicable)	No	50%
Nebraska	Yes Course semester credit hours Depends on the program. UNK requires 36 credit hours for a MS degree in Special Education with an emphasis in gifted.	No		No	
Nevada					
New Hampshire	No		0% (An estimate)	No	1%
New Jersey	No				
New Mexico					
New York					
North Carolina	Yes Course semester credit hours Other: Through an accredited IHE program Through an accredited IHE program, usually 16	No	95% (An estimate)	No	100%
North Dakota					
Ohio	Yes Course semester credit hours Varies by IHE	No		Yes: Number of hours is not specified.	
Oklahoma	Yes Course semester credit hours 18	No	0.4% (Collected data)	No	
Oregon	No		1% (An estimate)	No	1%

	GT credential offered (Q141) How hours earned (Q142) Hours required (Q143)	Professionals in GT programs require credential (Q144)	Professionals in GT programs with credential (Q145, Q146)	Annual GT staff dev. required for GT teachers (Q147, Q148)	GT teachers receiving annual GT dev. (Q149)
Pennsylvania	No		0% (An estimate)	No	25%
Rhode Island	Yes Not specified	No		No	
South Carolina	Yes Other: Graduate Credit hours only Beginning endorsement = 6 graduate credit semester hours; intermediate endorsement = 12 graduate credit semester hours; certification= 18 hours of graduate credit semester hours	Yes	80% (An estimate) *See Table 39*	No	70% *See Table 39*
South Dakota	Yes Course semester credit hours Staff development 12 credit hours plus practicum or verification of teaching experience	Yes		No	
Tennessee	Yes Course semester credit hours Other: To meet TN employment standard, teachers must take six hours (or the equivalent to) semester hours six hours for certification and 15 hours for endorsement	Yes *See Table 39*		No	
Texas	Yes Course semester credit hours Other: TExES Exam	No		Yes: 6	
Utah	Yes Course semester credit hours 16 credit hours	Yes	100% (Collected data)	No	
Vermont					

	GT credential offered (Q141) How hours earned (Q142) Hours required (Q143)	Professionals in GT programs require credential (Q144)	Professionals in GT programs with credential (Q145, Q146)	Annual GT staff dev. required for GT teachers (Q147, Q148)	GT teachers receiving annual GT dev. (Q149)
Virginia	Yes Course semester credit hours 4 graduate level course plus 45 hours practicum experience supervised by someone with gifted education endorsement	No	25% (An estimate)	Yes: left up to LEAs to determine	35%
Washington	Yes Other: Specialty Endorsement offered by one graduate program no requirement	No		No	
West Virginia	Yes Course semester credit hours Determined by the higher education institutions	Yes		No	50%
Wisconsin	Yes Course semester credit hours Other: Portfolio credit for previous courses and/or experience. 12-15	No	*See Table 39*	No	*See Table 39*
Wyoming	Yes Course semester credit hours 24	Yes		No	

	GT credential offered (Q141) How hours earned (Q142) Hours required (Q143)	Professionals in GT programs require credential (Q144)	Professionals in GT programs with credential (Q145, Q146)	Annual GT staff dev. required for GT teachers (Q147, Q148)	GT teachers receiving annual GT dev. (Q149)
Summary	*Responses: 43, 30, 28* Yes: 30 No: 13 Course semester credit hours: 27 Staff development: 5 CEUs: 3 Other: 7 Not specified: 1	*Responses: 30* Yes: 17 No: 13	*Responses: 24, 23* Estimate: 17 Collected data: 4 Data not collected/Not applicable: 2	*Responses: 42* Yes: 5 No: 37	*Responses: 22*

TABLE 33: PERSONNEL PREPARATION AND DEVELOPMENT (CONTINUED)

	Competencies (not certification) for GT teachers (Q150, Q151)	GT training for administrator credential (Q153)	GT training for counselor credential (Q154)	Degrees in GT offered in state (Q156, Q157)
Alabama	Yes This is part of the teacher self-evaluation and evaluation system EDUCATEAlabama. This is the same requirements for all teachers. However, gifted teachers are usually working on the high end of the competencies.	No	No	Master's Specialist's
Alaska	No	No	No	No
Arizona	No	No	No	Master's Ph.D. Other: Undergraduate programs are currently under development.
Arkansas	Yes Praxis II: Gifted Education, test #10357 (P-8 and/or 7-12) Passing Score 150	No	No	Master's Specialist's Other: Ed.D with a co-emphasis on Gifted and Talented
California	No	No	No	No
Colorado	Yes The educator competency standards apply to teachers working with gifted students. Considerable collaborative efforts embedded competencies for working with "all" students, including students with exceptional potential, into the statewide document that is used in educator effectiveness evaluation.	No	No	Master's Specialist's Ph.D. Ed.D.
Connecticut	No	No	No	Master's Ph.D. Other: 6th Year
Delaware	Yes The Delaware Performance Appraisal System (DPAS II) provides specific student growth goals for teachers of gifted and talented programs. These measures enable them to be evaluated in the pedagogy of gifted education.	No	No	Master's

	Competencies (not certification) for GT teachers (Q150, Q151)	GT training for administrator credential (Q153)	GT training for counselor credential (Q154)	Degrees in GT offered in state (Q156, Q157)
D.C.	No	No	No	No
Florida				
Georgia	No	No	No	Master's Specialist's Ph.D. Ed.D.
Guam	No	No	No	No
Hawaii	No	No	No	No
Idaho				
Illinois	No	No	No	No
Indiana	No	No	No	Master's Ph.D.
Iowa	No	Yes	Yes	Bachelor's
Kansas	No	No	No	Master's
Kentucky	Yes Gifted and Talented Education Praxis	Yes	No	Master's
Louisiana	No	No	No	Master's Specialist's Ph.D. Ed.D.
Maine	No	No	No	Master's
Maryland	Yes State policy requires that school systems offer professional development that is based on the six competencies contained in our GT Specialist Certification. These competencies were adapted from the NAGC/CEC Professional Development Standards.	No	No	Master's Specialist's
Massachusetts				
Michigan				

	Competencies (not certification) for GT teachers (Q150, Q151)	GT training for administrator credential (Q153)	GT training for counselor credential (Q154)	Degrees in GT offered in state (Q156, Q157)
Minnesota	No	No	No	Master's Specialist's Ph.D. Ed.D. Other: Teacher Preparation in Gifted and Talented Education certificates are available through several universities
Mississippi	No			Master's
Missouri	No	No	No	Master's
Montana	No	No	No	Other: Area of Special Competency and Capital College is implementing a Master's in Differentiated Instruction beginning in 2014-2015
Nebraska	Yes p.123-131 http://www.education.ne.gov/Legal/webrulespdf/Rule24_Guidelines_2012.pdf	No	No	Master's
Nevada				
New Hampshire	No	No	No	No
New Jersey				
New Mexico				
New York				
North Carolina	No	No	No	Bachelor's Master's Specialist's Ph.D.
North Dakota				
Ohio	No	No	No	Bachelor's Master's
Oklahoma	Yes Our state adopted the NAGC Standards and Competencies.	No	No	Master's

	Competencies (not certification) for GT teachers (Q150, Q151)	GT training for administrator credential (Q153)	GT training for counselor credential (Q154)	Degrees in GT offered in state (Q156, Q157)
Oregon	No	No	No	Other: One university offers their own certificate for TAG but it is not officially recognized by the State Teacher Standards and Practices Commission.
Pennsylvania	No	No	No	Master's
Rhode Island	No	No	Yes	No
South Carolina	No	No	No	Master's Ed.D.
South Dakota	No	No	No	No
Tennessee	No	No		Bachelor's Master's
Texas	No	No	No	Master's Ph.D. Ed.D.
Utah	No	No	No	Master's Ph.D.
Vermont				
Virginia	No	No	No	Bachelor's Master's Specialist's Ph.D. Ed.D.
Washington	No	No	No	Other: Specialty Endorsement
West Virginia	No	No	No	Master's Ed.D.
Wisconsin	No	No	No	Master's
Wyoming	No	No	No	Bachelor's Master's Ph.D.

	Competencies (not certification) for GT teachers (Q150, Q151)	GT training for administrator credential (Q153)	GT training for counselor credential (Q154)	Degrees in GT offered in state (Q156, Q157)
Summary	*Responses: 42, 8* No: 34 Yes: 8	*Responses: 41* No: 39 Yes: 2	*Responses: 40* No: 38 Yes: 2	*Responses: 42, 33* Yes: 33 No: 9 Bachelor's: 6 Master's: 29 Specialist's: 9 Ph.D.: 12 Ed.D.: 8 Other: 7

TABLE 34: STATE FUNDING

	State provides GT funds to LEAs (Q159)	How GT funding provided to LEAs (Q160) Type of funding formula used (Q161)	Amount of GT funding provided to LEAs (Q162)	Cap on state funding (Q163, Q165) Basis for cap (Q164)
Alabama	Yes	Available from state through formula allocation Other: State funding is determined through a per-student basis formula	2012-2013: $1,000,000 2011-2012: $0 2010-2011: $0	Other: State funds are determined by amount allocated to gifted education by the state legislature. Percent of identified students Percent of Average Daily Attendance (ADA)
Alaska	No		2012-2013: $0 2011-2012: $0 2010-2011: $0	
Arizona	No		2012-2013: $0 2011-2012: $0 2010-2011: $0	
Arkansas	Yes	Available from state through formula allocation Weighted funding	2012-2013: $21,489,755 2011-2012: $26,239,791 2010-2011: $25,818,245	Yes: 5% Percent of identified students
California	Yes	Allocated to LEAs specifically for gifted education services	2012-2013: $44,225,000 2011-2012: $44,225,000 2010-2011: $44,225,000	Yes: 3% Percent of Average Daily Attendance (ADA)
Colorado	Yes	Allocated to LEAs specifically for gifted education services	2012-2013: $9,536,993 2011-2012: $9,256,609 2010-2011: $9,059,625	No
Connecticut	No		2012-2013: $0 2011-2012: $0 2010-2011: $0	
Delaware	No		2012-2013: $0 2011-2012: $0 2010-2011: $0	
D.C.	No		2012-2013: $0 2011-2012: $0 2010-2011: $0	
Florida				
Georgia	Yes	Available from state through formula allocation Weighted funding	2012-2013: $367,057,950 2011-2012: $275,315,558 2010-2011: $301,942,761	No

	State provides GT funds to LEAs (Q159)	How GT funding provided to LEAs (Q160) Type of funding formula used (Q161)	Amount of GT funding provided to LEAs (Q162)	Cap on state funding (Q163, Q165) Basis for cap (Q164)
Guam	No		2012-2013: $0 2011-2012: $0 2010-2011: $0	
Hawaii	Yes	Available from state through formula allocation Weighted funding	2012-2013: $4,766,016 2011-2012: $5,044,171 2010-2011: $5,036,496 *See Table 39*	Other: Each school receives 3% of total population with a weight of .265 in additional funding Other: 3% of school's population
Idaho				
Illinois	No		2012-2013: $0 2011-2012: $0 2010-2011: $0	
Indiana	Yes	Available from state through grants to LEAs	2012-2013: $12,548,096 2011-2012: $12,548,096 2010-2011: $12,548,096	No
Iowa	Yes	Allocated to LEAs specifically for gifted education services	2012-2013: $35,354,981 2011-2012: $34,722,948 2010-2011: $34,775,163	No
Kansas	Yes	Available from state through formula allocation Resource based	2012-2013: $12,073,432 2011-2012: $12,402,139 2010-2011: $11,873,629 *See Table 39*	No
Kentucky	Yes	Allocated to LEAs specifically for gifted education services	2010-2011: $6,806,700.00 2011-2012: $6,622,300.00 2012-2013: $6,622,300.00	No
Louisiana	Yes	Other: weighted funding	2012-2013: $65,723,895 2011-2012: $62,851,920 2010-2011: $65,693,826	No
Maine	Yes	Available from state through formula allocation Discretionary funding	2012-2013: $4,738,037 2011-2012: $4,801,422 2010-2011: $4,723,116	No
Maryland	No		2012-2013: $0 2011-2012: $0 2010-2011: $0	
Massachusetts				

	State provides GT funds to LEAs (Q159)	How GT funding provided to LEAs (Q160) Type of funding formula used (Q161)	Amount of GT funding provided to LEAs (Q162)	Cap on state funding (Q163, Q165) Basis for cap (Q164)
Michigan				
Minnesota	Yes	Allocated to LEAs specifically for gifted education services	2012-2013: $11,417,865 2011-2012: $11,376,059 2010-2011: $11,370,460	Other: Gifted and talented revenue is determined by adjusted marginal cost per pupil unit
Mississippi	Yes	Available from state through formula allocation Weighted funding		No
Missouri	Yes	Other: funding is "included" in the general foundation formula funds but may be spent on anything and is not earmarked for gifted.	2012-2013: $24,800,000 2011-2012: $24,800,000 2010-2011: $24,800,000	Yes Other: The amount the district received in 2006
Montana	Yes	Available from state through grants to LEAs	2012-2013: $250,000 2011-2012: $250,000 2010-2011: $250,000	Other: funds are divided amongst the grant participants based on the size of the school district Other: All "large" districts receive the same amount and all "small" districts receive the same amount.
Nebraska	Yes	Available from state through grants to LEAs	2012-2013: $2,300,000 2011-2012: $2,300,000 2010-2011: $2,300,000	No
Nevada				
New Hampshire	No		2012-2013: $0 2011-2012: $0 2010-2011: $0	
New Jersey				
New Mexico				
New York				
North Carolina	Yes	Available from state through formula allocation Flat grant Other: Based on percentage of ADM, not identified students.	2012-2013: $71,218,569 2011-2012: $69,595,065 2010-2011: $68,067,940	Other: Based on general statute; 4% Percent of Average Daily Attendance (ADA)
North Dakota				

	State provides GT funds to LEAs (Q159)	How GT funding provided to LEAs (Q160) Type of funding formula used (Q161)	Amount of GT funding provided to LEAs (Q162)	Cap on state funding (Q163, Q165) Basis for cap (Q164)
Ohio	Yes	Other: During FY12 and FY13 a transitional formula was used as a new formula was developed. For FY12 and FY13 each district had to spend at least the amount they received in FY09 on gifted services and identification.	2012-2013: $40,723,826 2011-2012: $40,570,857 2010-2011: $64,563,518	No
Oklahoma	Yes	Allocated to LEAs specifically for gifted education services	2012-2013: $45,635,226 2011-2012: $47,882,941 2010-2011: $50,847,012	Yes: 8% Other: Percentage of average daily membership (ADM)
Oregon	No		2012-2013: $0 2011-2012: $0 2010-2011: $0	
Pennsylvania	No		2012-2013: $0 2011-2012: $0 2010-2011: $0	
Rhode Island	No		2012-2013: $0 2011-2012: $0 2010-2011: $0	
South Carolina	Yes	Allocated to LEAs specifically for gifted education services	2012-2013: $26,628,246 2011-2012: $26,628,246 2010-2011: $26,628,246	No
South Dakota	No		2012-2013: $0 2011-2012: $0 2010-2011: $0	
Tennessee	Yes	Available from state through formula allocation Weighted funding Resource based		
Texas	Yes	Allocated to LEAs specifically for gifted education services.	2012-2013: $148,150,917 2011-2012: $141,509,668 2010-2011: $138,412,015	Yes Percent of identified students
Utah	Yes	Available from state through formula allocation Weighted funding	2012-2013: $3,979,900 2011-2012: $3,979,900 2010-2011: $3,979,900	No
Vermont				

	State provides GT funds to LEAs (Q159)	How GT funding provided to LEAs (Q160) Type of funding formula used (Q161)	Amount of GT funding provided to LEAs (Q162)	Cap on state funding (Q163, Q165) Basis for cap (Q164)
Virginia	Yes	Allocated to LEAs specifically for gifted education services	2012-2013: $44,155,053 2011-2012: $42,500,743 2010-2011: $44,697,913	No
Washington	Yes	Available from state through formula allocation Other: Prototypical School Model	2012-2013: $9,047,287 2011-2012: $9,007,189 2010-2011: $8,819,321	Yes Percent of identified students
West Virginia	Yes	Available from state through formula allocation Weighted funding		Other: Based on headcount Other: annual headcount
Wisconsin	No		2012-2013: $0 2011-2012: $0 2010-2011: $0	
Wyoming	Yes	Available from state through general allocation	2012-2013: $2,608,156 2011-2012: $2,597,735 2010-2011: $2,576,536	No
Summary	*Responses: 42* Yes: 28 No: 14	*Responses: 28, 12* Available from state through formula allocation: 12 Allocated to LEAs specifically for gifted education services: 9 Available from state through grants to LEAs: 3 Available from state through general allocation: 1 Other: 3 Weighted funding: 7 Resource based: 2 Discretionary funding: 1 Flat grant: 1 Other: 3	*Responses: 25*	*Responses: 27, 12, 9* Yes: 6 No: 15 Other: 6 Percent of identified students: 4 Percent of Average Daily Attendance: 3 Other: 6

TABLE 35: STATE FUNDING (CONTINUED)

	How state funds disbursed (Q166)	If state does not provide GT funds to LEA (Q167)	Amount of GT funding retained by SEA (Q168)
Alabama	To all LEAs as part of general funding to districts		
Alaska			
Arizona		State does not allocate funds for gifted education	
Arkansas	To all LEAs by mandate To all LEAs as part of general funding to districts Competitive grants Governor's schools and summer programs Other: Grants for Advanced Placement teacher training, course materials, and incentives		
California	To LEAs through discretionary funding, based on application Other: AB 2313 amended EC 52200 established a GATE funding formula based on the average daily attendance for all students in the district.		
Colorado	To all LEAs by mandate To LEAs through discretionary funding, based on application Other: To clarify: Funds are distributed on a per pupil basis; and in small districts and BOCES with factors for rural, size, and number of districts		
Connecticut		State does not allocate funds for gifted education	
Delaware		Funding is retained at state agency for gifted program administration and oversight	2012-2013: $30,000 2011-2012: $30,000 2010-2011: $30,000
D.C.		State does not allocate funds for gifted education	
Florida			
Georgia	To all LEAs as part of general funding to districts		
Guam		State does not allocate funds for gifted education	
Hawaii	Other: Individual schools		
Idaho			
Illinois		State does not allocate funds for gifted education	
Indiana	To all LEAs by mandate Competitive grants		

	How state funds disbursed (Q166)	If state does not provide GT funds to LEA (Q167)	Amount of GT funding retained by SEA (Q168)
Iowa	Other: To all LEAs as categorical funding.		
Kansas	Other: state special education funding		
Kentucky	Other: State funding formula based on district population		
Louisiana	To all LEAs as part of general funding to districts		
Maine	To LEAs through discretionary funding, based on application		
Maryland		State does not allocate funds for gifted education	
Massachusetts			
Michigan			
Minnesota	To all LEAs by mandate		
Mississippi	To all LEAs by mandate To all LEAs as part of general funding to districts Residential schools for the gifted and talented Virtual high school		
Missouri	To all LEAs as part of general funding to districts Governor's schools and summer programs		
Montana	To LEAs through discretionary funding, based on application		
Nebraska	To LEAs through discretionary funding, based on application		
Nevada			
New Hampshire		State does not allocate funds for gifted education	
New Jersey			
New Mexico			
New York			
North Carolina	To all LEAs by mandate		
North Dakota			
Ohio	To all LEAs as part of general funding to districts		
Oklahoma	To all LEAs as part of general funding to districts		
Oregon		Funding is retained at the state agency for gifted program administration and oversight	2012-2013: $175,000 2011-2012: $175,000 2010-2011: $175,000
Pennsylvania		State does not allocate funds for gifted education	

	How state funds disbursed (Q166)	If state does not provide GT funds to LEA (Q167)	Amount of GT funding retained by SEA (Q168)
Rhode Island		State does not allocate funds for gifted education	
South Carolina	To all LEAs as part of general funding to districts Other: Based on the number of state identified students		
South Dakota			
Tennessee	Other: Funding may be available as part of general education funding.		
Texas	To all LEAs by mandate To all LEAs as part of general funding to districts		
Utah	To all LEAs as part of general funding to districts		
Vermont			
Virginia	To all LEAs as part of general funding to districts Governor's schools and summer programs		
Washington	To LEAs through discretionary funding, based on application		
West Virginia	To all LEAs as part of general funding to districts		
Wisconsin		*See Table 39*	
Wyoming	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		
Summary	*Responses: 28* To all LEAs as part of general funding to districts: 14 To all LEAs by mandate: 8 To LEAs through discretionary funding, based on application: 7 Competitive grants: 3 Governor's schools and summer programs: 3 Residential schools for the gifted and talented: 1 Virtual high school: 1 Other: 9	*Responses: 11* State does not allocate any funds for gifted education services: 9 Funding is retained at the state agency for gifted program administration and oversight: 2	*Responses: 2*

TABLE 36: IMPACT OF FEDERAL EDUCATION LAW

	What has been the impact of federal law on gifted and talented programs and services in your state? (Q169)	How could federal policy benefit GT students and families? (Q170)
Alabama	No federal laws requiring accountability for annual growth for gifted learners or to mandate services for gifted learners	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum
Alaska		No benefit
Arizona	A lack of specific reference to gifted education within federal law hampers the ability for the SEA and LEAs to effectively identify and utilize funds that should be available to support the learning and growth of all learners.	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts
Arkansas	Lack of federal law has meant all services, funding for services, and over-sight are the responsibility of the state. Fortunately, our state sees the value in providing services for gifted learners.	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Conduct research to develop best practices and disseminate to local districts Other: Could result in more uniform policies and services from state to state.
California	The Gifted and Talented Pupil Program is not under the special education umbrella because CA special education laws are written to implement the federal Individuals with Disabilities Education Act which covers 13 disability categories.	Conduct research to develop best practices and disseminate to local districts
Colorado	The IDEA regulation about response to intervention has had a positive impact, in that the state is supporting RtI as an instructional framework for all students. Gifted students and families have access through RtI procedures and principles. Directors advocate for and implement gifted student identification and programming within the parameters of state and local resources without federal support. Federal funds are targeted for other student groups, especially for those students not yet proficient on state assessment measures. The [*sic]*	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts Other: Increase state support for gifted education; increase preservice training in gifted education; increase positive influence for administrators to monitor gifted student performance; Strengthen procedures for equal access to gifted identification assessment; Increase in federal funds supporting innovation providing service to gifted students; Increase the number of qualified educators in gifted education
Connecticut	No impact	Conduct research to develop best practices and disseminate to local districts
Delaware	Little or no impact. Two possible exceptions would be Response to Intervention and Delaware's plan for its Race to the Top grant.	Increase accountability for gifted student learning Conduct research to develop best practices and disseminate to local districts

	What has been the impact of federal law on gifted and talented programs and services in your state? (Q169)	How could federal policy benefit GT students and families? (Q170)
D.C.		Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts
Florida		
Georgia	Increased awareness and placement of gifted students with disabilities, 504 plans, English language learners.	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts
Guam	It has made it mandatory for all schools to participate in the GATE Program that qualify. Principals no longer can say 'No' to the program. It has given parents a leverage in obtaining the full time, 3 hours weekly pull out.	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts
Hawaii	No impact	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Other: Train teachers on screening process
Idaho		
Illinois	No impact	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts
Indiana	There has been no impact of federal law. Javits Grant funding involved training in a few Indiana school districts, but statewide impact has been minimal.	Increase accountability for gifted student learning Other: mandate for identification and services
Iowa	*See Table 39*	Increase accountability for gifted student learning Conduct research to develop best practices and disseminate to local districts
Kansas		Increase accountability for gifted student learning Conduct research to develop best practices and disseminate to local districts

	What has been the impact of federal law on gifted and talented programs and services in your state? (Q169)	How could federal policy benefit GT students and families? (Q170)
Kentucky	Due to the lack of Federal funding, there have been less funds for services	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts
Louisiana	The state is unfamiliar with specific federal laws regarding gifted and talented programming.	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts
Maine	None	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts
Maryland	The fact that we do not have federal law has had a negative impact on programs and services in our state. The mandates from ESEA receive almost all of the focus and gifted students are not protected under those mandates. That is why we need the Talent Act to be adopted.	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum
Massachusetts		
Michigan		
Minnesota	The lack of a federal mandate implies the needs of gifted and talented students are less than the needs of other unique learners.	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts
Mississippi		Increase capacity of teachers to differentiate curriculum
Missouri	NCLB has incentivized the focus on low performing students and lessoned the focus on high performing students.	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts
Montana	Without Federal mandates it has been difficult to implement specific state mandates.	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts

	What has been the impact of federal law on gifted and talented programs and services in your state? (Q169)	How could federal policy benefit GT students and families? (Q170)
Nebraska	Because gifted education is not federally mandated, services to students who are in need of remediation are at the top of the list	Conduct research to develop best practices and disseminate to local districts
Nevada		
New Hampshire	Diminished emphasis	Increase accountability for gifted student learning
New Jersey		
New Mexico		
New York		
North Carolina	Some LEAs are not as supportive of gifted education.	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts
North Dakota		
Ohio		Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts
Oklahoma	none	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts
Oregon	NCLB has focused teacher and administrators on students whom they perceive need "help" in their instruction with little regard for the needs of high ability learners.	Increase capacity of teachers to differentiate curriculum Conduct research to develop best practices and disseminate to local districts Other: It could provide a national focus linked to funding that state legislatures could not interrupt and interpret for states. A nationally funded gifted education source would provide some "teeth" for this state rather than "corrective action for Talented and Gifted" which we now have.
Pennsylvania	NCLB had a negative effect on gifted education. In 2000 PA Code passed Chapter 16 which regulates all gifted education services. Prior to 2000 gifted services fell under the Special Education umbrella.	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts
Rhode Island		Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum

	What has been the impact of federal law on gifted and talented programs and services in your state? (Q169)	How could federal policy benefit GT students and families? (Q170)
South Carolina	Without specific federal laws for gifted and talented education, students and their families are not afforded the types of protection, benefits, and supports granted by other federal laws. Also, there may be a lack of legitimacy for gifted and talented student's needs and supports, due to the missing federal legislation. In the past SC received several Javits Grants, which have had immeasurable positive impact on the state's support structure, increased awareness and service for under-represented students, and innovative assessments, such as the Performance Task Assessment (STAR) developed specifically for SC to help identify more under-represented students by attempting to remove cultural barriers and prior knowledge requirements, in both the verbal and non-verbal domains.	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Conduct research to develop best practices and disseminate to local districts
South Dakota		
Tennessee	There is more emphasis on the general education program than on related services such as gifted education.	Increase accountability for gifted student learning
Texas		Increase accountability for gifted student learning Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts
Utah	The federal law has focused educators on closing the achievement gap as a major part of their job. Educators do not seem to be worried about high ability students.	Increase accountability for gifted student learning
Vermont		
Virginia	less focus on gifted and more focus on federally mandated subgroups	Other: more uniformity in definition/identification
Washington		
West Virginia		Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Conduct research to develop best practices and disseminate to local districts
Wisconsin	Javits Grant awards drew attention to gifted education. With this funding eliminated, there is no national focus on high ability students. Recent progress in Congress related to the Talent Act and the Strengthening America's Schools Act of 2013, however, are promising.	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts Other: Bring attention to gifted education.

	What has been the impact of federal law on gifted and talented programs and services in your state? (Q169)	How could federal policy benefit GT students and families? (Q170)
Wyoming	Very little	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Conduct research to develop best practices and disseminate to local districts
Summary	*Responses: 31*	*Responses: 40* Increase accountability for gifted student learning: 32 Increase capacity of teachers to differentiate curriculum: 27 Increase family engagement in child's learning and/or school: 19 Conduct research to develop best practices and disseminate to local districts: 29 No benefit: 1 Other: 7

TABLE 37: CHANGES IN STATE RULES AND REGULATIONS

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q171)	What positive developments and/or innovations in gifted education are occurring in your state? (Q172)
Alabama	Our state has provided some funding which has impacted services positively.	Our state gifted organization and parents have been advocating for gifted which influenced the decision to provide funding for gifted services.
Alaska		
Arizona	Not applicable.	Arizona schools continue to provide gifted education programs and services in diverse ways. Cluster grouping, as a programming strategy, continues to expand - as well as increases in rigorous course offerings.
Arkansas	Act 146 of 2013 is a compact with other states to provide seamless educational services to the children of members of the military which means school districts will have to accept identifications for gifted services made in other states in the compact. Gifted services and Advanced Placement are specifically named in the Act. Act 396 and 625 created the Advanced Placement Training and Incentive Program to increase enrollment and improve performance in Advanced Placement classes.	The department has been encouraging school districts to identify more low-income students and support them in programs. The move to an online program approval application has decreased the time school districts need to complete the reporting process and increased the time available for the gifted unit at the department to develop trainings about the gifted and to offer support to districts. Advanced Placement courses continue to be a major part of the services to gifted secondary students, and the state continues to make yearly gains in participation and success in Advanced Placement courses. The Advanced Placement Training and Incentive Program will enhance the progress already being made. Gifted and talented coordinators are encouraged to support secondary gifted students by meeting with them and addressing their affective needs while challenging course work addresses their academic needs.
California	In 2000, two pieces of legislation were enacted that amended provisions of the EC for GATE. AB 2313 amended EC 52200 requiring that GATE programs be planned and organized as differentiated learning experiences within the regular school day and established a GATE funding formula based on the average daily attendance for all students in the district. AB 2207 amended EC 48800 providing options for gifted and talented pupils to attend classes at postsecondary institutions regardless of the pupil's age or grade level.	A parent or guardian may petition the governing board of a district to authorize pupils, regardless of the pupil's age or grade level, to attend a college as a special part-time or full-time student and to undertake one or more courses of instruction to benefit from advanced scholastic or vocational work. Students receive credit for community college courses that they complete at the level determined appropriate by the school district and the community college district governing boards.

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q171)	What positive developments and/or innovations in gifted education are occurring in your state? (Q172)
Colorado	The following six legislative initiatives have positive impact on the education of gifted students and family involvement: educator effectiveness, implementation of academic standards, accountability student achievement and growth, kindergarten readiness, and the literacy act, READ Act.	* All administrative units develop a revised comprehensive program plan for gifted education; and all gifted students have an advanced learning plan. In the coming year, focused attention will be given to the accountability portion of the plan - gifted student performance and setting improvement targets based upon local gifted student data. This is part of the state's unified improvement process for all districts. * Colorado is supporting a curriculum project that will include gifted education personnel working in teams with other educators to design units with differentiated content and strategies for diverse learners, including gifted students. * The state's monitoring process, called Colorado Gifted Education Review (C-GER), has been reported by local gifted education directors to be a significant positive factor in supporting change and improvements in gifted programs. The C-GER process is beginning a new cycle in 13-14. *A new acceleration law requires all districts to review their acceleration plan. Rules for gifted education require an acceleration plan. *There is a revival in interest for implementing differentiated instruction practices as per new educator effectiveness law. * Revised identification in the arts guidelines will be disseminated in 13-14. Community resourcing is a focus, especially in areas where arts programs are limited. * The twice exceptional professional development project is expanding to include a district-wide team approach. * A revised series of online professional development modules will be implemented beginning 13-14. * A partnership with the Colorado Association for Gifted Children will develop a professional development online series. * A collaborative effort between the state and university professors is focused on improving pre-service teacher education and coordination of statewide initiatives impacting gifted students and teachers. * An administrators' tool kit is being developed for dissemination this year.
Connecticut	No recent change in the legislation. District are mandated to identify gifted and talented students	Don't know

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q171)	What positive developments and/or innovations in gifted education are occurring in your state? (Q172)
Delaware	On June 30, 2013 the Delaware Legislature passed Senate Bill 27. This Act would authorize the Department of Education, pending available funds, to offer competitive two year start-up grants to public schools for the purpose of developing new programs for students capable of performing accelerated academic work. The draft regulation is currently under development. In addition, On June 30, 2013 the Delaware Legislature unanimously passed House Joint Resolution 13. This joint resolution is designed to continue the work of the Gifted and Talented Task Force regarding further study of gifted and talented programs. The resolution directs the Department of Education to collaborate with stakeholders to promulgate regulations surrounding the development, implementation and evaluation of local education agency plans to provide educational services to gifted and talented students, and regulations to identify gifted and talented students as recommended in the Gifted and Talented Task Force Report of 2013.	In the last two years there has become very active interest in gifted and talented education in Delaware. This focus resulted in the formation of a Task Force for Gifted Education. Membership in the Task Force was legislated and comprised of the following: The Secretary of the Delaware Department of Education or designee, who shall act as chairperson of the Task Force; president of the State Board of Ed or designee; president of the DE Assn of School Administrators or designee; president of the DE Chief School Officers Assn or designee; A member of the DE State Senate appointed by the President Pro Tempore or designee; A member of the DE State House of Representatives appointed by the Speaker of the House of Representatives or designee; A representative from the Governor's Advisory Council for Exceptional Citizens ("GACE") appointed by the executive administrator of GACEC; Two persons appointed by the President Pro Tempore of the Senate; Two persons appointed by the Speaker of the House of Representatives; A representative from the Parents of Gifted Children Resource Group appointed by the chairperson of the Task Force; and Three members of the Statewide Advisory Council on Programs for the Gifted and Talented appointed by the chairperson of the Task Force. The Task Force met throughout 2012- 2013 and published a 60 page report to the legislature on May 15, 2013.
D.C.		
Florida		
Georgia	The Georgia General Assembly and the Georgia Board of Education did not make any changes for the 2013-2014 school year.	The Georgia Department of Education (GaDOE) has increased the number of gifted education delivery models. This change increased participation in accelerated programs in students' specific areas of strength. Also, GaDOE encourages the inclusion of high performing regular education students in the accelerated programs. Georgia will begin to offer "test out" classes so students can audit classes in which they can demonstrate proficiency. Georgia's College Now program also offers students multiple avenues for earning college credit while completing their high school program.
Guam	none	math, robotics, science
Hawaii	n/a	Online courses, increase in number of AP courses offered at schools, attention to annual growth in academics of all students
Idaho		

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q171)	What positive developments and/or innovations in gifted education are occurring in your state? (Q172)
Illinois	We are working on creating teacher endorsements as a part of our certification procedure. Anyone who is assigned to teacher gifted students will have to have the proper endorsement to do so. This will be voluntary.	The move toward gifted endorsement to teachers.
Indiana		
Iowa	None at this time.	General development/not specific to gifted - Department of Education Task Force report to legislature about Competency Gsed Education.
Kansas		
Kentucky	Early Entrance to Kindergarten, Regulation which permits students to graduate in 3 years or less	Districts of Innovation - allowing districts to think creatively in planning services for students Regulation which allows student to graduate in 3 years or less
Louisiana	Although Bulletin 741, Louisiana Handbook for School Administrators, was revised to allow districts to allow districts more flexibility in providing programming for students, the curriculum for the gifted remained unchanged.	16% of 74 Local Education Agencies (LEA) offer at least talented service; 40% of the LEAs offer talented services in art, music, and theatre. AP courses are required to be offered at all high schools.
Maine	none	technology based GT programs mass customized learning
Maryland	In 2012, the State Board adopted for the first time minimum standards for gifted and talented education student identification, programs and services, professional development, and reporting. We expect this to have a positive impact on the availability and quality of services in some school districts that have had little to nothing.	The new regulations (above) are a positive development, as is the current expansion of IHE Teacher Education programs that is occurring as a result of the adoption of our Gifted and Talented Specialist Certification in 2009. In addition, we have had a lot of enthusiasm among school districts for implementing our Primary Talent Development program which was developed in 2009 as an outcome of a Javits grant.
Massachusetts		
Michigan		

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q171)	What positive developments and/or innovations in gifted education are occurring in your state? (Q172)
Minnesota	New statutes allow districts expand permission and mandates for Minnesota's schools and their gifted and talented programs. Beginning fiscal year 2014 (July1) districts may now address both instructional and affective student needs, provide professional development and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs. Districts are required to adopt guidelines for assessing and identifying students for participation in gifted and talented programs. Guidance on assessments and procedures was expanded to include sensitive to underrepresented group(s) including, but not limited to, low-income, twice-exceptional, and English learners. The existing acceleration mandate was expanded to require districts to adopt procedures for early admission to kindergarten or first grade for gifted and talented learners. The procedures must be sensitive to underrepresented groups.	The Minnesota Department of Education is committed to excellence and equity for all learners. We believe well trained teachers and resources are essential to meeting the needs of our students and communities of learners. We have expanded professional development and technical assistance opportunities focusing on identification and support of traditionally under-represented populations gifted, talented and highly able learners to prepare educators to meet those needs. In addition to providing training at the department, and in greater Minnesota, the department of collaborates with The Hormel Foundation and Austin Public School District to provide an annual symposium attracting educators, psychologists, parents. The symposium continues to evolve and grow. During the past biennium we collaborated with an additional private foundation to support all expenses for administrators, psychologists, counselors, gifted education coordinators, IB coordinators and school board members who are first time attendees to attend the symposium. Minnesota educators continue access training opportunities available through the Minnesota Department of Education, the Minnesota Council for Gifted and Talented, and Minnesota Educators of the Gifted. High-quality graduate level training opportunities leading to credentials are available through a number of Minnesota Universities. The University of St. Thomas now offers educators a certificate for educators who wish to specialize in twice exceptional education. Expanded program options for Minnesota's gifted learners include growing access to cluster classrooms, full-time programming, accelerated instruction, and dual enrollment opportunities.
Mississippi	Now mandate universal screening or gifted students.	
Missouri	We just passed a law requiring the establishment of a statewide advisory committee on gifted for the 2013-2014 school year that will report to the State Board of Education. The Department proposed budget includes funding for 1 full time director of Gifted Education Programs for the 2013 - 2014 school year. The Governor has not yet signed the law or the budget.	We are establishing a three year pilot project in the St. Louis Metro area to look at better ways to identify traditionally underrepresented students for gifted services. We are working with Dr. Steve Coxon at Maryville University on this project.
Montana		Beginning in 2014-2015 LEAs that participate in the Gifted & Talented Grant program will be required to set aside a certain percentage of those funds for GT professional development.
Nebraska		
Nevada		

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q171)	What positive developments and/or innovations in gifted education are occurring in your state? (Q172)
New Hampshire	None	None
New Jersey		
New Mexico		
New York		
North Carolina		Credit by Demonstrated Mastery SBE policies around supporting the NC AIG Program Standards AIG~IRP Project with over 600 lessons for AIG based on new standards
North Dakota		
Ohio		Ohio is working toward the goal of providing resources for Ohio K-12 educators to ensure that units and lessons based on Ohio's New Learning Standards address the needs and strengths of all diverse learners (subgroups are English language learners, gifted and special education). To help achieve this goal, the Office of Curriculum and Assessment (Lau Resource Center) and the Office for Exceptional Children at the department of education are working with Ohio educators to develop sample units and/or lessons that include appropriate instructional supports for students with diverse language, cultural and academic backgrounds, and learning challenges or gifts. The work is based on the principles of Universal Design for Learning and focuses on designing or re-designing lessons that currently target Ohio's New Learning Standards for Mathematics and ELA/Literacy. Plans for future work include lessons for science and social studies. For the work, teacher-based-teams with representatives that include a specialist for each of the three subgroups and a content specialist utilize Ohio's Quality Review Rubric for Lessons to evaluate the quality of lessons or units with special attention to instructional supports for diverse learners. After identifying the barriers for diverse learners, the team uses a "Thinking Tool" to re-design the lesson to include all learners. The "Thinking Tool" can also be used to design new lessons that interweave strategies for diverse learners from the outset. The quality rubric can then be used to measure the success of the design.
Oklahoma	Gifted certification has been approved by the State Board of Education and will soon be written into Rules and Regulations.	Gifted certification was approved in the May of 2012 by the State Board of Education and the certification exam will be ready in January of 2014.

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q171)	What positive developments and/or innovations in gifted education are occurring in your state? (Q172)
Oregon	In October 2010, the Oregon Legislated the requirement for all districts (197) to write and submit their Talented and Gifted Education Plans to the Oregon Department of Education TAG Specialist, through House Bill 2180 (2010). This increased the focus on the accountability for TAG in a much larger way.	
Pennsylvania	House Resolution # 139 investigates how gifted education is funded in each of the 500 school districts in Pennsylvania.	Professional development on response to intervention or gifted is being conducted for educators statewide. A two day boot camp on gifted education has been conducted for over 700 educators in 287 LEA's. Teachers and administrators are being trained on curriculum planning based upon the common core standards specifically for gifted students. Teachers are being trained on how to develop GIEPs using the common core standards.
Rhode Island		We have an intern this summer doing research on cost-effective ways to benefit our gifted students.
South Carolina	1. The Gifted and Talented State Regulation 43-220, was revised in 2013. There were some innovative updates, more accountability, and more focus on individual strength/academic development. 2. The State Budget has not increased funding for gifted and talented students in five years. However, it has "rolled up" the gifted and talented (Academic and Artistic) students, with AP students and IB Diploma Programme Students in the same amount of funding. This change was made 4-5 years ago. The net effect is a much lower per pupil allocation than is required by state law. The number of students continues to grow without increased funding.	1. State wide, we have created a PD video library specifically for Gifted and Talented. The library contains over 150 video and it is free to access as a SC educator. These are broken up into five series: State of Gifted in SC (monthly updates for GT coordinators); GT Professional Development Outreach Series (best practices, theories, regulations, interviews); Research Based Curriculum (curriculum training in some of the most widely used series in SC); Gifted Classes in Action ("real" GT classes around the state, modeling best practices, effective curriculum, and solid instructional practices); and Critical Issues (CCSS, Social Emotional, under-representation and effective curriculum) 2. The changes in the State Regulation 43-220- expands district planning and accountability; mandates services in area(s) of strength; stresses differentiation based on individual student needs; allows for placement of students identified in other states without further testing; and further highlights staffing PD. 3. We have a strong affiliate group with close ties to higher education and the State Department of Education. This is a great symbiotic relationship helping to support GT students in SC.
South Dakota		
Tennessee		Interactive feedback has been positive especially in the area of identification from at risk sub-groups.
Texas		The 81st Texas Legislature 2009 authorized the creation of standards for G/T programs

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q171)	What positive developments and/or innovations in gifted education are occurring in your state? (Q172)
Utah	The state statue was changed three years ago and it greatly impacted G/T programs. The legislature included performance criteria. LEAs only have to report about the criteria. USOE has no data the frequency of professional development at the local level.	Some of our LEAs are starting G/T Stem schools at the elementary, middle school level. LEAs are focusing on middle school programs and are trying some magnet programs as well as honors. The implementation of the Common Core has refocused teachers on student performance tasks.
Vermont		
Virginia	Currently, the gifted education competencies for state approved, university gifted education programs (and also referred to in the teacher/staff development component of the gifted regulations) are being revised . . . along with the requirements for gifted education endorsement.	More focus on student academic growth/achievement at the LEA level
Washington	In the Revised Code of Washington (RCW) under Chapter 28A.185 RCW, the Legislature determined that "for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education." To reflect legislative changes in Chapter 28A.185 RCW, the Washington Administrative Code (WAC) Chapter 392-170 was revised in April 2013. Chapter 392-170 WAC addresses the requirements for all districts to provide basic education services that meet the educational needs of the district's "most highly capable students." Changes were made to reflect that highly capable programs and services are for highly capable students in Grades K-12 and that all districts must develop and implement an annual highly capable program plan.	
West Virginia		
Wisconsin	There are several state initiatives that could positively impact gifted education in Wisconsin: - School report cards - Educator effectiveness, including student growth models and student learning objectives - Adopting Common Core State Standards for Mathematics and for English Language Arts - Funding K-8 assessments through the Smarter Balanced Assessment Consortium	- Incorporating gifted education into Response to Intervention frameworks - Increased attention on growth of all students, including the highly able - Pilot projects related to finding potential in underserved populations (incorporating more inclusive methods of uncovering talent such as USTARS-PLUS and M2 and M3 math materials)
Wyoming	No recent changes	We are in the beginning stages of developing an advocacy group specific to GT.
Summary	*Responses: 29*	*Responses: 32*

TABLE 38: COMMON CORE AND NAGC GIFTED PROGRAM STANDARDS

	State changing teacher training/curriculum planning for GT students for Common Core? (Q173)	How are NAGC's Pre-K to 12 gifted programming standards used in your state? (Q174)
Alabama	Districts are doing this work	These are used for monitoring programs and for the gifted scope and sequence.
Alaska	No	
Arizona	Yes, at the state level	The NAGC's Pre-K to 12 gifted programming standards were used to define the local district plan requirements for gifted education - their Scope and Sequence for Gifted Education. The standards have also been used to inform professional development and coursework offered at the university, state and local levels, and have informed program design and implementation.
Arkansas	Yes, at the state level	Arkansas Gifted and Talented Program Approval Standards are correlated to NAGC's Pre-K to 12 Gifted Programming standards.
California	Districts are doing this work	For the most part, it was up to local districts to design accelerated courses for GATE and advanced students.
Colorado	Yes, at the state level	Some districts use the NAGC programming standards to guide improvements in practice and to lead conversation about their gifted programs. The state has utilized the affective - learning environment - standards for inclusion on the advanced learning plan for all gifted students.
Connecticut	No	The school districts and schools will adjust their curriculum to align with the rigor of the NAGC.
Delaware	Districts are doing this work	The NAGC standards were adopted by the Statewide Advisory Council on Programs for Gifted and Talented Students in 2011. These standards were used to develop student growth goals for teachers of gifted and talented programs as part of the Delaware Performance Appraisal System (DPAS II). DPAS II is a major priority in Delaware's Race to the Top plan.
D.C.	Districts are doing this work	
Florida		
Georgia	Yes, at the state level	NAGC gifted standards are used as a comparison to Georgia standards. This allows teachers to regulate the pace and instructional methods used in classes. The gifted programming standards offer school system the opportunity to compare their standards to NAGCs and make any needed changes.
Guam	Yes, at the state level	Academic, each school on Guam has a GATE program (three hours a week) Preschool: we have nine preschools running full day classes Math program: Advanced and real life problem solving Science/Robotic is offered in the schools of middle, high, and several elementary VPA (visual performing arts) offered to theatre, music, and art students 4th grade to 12th
Hawaii	No	All schools received a copy and encouraged to apply to school's implementation plan.
Idaho		
Illinois	Districts are doing this work	We have based some of our work on the gifted teacher endorsement on these standards.

	State changing teacher training/curriculum planning for GT students for Common Core? (Q173)	How are NAGC's Pre-K to 12 gifted programming standards used in your state? (Q174)
Indiana	Not applicable	Available as guidelines to LEA's
Iowa	Districts are doing this work	At the LEA level.
Kansas	Districts are doing this work	Varies by LEA.
Kentucky	No	
Louisiana	Districts are doing this work	These standards are reviewed by the district contacts / coordinators in developing programming and services in their districts.
Maine	No	They are not used.
Maryland	Yes, at the state level	Local school systems are using them but the state has not monitored the methods.
Massachusetts		
Michigan		
Minnesota	Districts are doing this work	The NAGC Pre-K-12 Gifted Programming Standards are primarily used by the SEA and by LEAs as a tool for designing and evaluating services for gifted learners. The state specialist also uses the standards when providing technical assistance to LEAs, when speaking to pre-service teachers and to graduate school students, and at professional conferences. The SEA also offers annual training on the standards for educators and administrators at the Hormel Foundation Gifted and Talented Education Symposium.
Mississippi	No	
Missouri	No	They are only used if the local education agency decides to implement them.
Montana	Districts are doing this work	As a resource/reference
Nebraska	Not applicable	These are used as guidelines for services.
Nevada		
New Hampshire	No	Not used
New Jersey		District boards of education shall take into consideration the Pre-K-Grade 12 Gifted Program Standards of the National Association for Gifted Children (NAGC) in developing programs for gifted and talented students. The NAGC standards establish requisite and exemplary gifted program standards and can be accessed at NAGC Standard
New Mexico		
New York		
North Carolina	Yes, at the state level	The original ones informed the development of our own NC AIG Program Standards.
North Dakota		
Ohio		

	State changing teacher training/curriculum planning for GT students for Common Core? (Q173)	How are NAGC's Pre-K to 12 gifted programming standards used in your state? (Q174)
Oklahoma	Districts are doing this work	
Oregon	Yes, at the state level	They are not used very much because there is not a linked "teacher certification" program in the state.
Pennsylvania	Yes, at the state level	They are being used to create professional development sessions across the state. The implementation of the standards is being left to the discretion of the LEAs.
Rhode Island	No	
South Carolina	Districts are doing this work	They were used in the updating of the GT regulations, the revision of the District GT plans, the increased accountability systems, and districts are using them to improve their program designs.
South Dakota	Not applicable	
Tennessee		Some districts utilize these standards while others do not. There does seem to be a big correlation between use of NAGC's standards and involvement of personnel in Tennessee Association for the Gifted (TAG).
Texas	No	as a resource
Utah	Yes, at the state level	G/T district coordinators use them as they evaluate the services offered. There is much discussion around the standards at our quarterly meeting. The G/T coordinators decided to read and study "Gifted Education Programming Standards" by Johnsen next year. I believe this will lead to deep reflections by LEAs about the services they offer.
Vermont		
Virginia	No	All gifted education local plan requirements in the regulations are aligned/linked to new NAGC programming standards; academic year Governor's School evaluation standards are aligned to new NAGC programming standards
Washington	Districts are doing this work	
West Virginia	No	As a model for general guidelines.
Wisconsin	Yes, at the state level	- At the state level, I developed a continuum of instructional services for high ability students using research-based practices identified in the NAGC programming standards - At the state level, I am in the process of developing a similar continuum for behavioral services for high ability students - At the local level, LEAs use them to examine their policies and practices
Wyoming	Districts are doing this work	As needed with LEA's

	State changing teacher training/curriculum planning for GT students for Common Core? (Q173)	How are NAGC's Pre-K to 12 gifted programming standards used in your state? (Q174)
Summary	*Responses: 40* Districts are doing this work: 14 Yes, at the state level: 11 No: 12 Not applicable: 3	*Responses: 34*

TABLE 39: CLARIFICATIONS

	Are there any clarifications to your responses that you would like to make? (Q176)
Alabama	
Alaska	
Arizona	Arizona currently lacks a strong, comprehensive data system to effectively and accurately collect, report and analyze data across a variety of student, teacher and school metrics. Arizona is working to address this need. However, this does severely impact our state's ability to provide specific quantitative data to address several areas found within this survey.
Arkansas	
California	Since CA is a large state and LEAs determine much of what occurs for the GATE programs, there were some questions that were left blank since that information is not collected at the State level.
Colorado	*[Editor]* Q75: Number of gifted students by grade level: Pre-k - 2; K - 75; 1st - 620; 2nd - 1,313; 3rd - 2,992; 4th - 5,333; 5th - 6,423; 6th - 7,432; 7th - 7,521; 8th - 7,523; 9th - 7,212; 10th - 7,002; 11th - 6,635; 12th - 6,300. Percent of gifted students by state assessment categories: Language arts (reading and writing) - 21.8%; Math - 23.6%; Both Language Arts and Math - 38.7%; Other (visual, musical and performing arts, leadership and creativity) - 15.9%
Connecticut	Please note that there are no federal mandates for gifted and talented education implemented in Connecticut (CT). When PL 94-142 was reauthorized, CT kept the mandate, in CT legislation for identification but not for mandated services. However, School districts provide a variety of services. Because there is mandate, services vary depending of the resources available to the school district.
Delaware	
D.C.	
Florida	
Georgia	
Guam	Not at this time
Hawaii	70. Data on gender collected but not aggregated yet. 71. Data on race/ethnicity collected but not aggregated yet. 78. Data by elementary, middle and secondary collected but not grade level specific. 80. Hawaii is both an SEA and an LEA; therefore questions asking about decisions left to LEA would apply to individual schools--there is no LEA to make decisions. 162. Funding through weighted student formula is available but is given to each school in same manner--3% of population gets an additional .265 weight. The drop in funding is caused by the total population decrease.
Idaho	
Illinois	No
Indiana	

	Are there any clarifications to your responses that you would like to make? (Q176)
Iowa	#14 - the AEA employees are not state employees. Each AEA in the AEA system has its own governing board, administrators, evaluations system and hiring practices. #21, #22, #23, #24, and #169 - We are discouraged from answering general questions that ask for opinions and estimations.
Kansas	Q162 - In the past the $ number has been the FTE (full time equiv), this year it was reported in total $ amount allotted. Also, the number represents how much reimbursement was requested and received by the LEAs, not what was available. For all data questions - 11-12 data was used (12-13 not yet finalized). Questions 134, 139, 145, 149 - data not available/collected.
Kentucky	
Louisiana	None at this time
Maine	Question 78: Our number of GT students are not reported by grade level. They are reported by grade spans, K-2, 3-5, 6-8, 9-12.
Maryland	
Massachusetts	
Michigan	
Minnesota	47. Minnesota's legislation guidance on identification of gifted and learners specifically notes assessments and procedures should be valid, and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to underrepresented groups. 53, 90, 145. n/a 63, 65, 69, 78. All Minnesota public school districts receive restricted gifted and talented revenue. Districts code and report all expenditures to the state via an automated reporting system. The coding can be used to identify gifted and talented students who have received a minimum of nine hours of service during a reporting period. During fiscal years 2011-2013 districts were permitted to divert all revenue including gifted and talented revenue into the general budget to alleviate budget shortfalls. As a result, the reported expenditures are an unreliable source of data for determining how many students were identified and served during the time period. 77. All Minnesota schools are required to have an acceleration procedure to accelerate gifted and talented learners. The procedure must access a student's readiness and motivation for acceleration; and match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
Mississippi	
Missouri	Q78 - I have numbers of students in gifted programs by grade level but not total students by grade level and therefore, cannot give a %. K - 66; 1 - 203; 2 - 351; 3 - 565; 4 - 608; 5 - 687; 6 - 1,865; 7 - 2,309; 8 - 1,984; 9 - 560; 10 - 301; 11 - 2,302; 12 - 2,223. The 11 & 12 grade students are mostly AP and IB students.
Montana	
Nebraska	
Nevada	
New Hampshire	
New Jersey	
New Mexico	
New York	

	Are there any clarifications to your responses that you would like to make? (Q176)
North Carolina	Q71 - should be re-worked to look at the percent of ethnicity identified as gifted -- this would better represent the numbers and story of under-representation. Q about number serviced... we service more than the number identified-- exact number will be gathered soon. Q128 -- gifted is in the RTI statewide framework
North Dakota	
Ohio	In reference to question 94, pre-K data was not included in our responses. In reference to questions 94, 97, 100, 103, and 106, we answered these in terms of our estimate of the most utilized models.
Oklahoma	
Oregon	
Pennsylvania	No
Rhode Island	
South Carolina	Q63: Data Source: http://ed.sc.gov/agency/cfo/finance/Fiscal-Systems/DME13135.txt Q65: Source for data on student counts is: http://ed.sc.gov/agency/cfo/finance/Fiscal-Systems/DSA13135.txt Q78: Advanced Placement Students and IB Diploma Programme Students are not included in the GT student numbers, due to funding basis. Q118: Middle School Students may only earn Carnegie Credits (high school credits) beginning in seventh grade by regulation 43-234 Q122: There have been lots of discussion but there have not been any changes in moving to Proficiency Based Credit Q145: Budget Based Provisos have "suspended" the GT endorsement requirement for teachers for the last four years, so this is why I am estimating a lower percentage. The Budget for 2013-2014 that passed eliminated the suspension, therefore the GT endorsements will be required once again. There is a window of one year for teachers who are new to GT to obtain their GT endorsement. Q149: The new GT Regulation specifically requires districts to provide the professional development in GT for its teacher annually.
South Dakota	In response to Questions 77 and 78: Many South Dakota teachers and school districts provide outstanding opportunities for their advanced students. Since the State does not require reporting it is difficult to detail specifics.
Tennessee	Q144.Tennessee does require professionals working in programs for gifted to have an endorsement or to meet Tennessee employment standard for teaching gifted or to work under the direction of someone who has.
Texas	
Utah	The percent of gifted and talented students in each grade. Our reporting just breaks the #'s down by level: elementary, middle and high school. My numbers reflect the total percentage for that level at the highest grade.
Vermont	
Virginia	For each of the grade level delivery model questions (starting with Q94) . . . more clarification/description is needed regarding the delivery models. . For example: cluster classrooms. . . . I assumed this is cluster grouping in heterogeneous classrooms . . . however, some programs have gifted students clustered in high ability classrooms, yet these are not self-contained but very close . . . . on another note: I assumed resource room would be the same as my category of reporting called 'pull-out program for a portion of the day'
Washington	Q 80, 81, 84, 85 Only when LEA applies for funds.

	Are there any clarifications to your responses that you would like to make? (Q176)
West Virginia	Q63 and Q65. In West Virginia, state code provides that students be identified a gifted and receive services in grades one through eight. The number of students identified as gifted in grades one through eight is 5207. Students previously identified as gifted in grades one through eight and now in grades nine through twelve and meet the criteria as having a disability as described in state policy or economically disadvantaged or underachieving, are identified as Exceptional Gifted and continue to receive services under an IEP. The number of Exceptional Gifted in grades nine through twelve is 222. The total of these two is given in Q63 and Q65.
Wisconsin	Question 31: The statewide advisory committee makes recommendations to the State Director of Gifted Education. Question 53: The number of students identified with gifts and talents is unknown because these data are not collected. Question 90: The percentage of LEAs with a full-time gifted education administrator is unknown because these data are not collected. Questions 105 and 106: The question in #105 asks about high school delivery methods. However, the text in #106 asks about services for middle school. Since the previous questions dealt with middle school, I answered #106 for high school services. Question 139: Data on professional development in LEAs are not collected. Question 145: Data on G/T staffing are not collected, so the percent that have a G/T license is unknown. Question 149: Neither data on G/T staffing nor professional development opportunities are collected, so this is unknown. Question 167: Neither choice applies. State funding is awarded to eligible applicants (regional education agencies, Milwaukee Public Schools, University of Wisconsin institutions, and 501(c)(3) non-profit organizations) through a competitive grant process.
Wyoming	NA

TABLE 40: OTHER COMMENTS

	Further comments that may help future efforts to study the status of gifted education in the United States (Q177)
Colorado	Is it the status of gifted education that needs study? We know that there are inconsistencies in attention to gifted education, focus, curriculum and funding across the states. Policy and guidance that will improve the condition for students with exceptional potential would facilitate the work of practitioners, teachers and administrators serving gifted students and families. Looking at the disaggregated data of gifted student achievement and growth, describing gaps in student groups within the gifted population, and addressing the issue of qualified personnel in gifted education can help build a case for need.
Connecticut	A lot of parents call the State Department of Education, when they think their pre-school or kindergarten-age child is gifted and the school will not acknowledge that. In CT, while identification is mandated, and there are guidelines, there is a lot of variation in how schools choose to implement the guidelines. Maybe in the next authorization of the IDEA, the policy-makers should include identification of gifted and talented students (the other end of the continuum) and provide funding for identification and services.
Delaware	Policy development at the federal level (based on research and current best practices) is critical to the process of alignment at the state and local level. When no federal policy exists individual states are left to create policy which may lack insight.
Hawaii	If there were federal regulations that required states to screen for G/T students and supplied funding for the screening, more students would be identified and provided services.
Louisiana	Research needs to begin on the impact CCSS will have on gifted programming, curriculum, and subsequent achievement by our gifted students. Efforts also need to focus on which types of programming/ instructional services will provide tangible evidence of student growth that is measurable.
Maine	We need research based evidence that GT programs affect student achievement.
Maryland	Federal legislation such as the Talent Act would be a major step forward for gifted and talented students in the United States.
North Carolina	Developing highlights of success or pockets of excellence from across the nation to portray areas of success and positive highlights of progress --- while you share a national perspective. Helping all federal entities as well as other assessment consortia understand the important of off-grade level assessments for our children.
Virginia	If SEA requires specific testing to be used . . . what are those tests and what are type of identification are they used for . . .. and what scores - ranges of scores - are used and for what purposes.