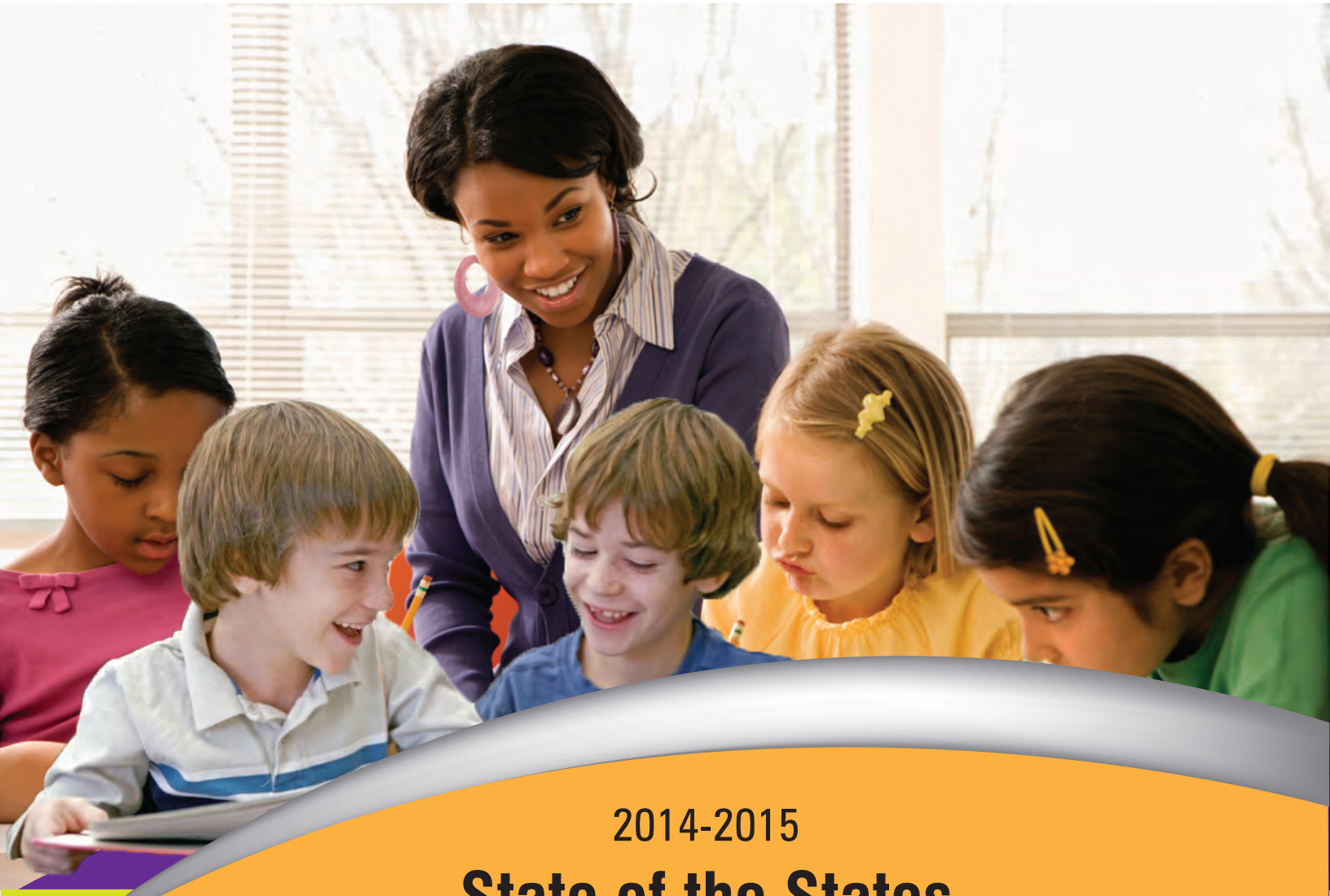

2014-2015

State of the States in Gifted Education

Policy and Practice Data

NATIONAL ASSOCIATION FOR Gifted Children

CSDPG
THE COUNCIL OF STATE DIRECTORS OF PROGRAMS FOR THE GIFTED

2014-2015
STATE of THE STATES in GIFTED EDUCATION

POLICY AND PRACTICE DATA

November, 2015

NATIONAL ASSOCIATION FOR GIFTED CHILDREN and
THE COUNCIL OF STATE DIRECTORS OF PROGRAMS FOR THE GIFTED

For more information:
National Association for Gifted Children, Washington, DC. www.nagc.org

CONTENTS

FOREWORD FROM THE COUNCIL OF STATE DIRECTORS OF PROGRAMS FOR THE GIFTED

The Council of State Directors of Programs for the Gifted (CSDPG) is pleased to partner with the National Association for Gifted Children (NAGC) on the 2014-2015 State of the States in Gifted Education Survey and Report. The biennial effort is a unique collaboration among practitioners, advocates, and researchers that provides data on state funding, staffing, policies, and practices for gifted education. CSDPG thanks NAGC staff for dedicating time, expertise, and resources to this initiative.

Forty-one states and the District of Columbia responded to the 2014-2015 State of the States Survey. The data was compiled into the *State of States Report* which provides insights into upward trends in gifted education, draws attention to areas for continued improvement, and identifies innovative and promising practices. Several themes emerged from the report:

- States are diverse and their approach to gifted education reflects this diversity.
- The majority of states requires identification of and services for high ability/high potential students.
- The majority of states provide some type of funding for gifted education and this funding increased in many states in 2014-2015.
- Data collection for gifted education and its use for accountability and school improvement varies across states.
- Most states indicate identifying and serving students from historically underrepresented populations as an area in need of attention.
- States also identify training educators in the nature of advanced learners and meeting their needs to effectively support student growth as an area in need of attention.
- States indicate a federal policy for gifted education could benefit high ability/high potential learners, their families, and educators in many ways.

Information from this report can be used to inform: state statute and rule; state and local staffing, budgets, policy, and practice; data collection; educator licensing and professional development; research questions; and advocacy. Ultimately, the success of these efforts is measured by positive student outcomes, which is outside the scope of the State of the States Survey. For this, educators, researchers, and advocates will need to turn to evidence at the state and local levels.

We value the partnership with NAGC to produce the *State of the States in Gifted Education Report* and encourage readers to collaborate to continue to improve opportunities for high ability/high potential students.

Chrystyna Mursky
President
2013-2015

FOREWORD FROM THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN

The National Association for Gifted Children (NAGC) in collaboration with the Council of State Directors of Programs for the Gifted is pleased to present the *2014-2015 State of the States in Gifted Education*. The biennial *State of the States* is the only comprehensive, longitudinal study of state data on gifted education in the U.S. This unique report provides a detailed look at the funding, identification, range of services, and policies that support gifted and talented education.

This year's report shows that a majority of states in the U.S. report a mandate related to gifted and talented education for identification, services, or both. We are heartened by this data, but our nation must offer more consistency to ensure equity. The report highlights a lack of centralized data collection, measurement, and accountability to systematically monitor and improve the service of students with gifts, talents, and unidentified potential in our public schools.

NAGC invests in this essential report biennally to take the nation's pulse regarding state support for gifted and talented education. We hope that our national and state leaders use the information to create a coherent system of supports for gifted learners. The report will also be helpful to state education and school district leaders to benchmark and continuously improve gifted and talented education programs. Finally, we hope that the report inspires and provides advocates for gifted and talented education, such as parents and teachers, the material they need to call for more attention to the needs of children with extraordinary gifts and talents.

George Betts
NAGC President

M. René Islas
NAGC Executive Director

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ACKNOWLEDGMENTS

A project such as the *2014-2015 State of the States in Gifted Education* survey and report depends on the support and input from numerous individuals who contribute advice, expertise, and time to the survey development and completion, data compilation and analysis, and final report development.

The National Association for Gifted Children and the Council of State Directors of Programs for the Gifted would like to thank the following state directors for their assistance as working group members and others for their support through the report's various stages: Shirley Farrell, Alabama; Jacquelin Medina, Colorado; Anna Viggiano, Hawaii; Kathie Anderson, Kentucky; Wendy Behrens, Minnesota; Sneha Shah-Coltrane, North Carolina, Lamont Moore, South Carolina; Moya Kessig, Utah; Donna Poland, Virginia, and Chrystyna Mursky, Wisconsin. We would also like to thank all of the individual state directors who participated in the survey and made the report possible. Finally, we would like to thank Susan Dulong Langely, Catherine Little, and Del Siegle 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

As our country's need for highly skilled professionals in every field continues to grow, the *2014-2015 State of the States in Gifted Education* report provides a glimpse into a system where many high ability and high-achieving learners must fend for themselves, leaving success to chance. While there are individual areas of progress, our nation has yet to comprehensively address the educational needs of top learners in PK-12 schools.

There have been improvements in some states since the last report, such as increased services, such as summer programs, and expansion of dual enrollment opportunities. One state began implementing its new mandate to identify and serve gifted students. However, it is still not possible to say that all our gifted and talented students are receiving the education they need and deserve. Indeed, many states lack basic data about gifted students and teachers around which quality programs can be built. The differences between states and between districts within a state means that many gifted students are going unserved.

We hope the information in the *State of the States* report will help gifted education supporters advocate for an appropriate education for 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 maximize 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 education for the school year 2014-2015. This is not to say that these ten areas were clearly differentiated in actual practice. There were, 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 was a major indicator of state-level commitment to gifted and talented education. Questions in the first section covered 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 addressed the 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

Questions in this section focused on the mandates to identify and serve gifted students, including whether a state mandated identification, services or both. This section also addressed the role of LEAs in making decisions regarding identification and services, as well as the source of the mandate (statute or regulation), its extent, support by state funding, and required services aligned with special education.

IV. ACCOUNTABILITY

This section of the report focuses on whether states audited or monitored local gifted education programs and, if so, the areas in which districts were required to report. The section also contains questions about whether the states required districts to submit plans to the state agency, whether the district plan was for informational purposes only or if it was part of an evaluation plan, and whether state accountability measures included gifted and talented indicators.

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

The provision of programs and services for advanced learners was often tied to whether students were considered by law to be "gifted and talented." The state's definition of giftedness generally informs the identification process(es) used to

determine eligibility. These two sections of the report focus on the existence and components of state definitions, as well as whether districts were 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 were 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

As gifted education supporters know, there is a 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 received services (by grade), and the most common service delivery methods, as well as components of programs and services, including Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) frameworks.

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 often 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. The questions in this section explore state requirements regarding pre-service training, certification and endorsement, and professional development for educators including administrators and counselors

IX. Related Policies and Practices

To provide a rich picture, we asked about policies and practices that facilitate an appropriate education for the gifted. For example, policies regarding early entrance to kindergarten often hold back children who were ready for school earlier than their age peers. This section includes questions on state policies concerning entrance to kindergarten, dual enrollment, and proficiency-based promotion and whether these policies leave key decisions to local districts.

X. New Developments, Concerns, and Future Directions

Professionals in gifted and talented education shared changes to the gifted education support system in their states that occurred in the two years since the previous report system. This section includes ratings of positive and negative forces, indications of areas needing attention, and free-form responses on recent legislative and other changes across the country.

OVERVIEW

The data collected for and represented in this report reflect the policies, practices, and their resulting effects for the estimated three million academically gifted and talented U. S. students in grades PreK-12. Forty-two states including the District of Columbia (referred to collectively as "states") responded to the 2014-2015 State of the States in Gifted Education survey. The survey featured a combination of closed-response questions to facilitate efficiency of response, as well as open-ended questions that allowed responders to provide specific, detailed information on gifted policies, programs, services, practices, and the agencies coordinating them. As observed in past analyses, several key themes emerged from high rates of state responses to items regarding decentralized decision-making and accountability, limited service options, the importance of professional development, the influence of federal education law, and funding issues.

DECENTRALIZED DECISION-MAKING AND LIMITED ACCOUNTABILITY

Without a federal mandate to identify or serve the needs of gifted learners, state and local education agencies are the authorities in determining programs and services for gifted learners in the 2014-15 school year. Although decentralization allows for states to respond to the specific needs of their population, it results in a wide disparity in services across and within states. In states that did provide direction, there was often a lack of specificity, leaving it to LEAs to determine best practices.

Out of the 42 states responding:

- Thirty-two states reported a mandate related to gifted and talented education, for student identification, services, or both.

- Eight states had no mandate, and 8 states that had mandates did not provide funding for them.

- Thirty-seven states defined giftedness in statute or regulations; 30 of them required LEAs to follow the definition.

- Schools in 33 states were required to use specific criteria and/or methods to identify gifted and talented students, and the criteria/methods were completely or partially determined at the state level in 12. Thirty-four states provided guidance on identification. Eleven states required a particular identification process, while the others left some or all of the specifics to the LEAs.

- States, overall, were inclusive regarding the recognition of gifted identifications from other states, with 33 permitting it or leaving it to the LEA to decide, yet five states had policy that did not permit it. No states prohibited LEAs from recognizing gifted eligibility from other LEAs within the state; 12 states had policy that specifically permitted it. Without every state and LEA recognizing gifted

identifications, this continues to present a challenge to families who move across or even within states.

- Twenty-three states required gifted education strategies aligned with special education, especially free appropriate public education (16), non-discriminatory testing (16), dispute resolution (13), and due process (12). Fewer states required other strategies from special education, such as individual education plans for gifted students (9), Child Find (8), mediation (7), least restrictive environment (5) and related services (4).

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

- Seventeen states reported having one or more full-time staff members at the state level dedicated to gifted education. Gifted education staff in 24 states also had responsibilities for one or more other programs. Three states had no staff for gifted education.

- Nineteen states did not monitor or audit LEA gifted programs; 16 did not require LEAs to submit reports on their programs and students.

- Twenty-eight states did not have gifted indicators on district report cards or other state accountability forms, making it a challenge to collect data on gifted education, as only 11 states produced a state report.

- Eighteen states required districts to submit gifted program plans, with 12 of those requiring state approval of the local plans. Of these 12, most oversaw identification and programming (10) and program evaluation and teacher training (8) some oversaw personnel (6), the definition of giftedness (5), funding (5), and family engagement (4).

- Eleven states reported that they either did not collect data on identified gifted learners or did not have it available. Of the 26 that had data, the availability of demographic data varied greatly for subgroups of students by gender, race/ethnicity, dual exceptionalities, language and socio-economic status. Additionally, 24 had data that reflected the percentages of identified students who received services.

SERVICE OPTIONS

This survey represents the first time states were asked to distinguish between services required by the states and those offered by LEAs.

- Seventeen states required gifted education services in grades K-12, with another three also requiring them in Pre-K. Three states required services in fewer grades.

- Of the 9 states that did not require services, all reported that schools/districts offered services in grades 3-8 with 4 states offering services in K-12, 2 offering services pre-K -12, 1 offering services in grades 2-12 and 1 offering services in grades 3-12.

- States required and schools/districts primarily offered intellectual (22, 18), general academic (17, 19), and specific academic area (16, 18) programs. Visual/performing arts received nearly as much focus (11, 19), with creativity (9, 16) and leadership (7, 15) also being included.

- Regular classroom delivery was the highest ranking service delivery model for PreK and Kindergarten services out of the top five ranked, ranked second for early elementary (grades 1-3), and fourth for upper elementary, before moving back up in rank to second for middle school. This represents a change from the prior report when regular classroom delivery ranked second at all levels. For this report, cluster classrooms ranked first for early and upper elementary service models.

- For middle school honors/advanced coursework ranked first, with Advanced Placement (College Board) ranking first in high school out of the top five ranked, followed by dual enrollment (in college), honors/advanced coursework, and International Baccalaureate.

State Policies Affecting Services

- Of 40 reporting states, 32 reported mandates for gifted and talented identification, services, or both. The newest addition to these ranks is Washington. Through new legislation, Washington established a K-12 Highly Capable Program that established access to accelerated learning and enhanced instruction as a component of basic education.

- Thirteen states had policy specifically permitting acceleration strategies and 27 left it to LEA authority, and none prohibited it. Among individual acceleration options, 13 states had policy that specifically did not permit early entrance to Kindergarten (a form of acceleration), while seven states specifically permitted it and 19 left it to LEA authority.

- Twenty-eight states had policy specifically permitting dual enrollment as a form of acceleration; 12 states left it to LEAs to decide. For those that permitted dual enrollment, 18 limited its availability by grade level and two limited it by age.

- Twenty-two states had policy that specifically permitted middle school students to be dually/concurrently enrolled in high school, with another 26 that left it to LEA authority and only two that prohibited it. Nine states had policy that specified

middle school students may receive credit towards high school graduation for the dual/concurrent coursework, with one state prohibiting it.

- Nineteen states specifically permitted proficiency-based credit/promotion without seat time for gifted students. Fourteen left it to LEA authority, and four states had policy that prohibited it. Although most states left it to LEAs to determine how students may demonstrate proficiency (14), states also reported the use of end of course assessments (7), performances (5), standardized tests (4), and portfolios. LEAs were also the primary authority in determining the options to accommodate students who demonstrated proficiency. Seven states specifically permitted credit towards high school graduation for demonstrated proficiency, with another two leaving it to LEA discretion.

- States primarily left it to LEAs to determine the components of gifted programs and services, with limited numbers of states requiring differentiated instruction (12), social-emotional support (9), content-based acceleration, contact time (7), and academic guidance and counseling (6).

- Nine states had policy that specifically permitted Response to Intervention (RtI) or Multi-Tiered System of Supports (MTSS) framework to include attention to gifted and talented students, while 30 left it to LEA determination.

The Importance Of Professional Development

State responses highlighted the importance of teachers – both general education, as well as teachers of the gifted – receiving training in the nature of gifted learners and meeting their needs. In particular, respondents asked to rate the degree of attention needed to 17 different areas rated pre-service training at the undergraduate level in gifted education third and professional training for general education teachers to provide gifted/talented instruction fifth. In considering ways federal policy could benefit gifted students, 27 states cited its potential to increase the capacity of teachers to differentiate the curriculum. These findings reflected increases since the last report across several related categories.

- One state, Nevada, required all pre-service teacher candidates to take separate coursework in gifted education.

- Five states required professional development for general education teachers but did not specify a set number of hours. Five states had policies that left the decision to the LEAs. Eighteen states had no policy, leaving it to LEAs to determine, while 11 states left it as voluntary. This represented a positive increase since the last report when three states reported required training.

- Three states had policy that required general education teachers to receive some other type of training on gifted students after initial certification. Six had policy that left it to LEA authority, 15 had no policy, but left it to LEA determination, as well as 14 who left it as voluntary.

- In another increase, 19 states required professionals working in programs for gifted and talented students to have certification or an endorsement. Although only seven out of 27 required annual staff development for these professionals, it is an increase from the five in the prior report.

- Twenty-nine states offered gifted and talented credentialing (certification/ endorsement), with 25 allowing for hours to be earned through course semester hours, eight through CEUs, and seven through staff development.

- Four states out of 39 required administrators to have coursework on the nature and needs of gifted students. Similarly, 4 states out of 37 required GT coursework for counselors.

Funding Issues Continue to Wax and Wane

Funding varied widely across states. Of 32 states with mandates, 4 states reported funding mandates in full, 20 reported partial funding, and 8 reported no funding. States reported on other elements of funding beyond mandates.

- Twenty-seven states provided funding to LEAs for gifted education services. With multiple responses permitted, 10 allocated funds specifically for gifted education, seven made the funds available through the general allocation, and five made the money available through grants. Fifteen states provided the funding through formula allocation.

- State funding provided to LEAs for 2014-2015 ranged from $150,000 to $157.2 million, with 10 states providing $10 million or less.

- Regarding the disbursement of those funds, 16 states provided funding to all LEAs as part of general funding to districts, eight states to LEAs by mandate, and three by discretionary funding based on LEA application. Other states used competitive (1) or teacher grants (1), state special education funding (1), or a per-pupil basis for students identified through state-approved means.

- Most states did not set requirements or limits on the funds to LEAs as long as the money was spent supporting gifted students (16), but others specified it must be spent in specific areas (9), on student materials and instruction (5), or on limited equipment and technology (3).

- Seven states capped the distribution of state funds to LEAs on the basis of the percent of identified students (2),the percent of the Average Daily Attendance (3), or Other (2).

- Some states funded schools such as Governor's schools and summer programs (10), schools for math and science (8), schools for the fine and performing arts (8), residential schools for the gifted (2), and virtual high schools (2). States also funded tests including AP/International Baccalaureate (14) and ACT/SAT/Discover tests (14).

THE INFLUENCE OF FEDERAL EDUCATION LAW

- The lack of federal education law for gifted and talented education places authority and responsibility for all decisions regarding high-ability students in the hands of states that, in turn, frequently delegate that responsibility and authority to LEAs. What, then, did states see as the ways federal policy could benefit gifted students and their families? All responding to the question (34) believed it would have benefits in increasing accountability for student learning (31), capacity of teachers to differentiate curriculum (27), research to develop best practices and disseminate it to LEAs (25), and family engagement.

- Concern continued over the federal K-12 education law focus on struggling learners, although there was a bit of a shift since the last report. Whereas 26 states previously rated it very negative to negative, now only 17 states did so, with more rating it neutral (13 now vs. 11 previously).

- Most states saw the lack of recognition of gifted students in federal education law as very negative to slightly negative (28) or neutral (7) at best, according importance to federal support to bolster state endeavors.

A majority of states had representatives who responded to the request for information for this report, thereby providing us with 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. Features such as specific mandates, high levels of funding, professional preparation requirements, and accountability measures in particular states represent possible models for other states to consider as they continue to strive for the best possible educational experiences for gifted and talented students.

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. Multiple requests for participation were made by e-mail and telephone between June and August 2015.

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 2014-2015 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 (including the District of Columbia) completed surveys.

NOTES ON READING THIS REPORT

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

SEA: State Education Agency

LEA: Local Education Agency

GT: Gifted and Talented

In a study of this type, which includes a small sample size, reporting percentages to question responses can be misleading. Therefore, results were 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.

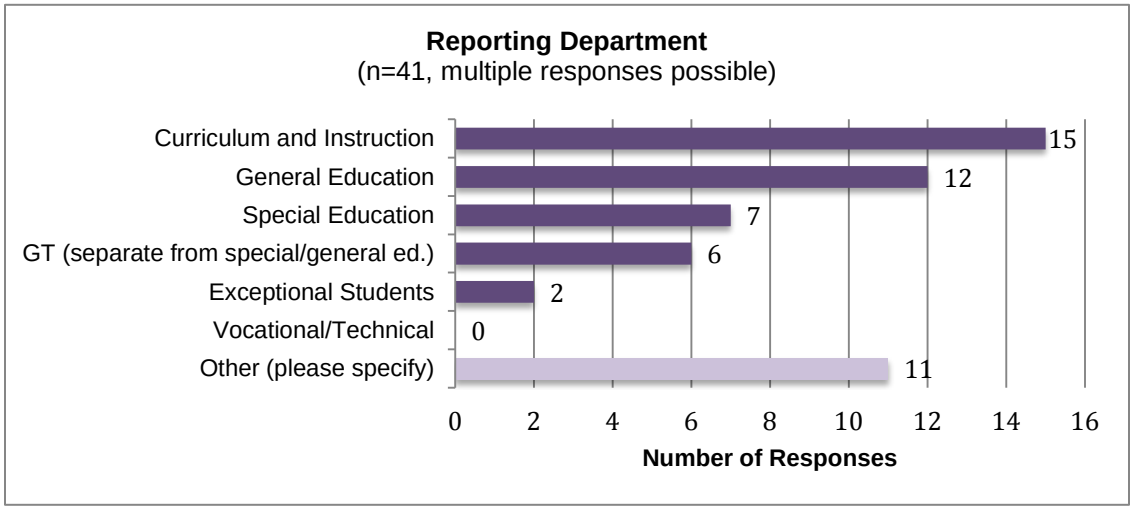
The Appendix to this report consists of 39 tables reporting all responses to all questions. Within the summary of findings, the reader is directed to the specific table(s) containing the data for each question being discussed. Not all questions in this survey applied to all respondents; some questions were optional. As a result, there are blank cells within the tabular data located in the appendix of this report. Crosshatching in the data tables is used to indicate states that did not submit a survey.

SUMMARY OF FINDINGS

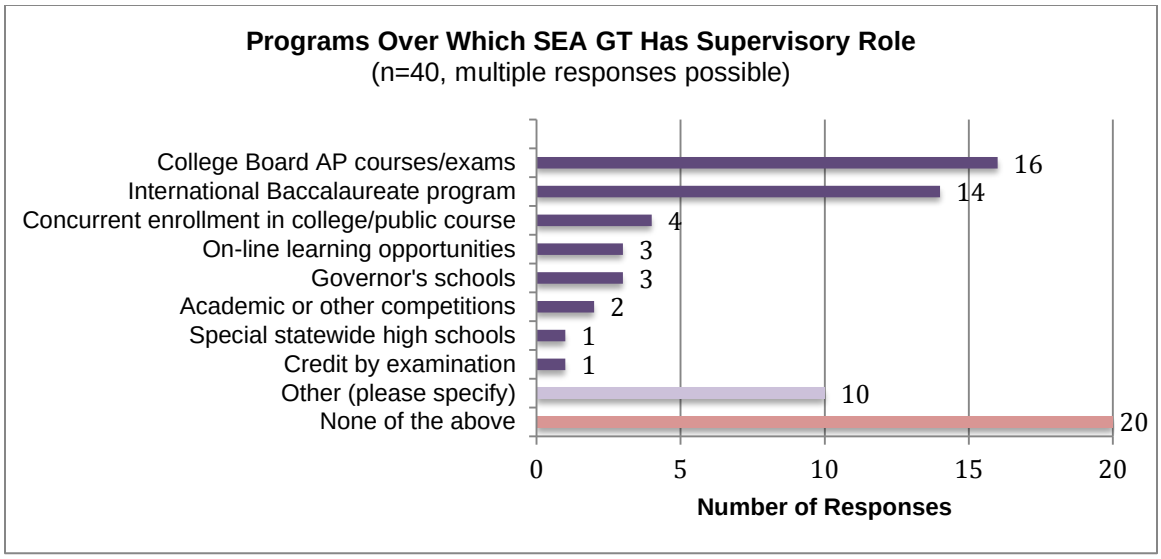
I. STATE EDUCATION AGENCIES

States reported on the organization and responsibilities for gifted education by the state departments of education as well as the actions of state advisory committees. Considerations included the human capital devoted to gifted education, their authority, responsibilities, and accountability.

State education agencies (SEAs) varied widely in how they were structured, including the reporting channel for gifted and talented (GT) education. All but 7 respondents indicated that at least a portion of gifted and talented education was part of a larger department; the larger departments included curriculum and instruction (15), general education (12), special education (7), exceptional students (4), and a variety of other departments (11). The 12 general education responses marked an increase from four in the last report, although separate gifted and talented programs remained nearly the same with eight reported previously for special education and two for exceptional students. (See Appendix, Table 1.)



There also was variation in the types of programs that fall under the supervision of the SEA's GT office. Of 40 respondents, 20 indicated that their office had supervisory responsibilities for one or more programs, including, but not limited to, Advanced Placement (AP) courses and/or exams (16), International Baccalaureate (IB) (14), concurrent enrollment in college and public school course (4), Governor's schools (3), and on-line learning opportunities. (See Appendix, Table 1.)

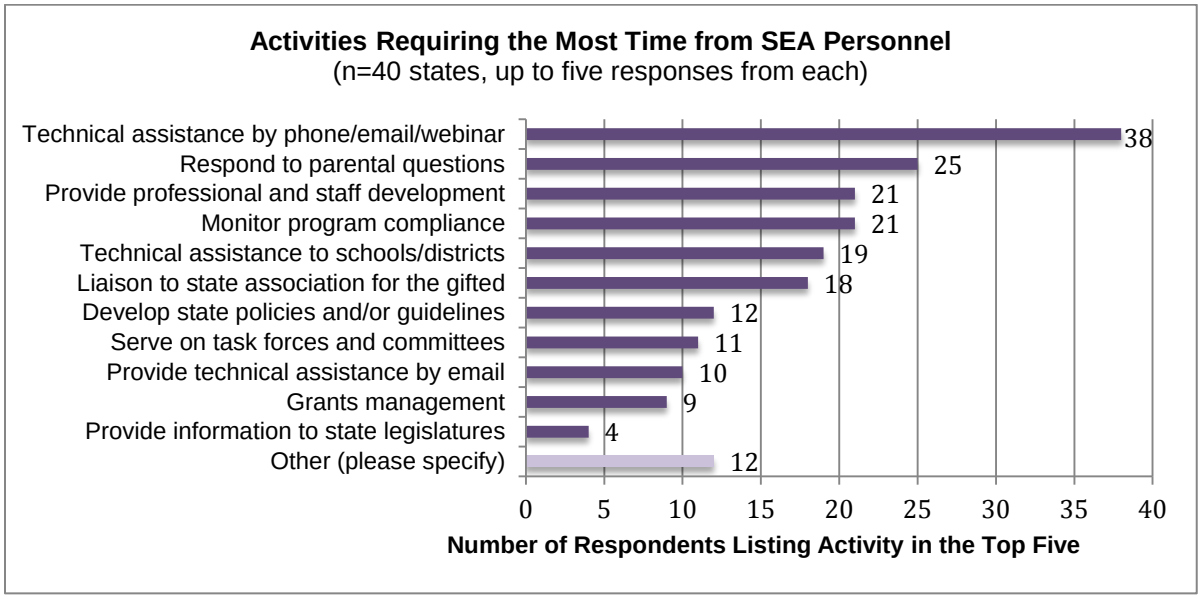


STAFFING

Seventeen of 41 states reported having at least 1 SEA employee devoted full-time to gifted and talented education. Of those, most had 1 full-time employee, 2 states had 2 full-time employees and 2 states had more than 2. Three of the states with full time employees also had additional part-time GT staff, while 23 states had part-time GT staff exclusively. Some states saw increases in staffing, such as North Carolina adding another full-time employee and Connecticut reinstating the position. (See Appendix, Table 1.) Ten states provide additional GT support staff members that provide technical support and assistance to school-based educators regionally (10), at the district level (7), and in schools (6). (See Appendix, Table 2.)

Of 40 respondents, 24 reported that their state gifted education office had responsibilities for some general education or other special programs or projects that were not directly related to gifted education. This included 15 states without a full-time person devoted to GT. (See Appendix, Table 1.)

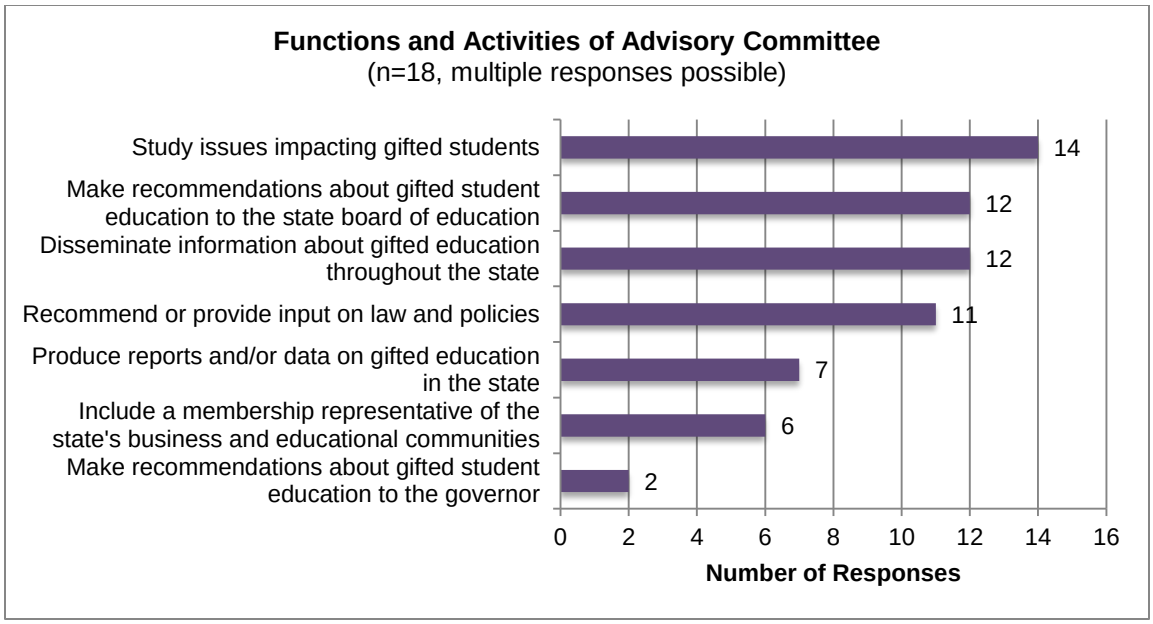
The specific activities of SEA staff varied, but it was clear that supporting local educators was a core responsibility for most. Almost all states reported SEA staff spent most of their time providing technical assistance by telephone, email, or webinar (38). SEA staff also spent time responding to parental questions (24), providing professional and staff development (21), and monitoring program compliance (20), along with providing technical assistance to schools (18) and being a liaison to statewide associations for the gifted (17). (See Appendix, Table 2.)



State Advisory Committee

Just under half (19 out of 40) states had state gifted advisory committees. Of those states that did, the majority (14) had standing committees, while four had ad-hoc committees and two had them as part of a state special education advisory committee. (See Appendix, Table 11.) The most common specific reporting channel for both types of advisory group was the state superintendent/board of education (13). (See Appendix, Table 11.)

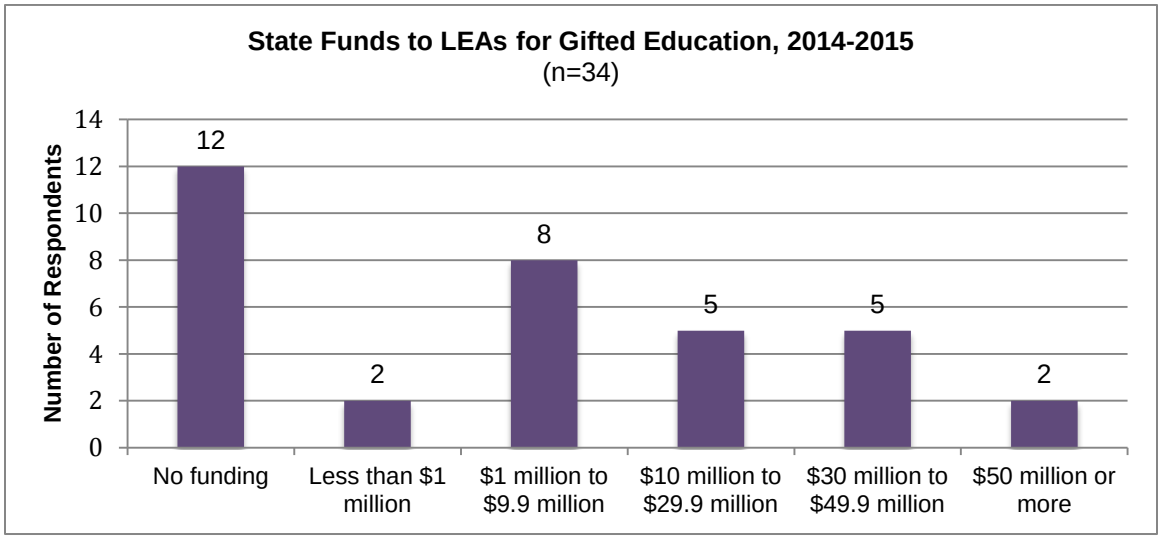
The advisory committees served a variety of functions, with most responsible for studying issues impacting gifted students (14), recommending or providing input on law and policies (12), making recommendations about gifted education to the state board of education (11), and/or disseminating information about gifted education throughout the state (12). Six states produced a written report within the last three years, with 5 reports being available. (See Appendix, Table 11.)



II. Funding for Gifted and Talented Education

Reporting states differed greatly in how much, if any, funds they allocated to gifted and talented education. For those states that did provide funding, they varied by the type of funding mechanism, uses at the state level, and disbursement to LEAs.

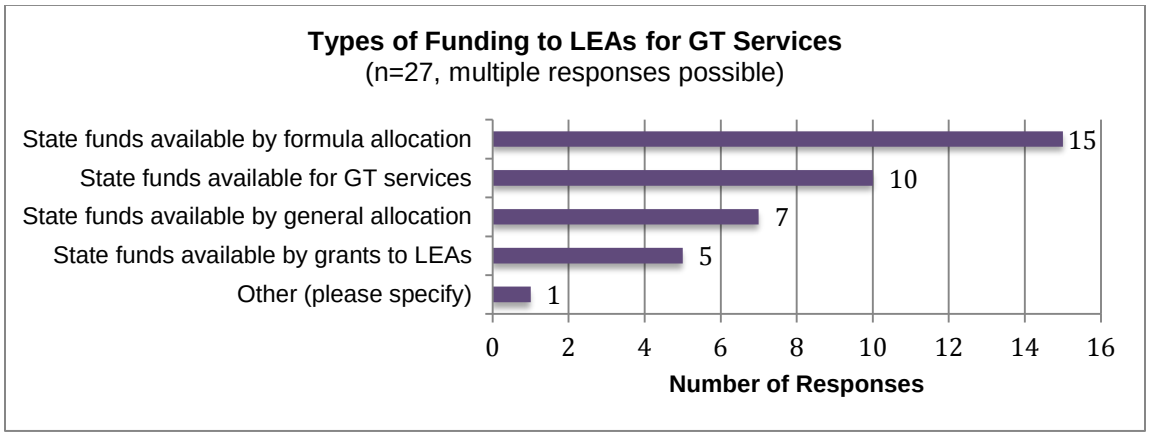
Thirty-nine states responded to the funding questions, with 27 reporting they provided funds to LEAs and 12 responding they did not. Of the 27 states that provide funds to LEAs, 22 provided a funding level for 2014-15. Those amounts ranged from $150,000 in Idaho to $157.2 million in Texas. Twelve states provided zero in state funding for 2014-15. (See Appendix, Table 34.)



Between the 2012-13 and 2014-15 school years, 14 states increased their funding for gifted and talented education (up from 12 in the last report), with increases ranging from 3% in Oklahoma to 88% in Idaho (as well as an increase in Delaware from $0 to $450,000). Five states maintained the same (non-zero) funding over those three years, while two states (Wyoming, -3%, Kansas, -4%) reported decreases in funding. (See Appendix, Table 34.)

Funding Mechanisms

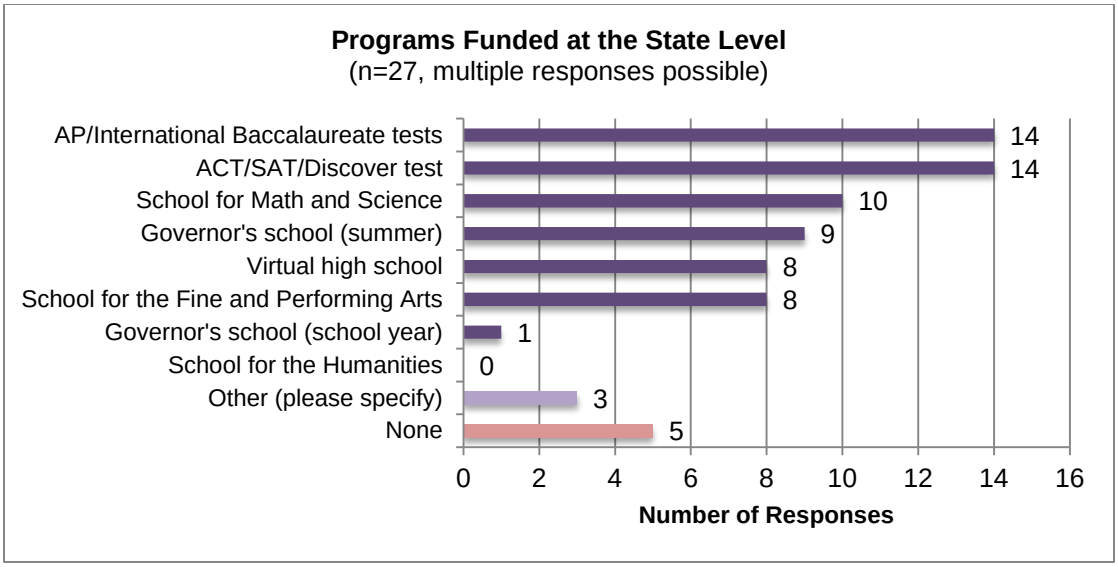
Of the 27 states that provide funding to LEAs for gifted education services, 15 provided funding through formula allocation, 10 through allocation to LEAs specifically for gifted education services, seven through the general allocation, and five through grants to LEAs. The most commonly used funding formula was weighted funding (9). (See Appendix, Table 34.)



Five states have ceilings on the distribution of state funds, based on percentages of average daily attendance (3) and percentages of identified students (2). Two others noted they had a cap tying it to figures from 2006 including the amount appropriated (Missouri) and student numbers (Florida). (See Appendix, Table 34.)

Programs Funded at the State Level

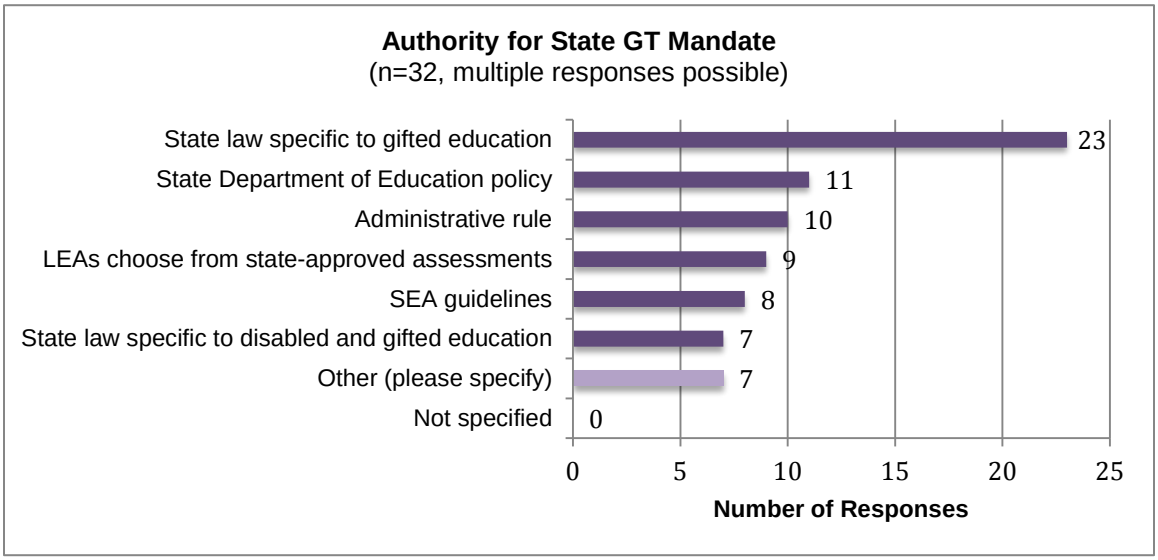
In a separate question, respondents were asked to indicate which of a variety of programs were funded at the state level. Advanced Placement/International Baccalaureate and ACT/SAT/Discover tests were cited most frequently (14), followed by schools for math and science (10), summer governor's schools (9), then virtual high schools (8), and schools for fine and performing arts (8). (See Appendix, Table 29.)



III. Mandates to Identify and Serve Gifted Students

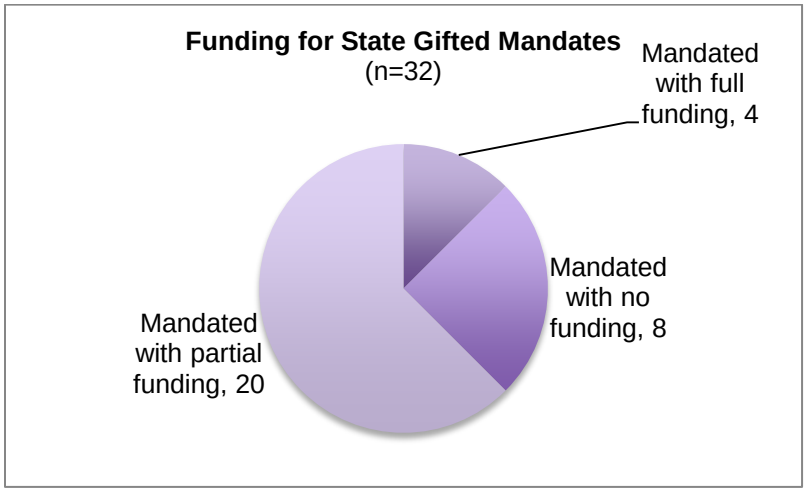
States vary regarding identification and services for gifted and talented students. Although some states mandate identification and/or services via state policy or law, LEAs have great flexibility in the process used and the services offered, which resulted in differences not only among states, but also among LEAs within certain states.

Of 40 responding states, 32 had some form of legal mandate related to gifted and talented education. The authority for these mandates derived from a variety of sources, including state law specific to gifted education (23), state department of education policy (11), administrative rule (10), SEA guidelines (8), and state law specific to disabled and gifted education (7). Respondents from all states provided the citations for their mandates. (See Appendix, Table 13.)

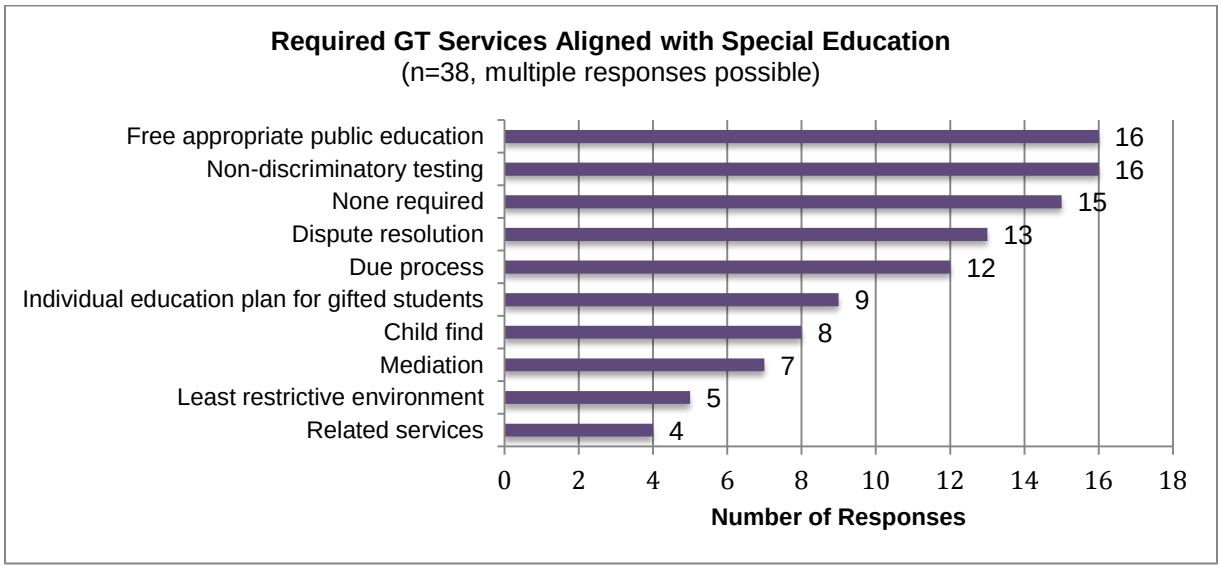


Of the 32 states reporting having mandates related to gifted and talented students, nearly all (28) required both identification and services, while 4 states required identification only. (See Appendix, Table 13.)

Of the 32 states with mandates related to gifted and talented education, 4 states fully funded the mandate at the state level, 20 partially funded the mandate, and eight did not fund the mandate. One respondent with a mandate did not provide the level of funding for at least one of the past three years. (See Appendix, Table 13.)



Respondents were asked if their states required certain services that were aligned with special education. The services that were most likely to be mandated for gifted and talented students were free appropriate public education (16) and non-discriminatory testing (16). Services such as least restrictive environment (5) and mediation (7) were less frequently required. (See Appendix, Table 13.)



IV. ACCOUNTABILITY

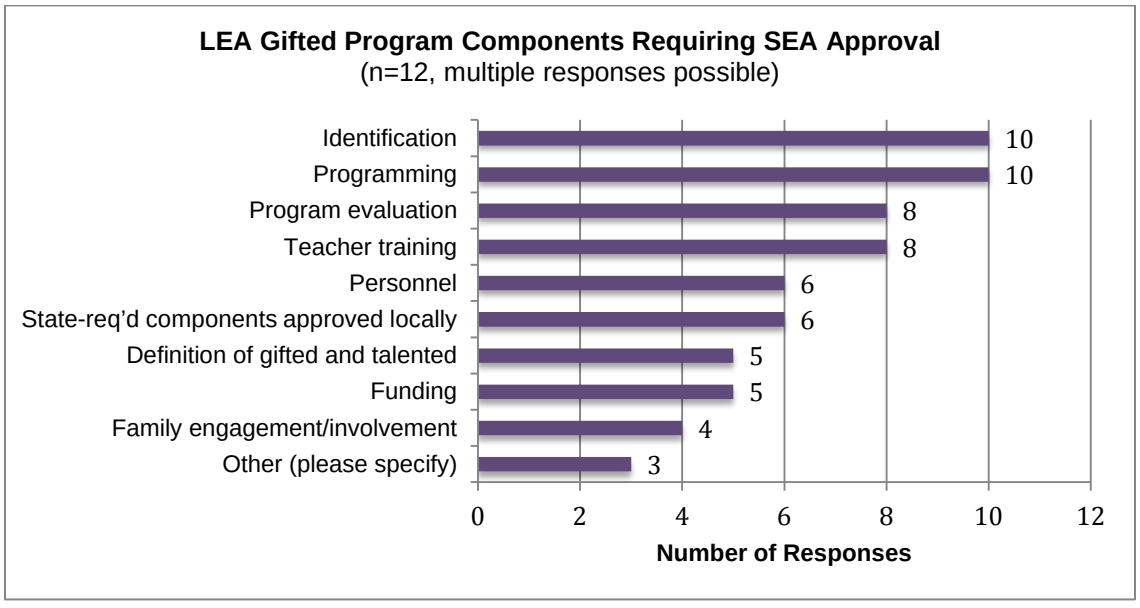
This section addresses the areas in which LEAs are answerable to the state for gifted and talented education services and outcomes, as well as the data collected and reported by the state to the public.

Twenty-one of 40 responding states monitored and/or audited LEA programs for gifted and talented students through a system of reporting, submission and approval of local gifted education plans, in response to complaints, and on-site interviews, among other strategies. (See Appendix, Table 20 and Table 21.)

LOCAL GIFTED EDUCATION PLANS

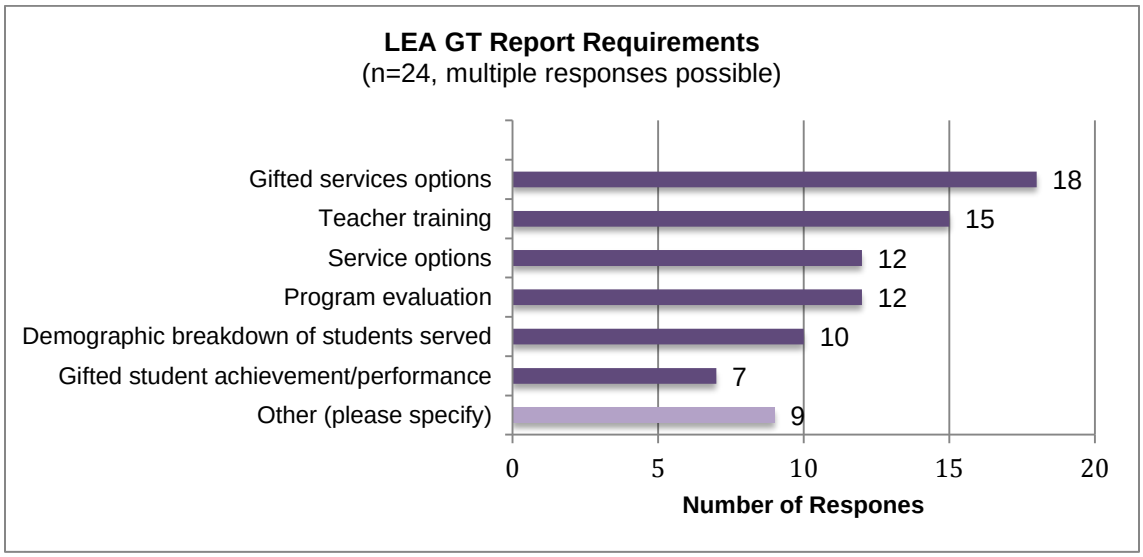
Eighteen states (of 40) required LEAs to submit their gifted education plans to the SEA; the SEA must approve the plans in only 12 of them. (See Appendix, Table 21.)

Ten of the states that required state-level approval of LEA gifted plans required that the plans include descriptions of the identification processes used. Ten also required approval of plans for programming (10), program evaluation (8), teacher training (8), personnel (6), funding (5), the definition of gifted and talented used by the LEA (5), and family engagement/involvement (4). Arizona and Arkansas required LEAs to provide professional development and Colorado required that students provide specific information related to record keeping, confidentiality, early access provisions, and resolving disagreements. (See Appendix, Table 21.)



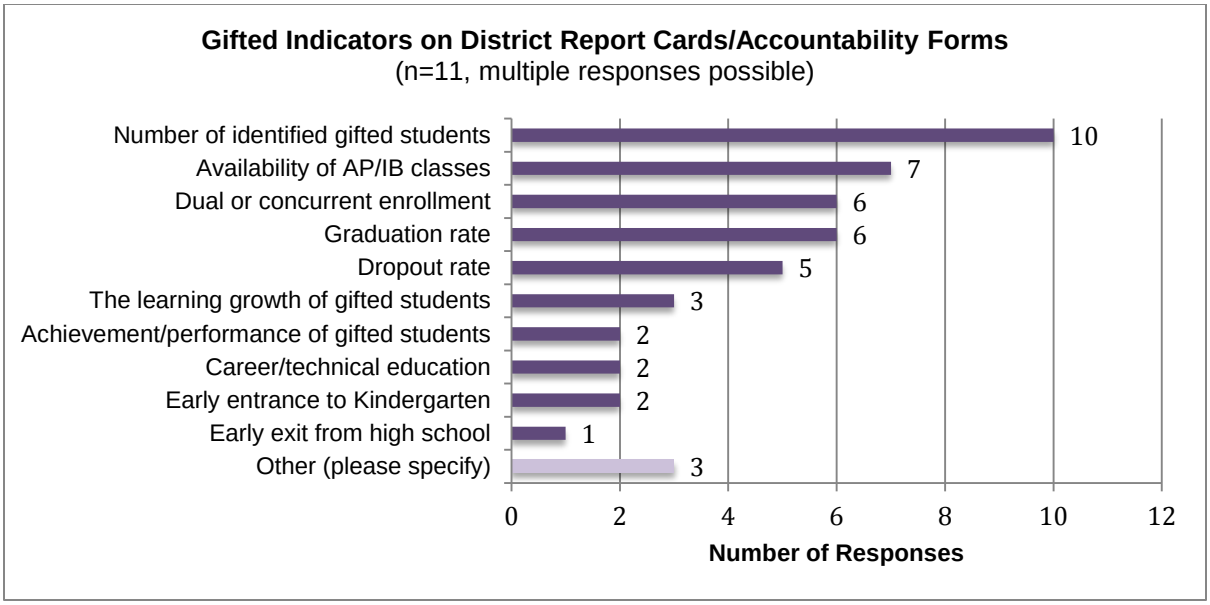
Reporting to the State

Twenty-four states (of 40) required LEAs to report on their gifted education services. The criteria most frequently required in reports were service options (18), teacher training (15), program evaluation (12), a demographic breakdown of students served (10), and student achievement/performance (7). Other requirements were added by respondents including identification procedures (5). (See Appendix, Table 20.)



State Reporting

Eleven states (of 39 reporting) include gifted education indicators—usually the number of identified students (10)—as part of district report cards or other state accountability reporting forms. Indicators also included the availability of program options such as AP/International Baccalaureate classes, (7) and dual or concurrent enrollment, (6), along with information about gifted students' learning growth (3) and achievement/performance (2) as separate groups. (See Appendix, Table 3.)



Eleven states produced a state report on gifted education; most (9) were available online at the time of this report. (See Appendix, Table 3.)

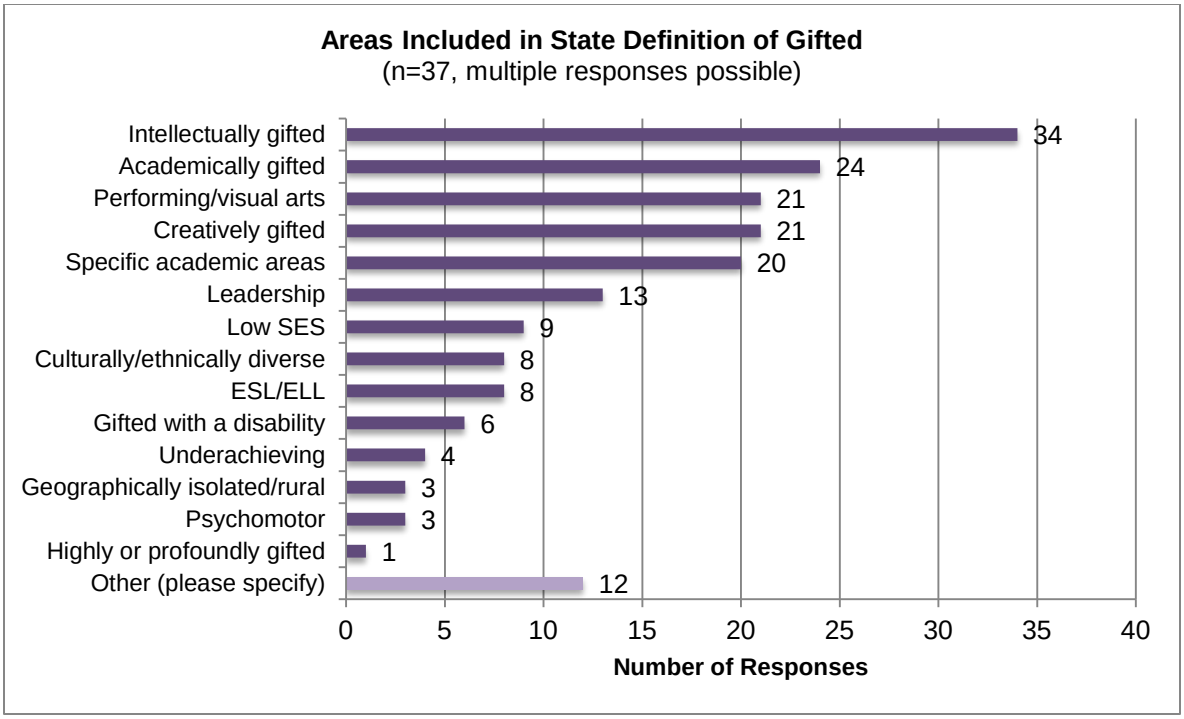
Thirty-one states reported using NAGC's Pre-K to 12 gifted programming standards to aid in the accountability process as well as the basis of state programming standards, evaluation tools, and reporting. For example, Alabama used them as an evaluation tool, while Louisiana used them as a reference for improving gifted and talented programming. (See Appendix, Table 38.)

V. Definition of Giftedness

Although there is a federal definition of giftedness in the *No Child Left Behind Act* (P.L. 107-110 [Title IX, Part A, Definition 22] [2002]; 20 USC 7801[22] [2004]), states have the authority to determine their own definition to guide identification and programming options.

Of the 39 responding states, 37 had a state definition of gifted/talented. This definition was found in state statutes (13), state rules and regulations (23), and other sources (1), with many states' definitions found in multiple locations. Respondents from 35 states included citations and 33 provided URLs for their states' definitions. (See Appendix, Table 12.)

State definitions of gifted and talented encompassed multiple areas, with almost all including intellectually gifted (34) and most including academically gifted (24), performing/visual arts (21), creatively gifted (21), and/or specific academic areas (20). Far fewer state definitions included specific populations of gifted/talented students, such as low SES (9), ESL/ELL (8), culturally or ethnically diverse (8), gifted with a disability (6), or geographically isolated/rural (3). Some states address other factors such as Arkansas including task commitment and high potential. (See Appendix, Table 12.)



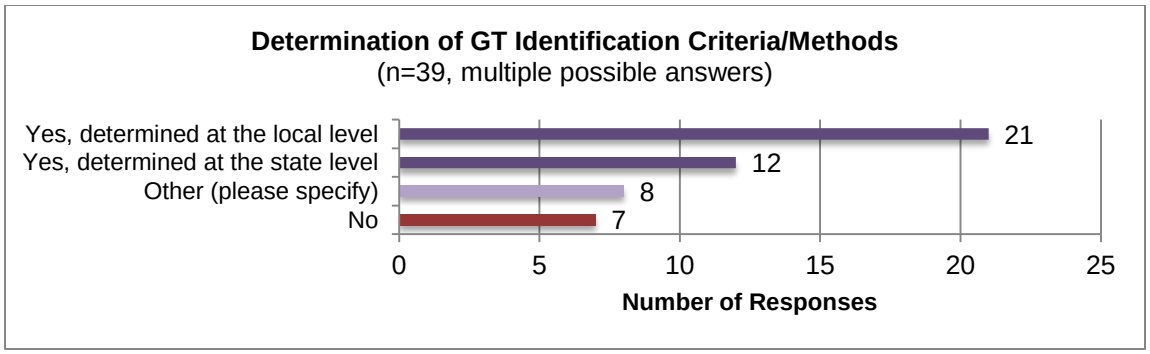
In most of the 37 states that had a state definition of gifted and talented, LEAs were required to use the state definition (30). However, LEAs in 7 states were not required to use the same definition that was found in state law, rule, or regulation. (See Appendix, Table 12.)

VI. Identification of Gifted and Talented Students

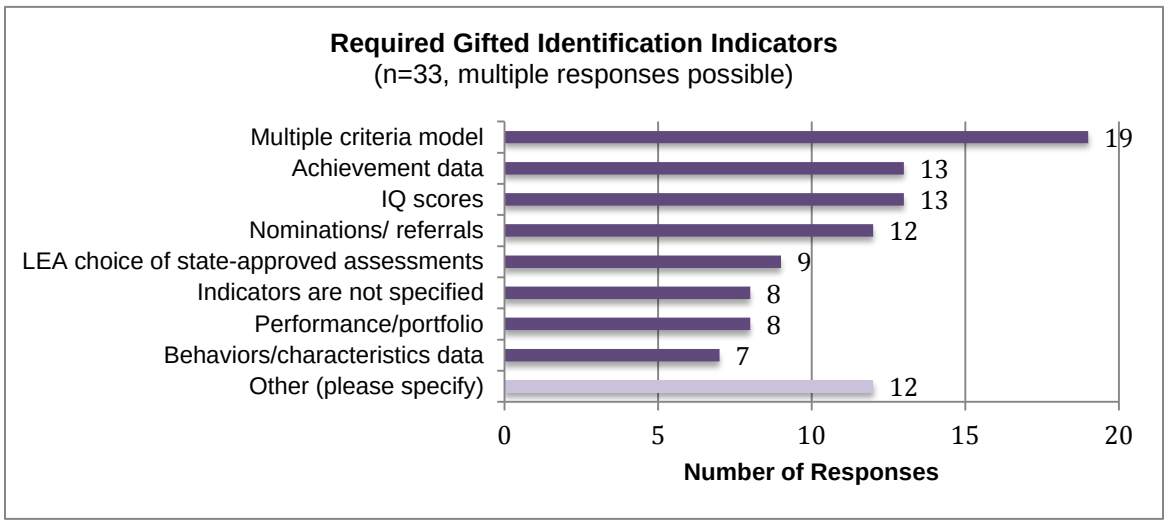
States vary widely on the degree to which the state guides or directs the process of identifying gifted and talented students, including which students were identified, through which methods, and at what point in their education. States also reported on corresponding program service options. As noted above, 32 states mandated the identification of gifted and talented students. This section includes more details about how much of the identification process was regulated at the state level, as well as different identification processes used and the demographics of identified gifted students.

State Involvement in Identification

Schools in 33 states were required to use specific criteria and/or methods to identify gifted and talented students. In 12 of those states, the criteria/methods were determined at the state level; in 21 states the criteria/methods were determined entirely at the local level; in 3 states criteria/methods were determined at both the state and local levels. Respondents from 8 states indicated that schools were not required to use specific identification criteria or methods. The majority of states (34) did provide their LEAs with some guidance on the identification process, even if the specific process to be used was not mandated. (See Appendix, Table 14 and Table 15.)

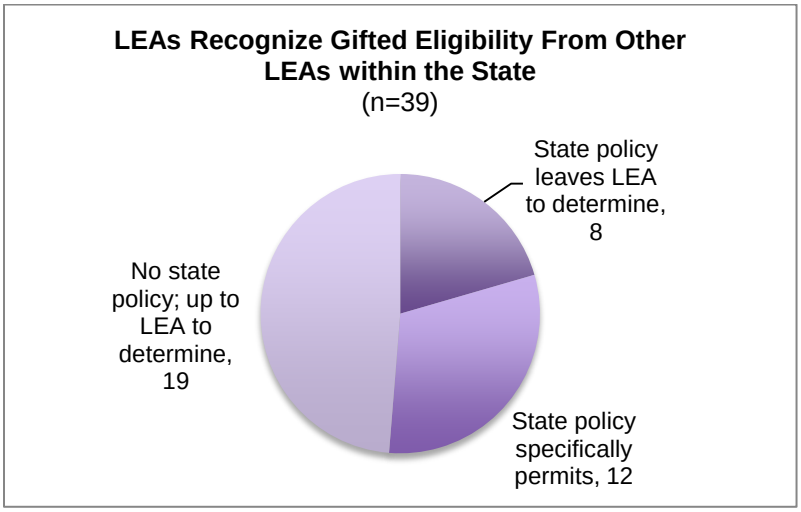


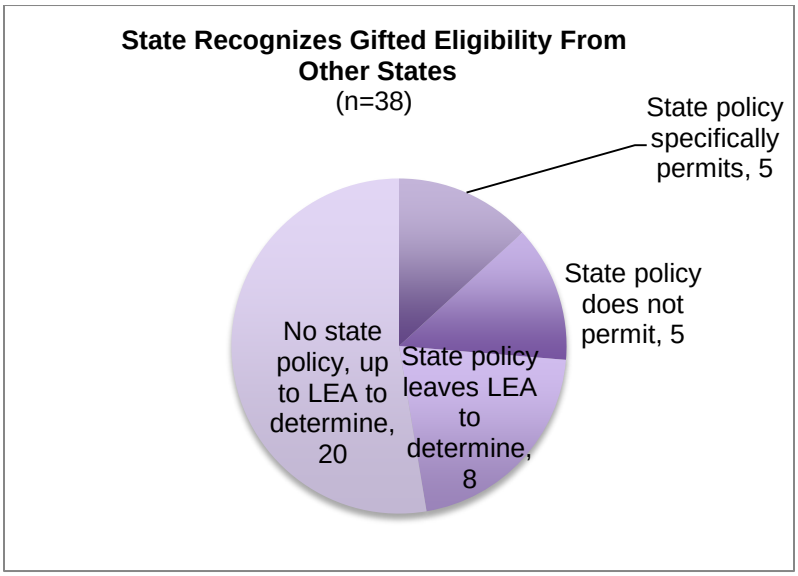
Thirty-three states provided information on the criteria or methods required for the identification of gifted and talented students. The majority of these states required the use of a multiple criteria model (19), and all 19 specified at least two types of required information. The most frequently required criteria include IQ scores (13), achievement data (13), nominations (12), a range of state-approved assessments (9), and portfolios (8). (See Appendix, Table 14.)



In 28 responding states, LEAs within the same state were not required to use the same identification process. In 19 states, policy left the identification process to the LEA and there was no state policy in 3 states. There were other aspects of the identification process that some states regulated. For example, 21 states required parent/guardian involvement in decisions related to gifted and talented identification or services. (See Appendix, Table 14 and Table 15.)

Some states had policies that affect students who relocate. Out of 39 responding states, 12 specified that gifted and talented program/service eligibility is transferrable within the same state, while most states left this decision to the LEAs, either by policy (11) or by the absence of policy (18). Far fewer (5) specified that gifted and talented eligibility may transfer from other states, again leaving the decision to the LEAs through policy (8) or by absence of a policy (20). Five states did not permit GT eligibility to transfer between states. (See Appendix, Table 29.)

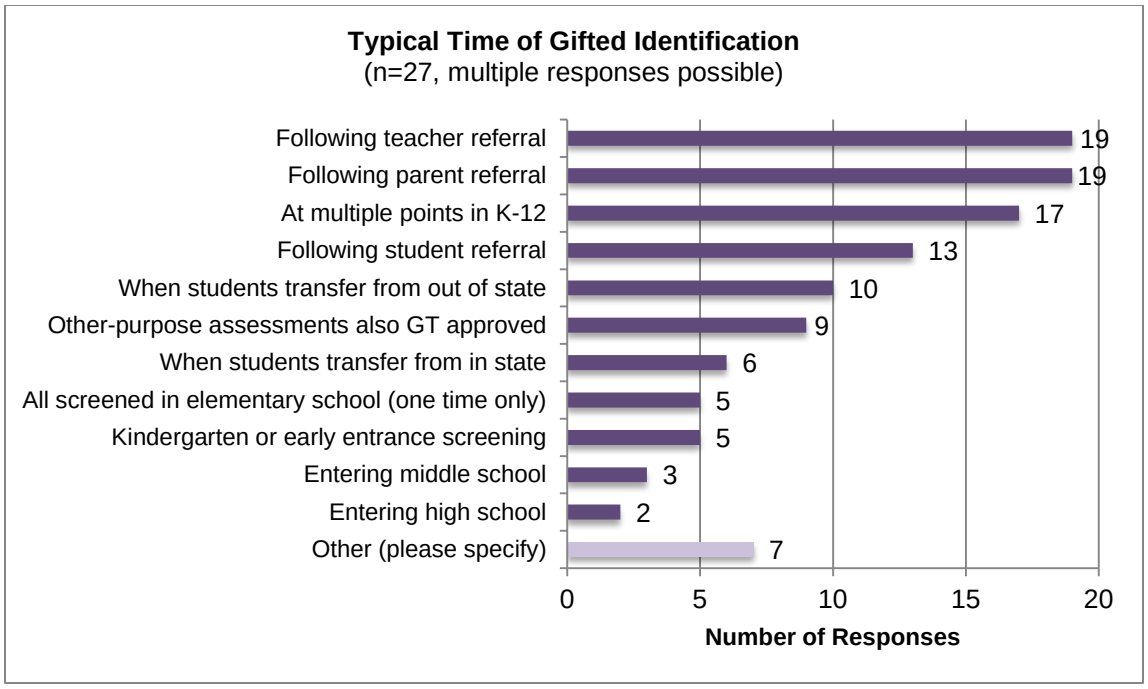




How and When Gifted Students were Identified

Nine of 30 responding states required gifted and talented students to be identified at specific times. The most commonly required times followed parent or teacher referrals (5) or when students transfer from out of state (4).

In addition to providing information on whether states required students to be identified at specific times, respondents for 27 states provided information about when gifted and talented students were usually identified. Most states reported students being identified based on teacher referral (19) or parent referral (19), followed by identification at multiple points in K-12 (17), following student referrals (13), and transfers from out of state (10). (See Appendix, Table 15.)



Students Identified as Gifted and Talented

Whether a student was identified as gifted and talented continued to depend on where he or she lives. Although 32 states reported having a mandate for identification, 18 reported 100% of their LEAs identify gifted and talented students. The rest reported a range of 16% to 99.7%, with 3 states reporting no statewide data. (See Appendix, Table 13 and Table 14.)

Due partially to this variation in identification among LEAs and also to the different definitions and identification processes used, the percent of states' students who were identified as gifted also varied. Two states had limits on the percent of students a district may identify as gifted. These were Maine with 3-5% in the academic areas 3-5% in the arts and Connecticut with 5%.

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 universally available. With 22 states reporting data for ethnicity, 21 for gender, 15 for students with disabilities, 14 for students categorized as low SES, and 12 for English language learners (ELL). (See Appendix, Table 17 for all demographic data.)

- Eleven states reported having a greater number of female than male students identified as gifted and talented. Among the 19 states reporting on collected data (not by estimate), gender proportions ranged from 43.3% male/56.7% female (Hawaii) to 50%/50% male/female (Iowa, Maine, and North Carolina).

- It was difficult to compare ethnicity data from multiple states in a meaningful manner due to the variation in ethnicities in state populations. Readers should refer to Table 17 in the Appendix for ethnicity information for the state(s) of interest.

- Of the 12 states with information about the percentage of identified gifted students who were ELL, 7 reported 1% or fewer. The largest reported percent was in Colorado with 4.58%.

- The 15 states reporting the percentage of identified gifted students who had disabilities gave responses ranging from 0.1% (Kansas) to 6% (Washington).

- Of the 14 states reporting, the identified gifted students who were low SES varied widely, from a low of <1% (Iowa) to a high of 38.93% (Arkansas).

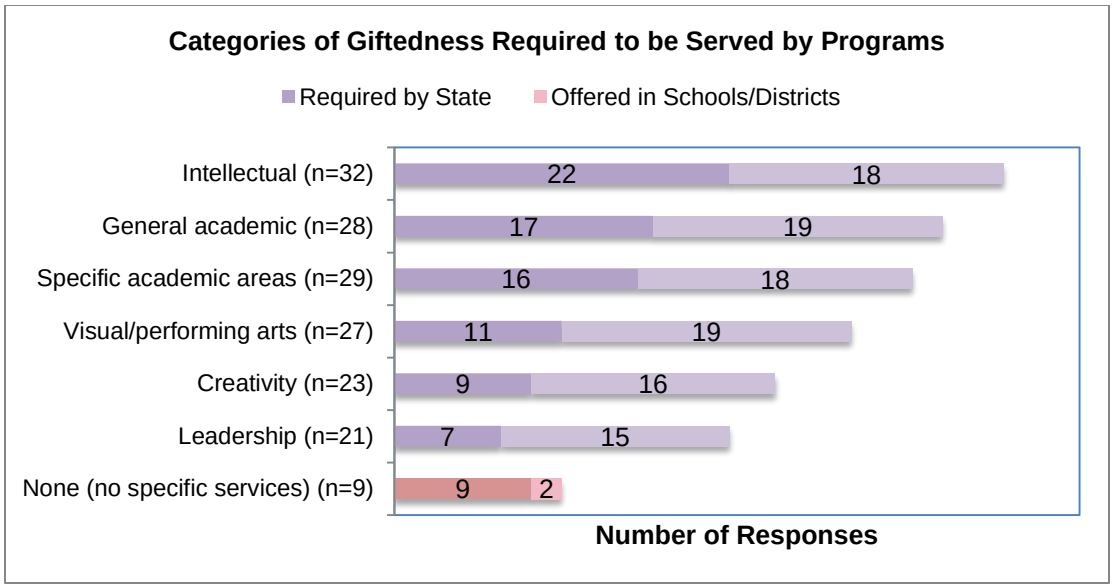
VII. Programs and Services for Gifted Students

Twenty-eight states reported having mandates that required services for gifted and talented students. This section contains additional information about the types of gifted programs and services required by the state, those offered by LEAs, and the students who received those services at the local level at different grade levels.

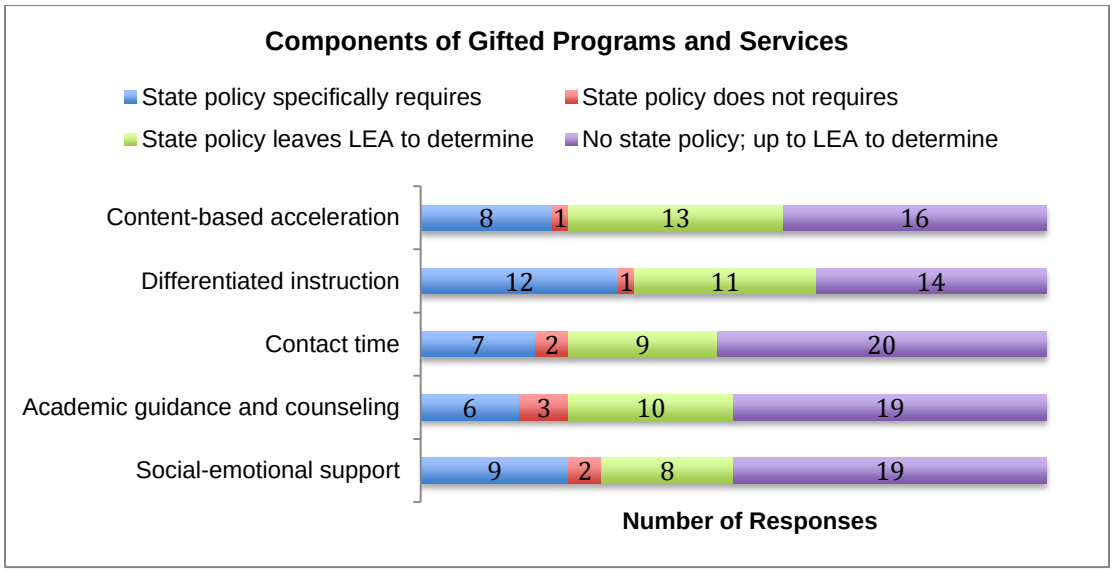
Types of Gifted Programs and Services

Thirty-two states reported on programs or services required for specific categories of giftedness and talent. Most of these states required services for intellectual giftedness (22) and/or gifts and talents in academic areas both general (17) and specific (16). Nine states reported that programs or services were not required.

LEAs most commonly offered services related to general academic areas (19) and visual/performing arts (19), followed by intellectual (18) and specific academic areas (18). They also offered services related to creativity (16,) and leadership (15). (See Appendix, Table 18.)

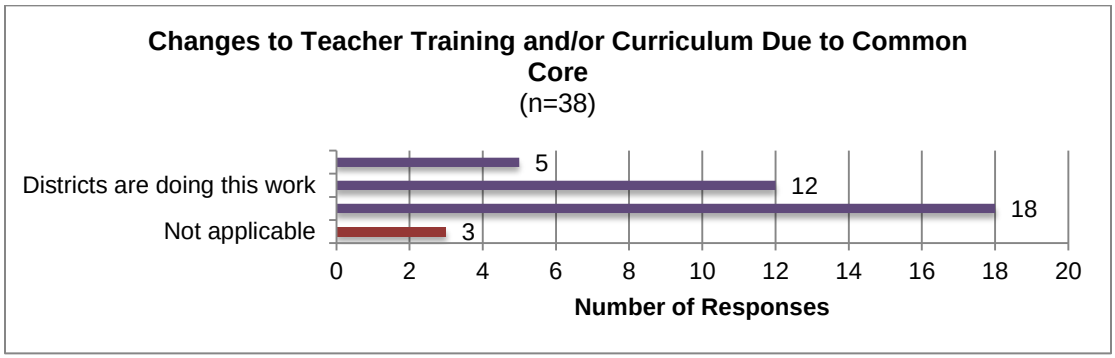


The particular components of gifted programs and services were largely left to LEA authority, but some states required specific components including differentiated instruction (12), social-emotional support (9), content-based acceleration (8), requirements on contact time (7) and academic guidance and counseling (6). Otherwise, the LEAs determined program components. (See Appendix, Table 28.)



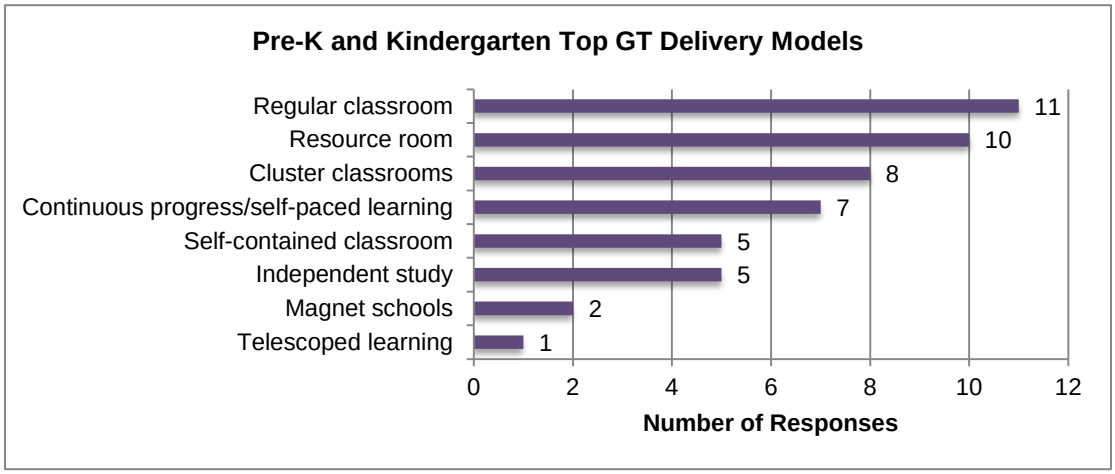
Some states included attention to gifted students in their Response to Intervention (RtI) or MTSS frameworks. While the majority of states (30) left it up to the LEA to determine if gifted students were included in the framework, whether by no state policy (25) or state policy leaving it to the LEA to determine (5), while 9 states specifically permitted attention to gifted students. (See Appendix, Table 29).

NAGC's Pre-K to Grade 12 Gifted Programming Standards also influenced the design and delivery of gifted programs and services in several states. Of the 33 respondents to an open-ended question about the use of these standards, several cited their use in the creation of program standards, evaluation tools, program design, and self-evaluation. (See Appendix, Table 38.)

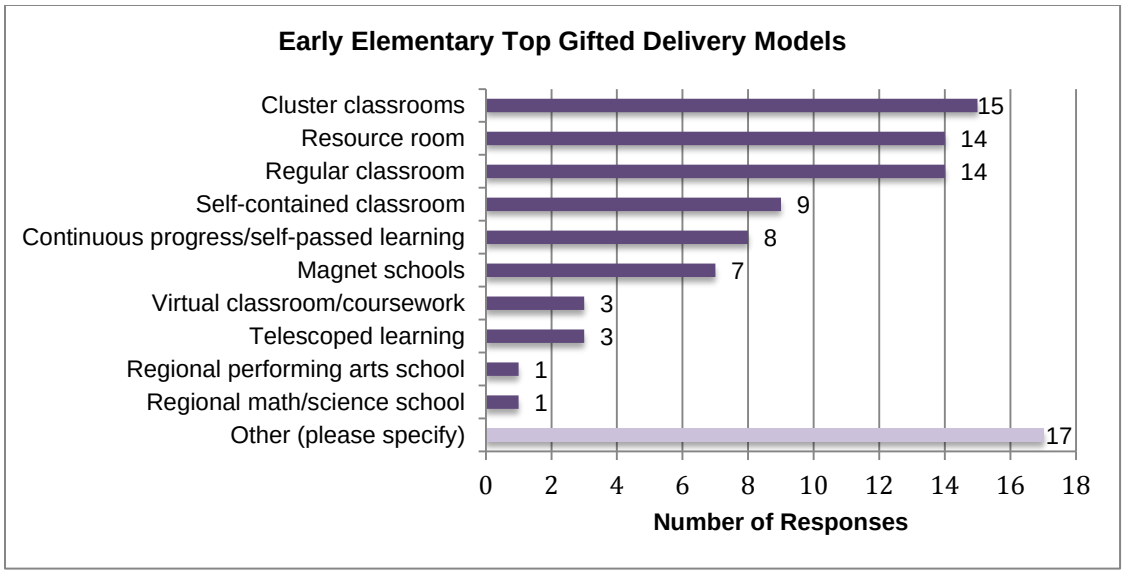


Service Delivery Models

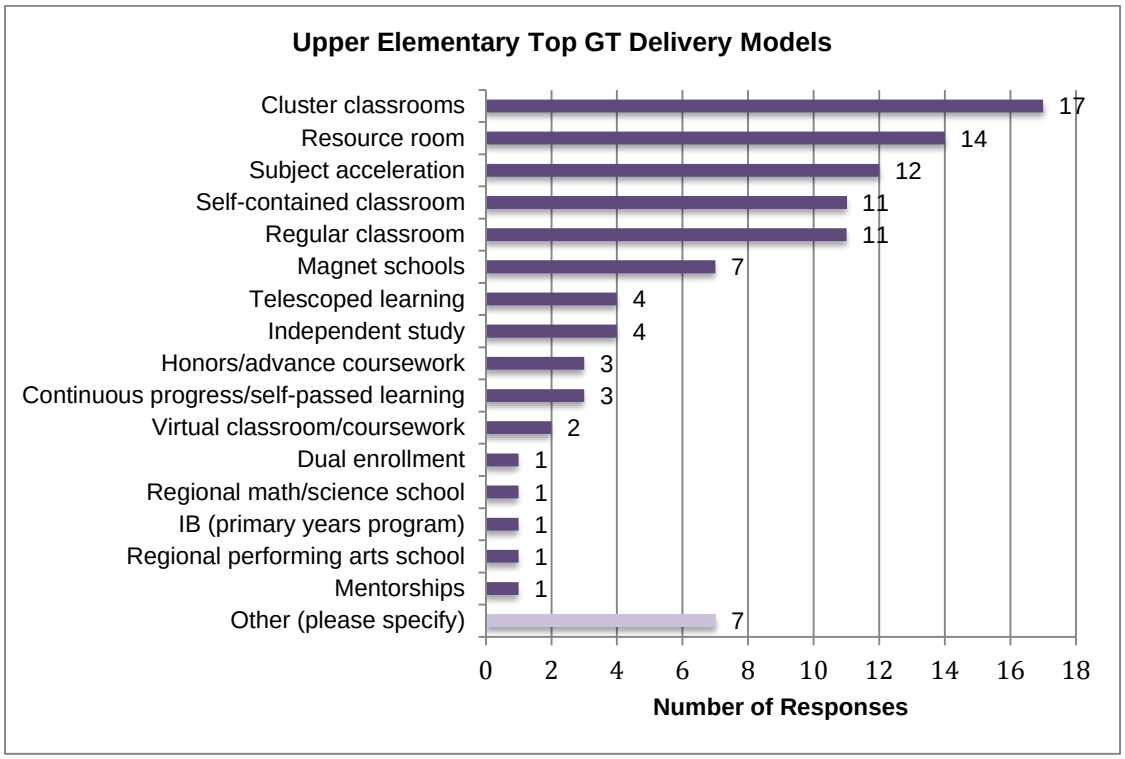
Among the 15 respondents who were able to estimate the most frequently used delivery methods in pre-kindergarten and kindergarten, the most common methods were regular classroom (11), resource room (10), cluster classrooms (8), and continuous progress/self-paced learning (7). (See Appendix, Table 23.)



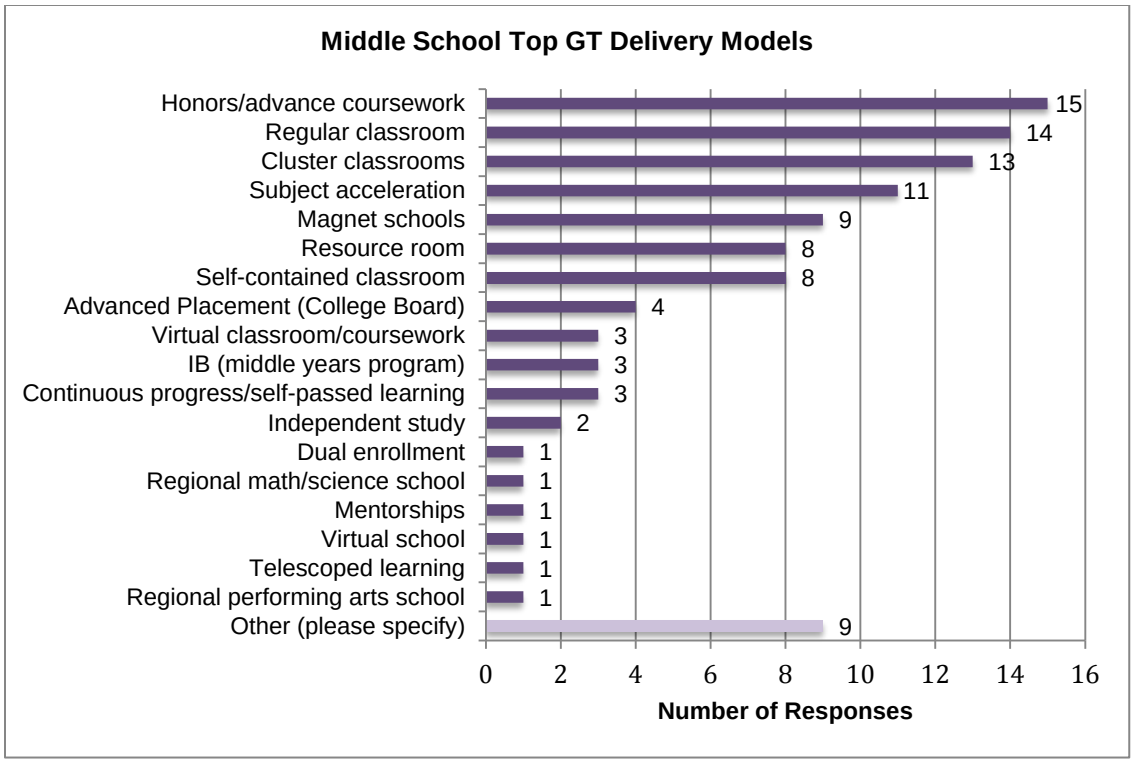
Twenty-two respondents were able to estimate the most frequently used delivery methods for early elementary, or grades 1-3. The same four methods were most common at this level as in pre-K and kindergarten, albeit in a slightly different order: cluster classrooms (16), resource rooms (14), regular classrooms (14), and self-contained classrooms (9). (See Appendix, Table 23.)



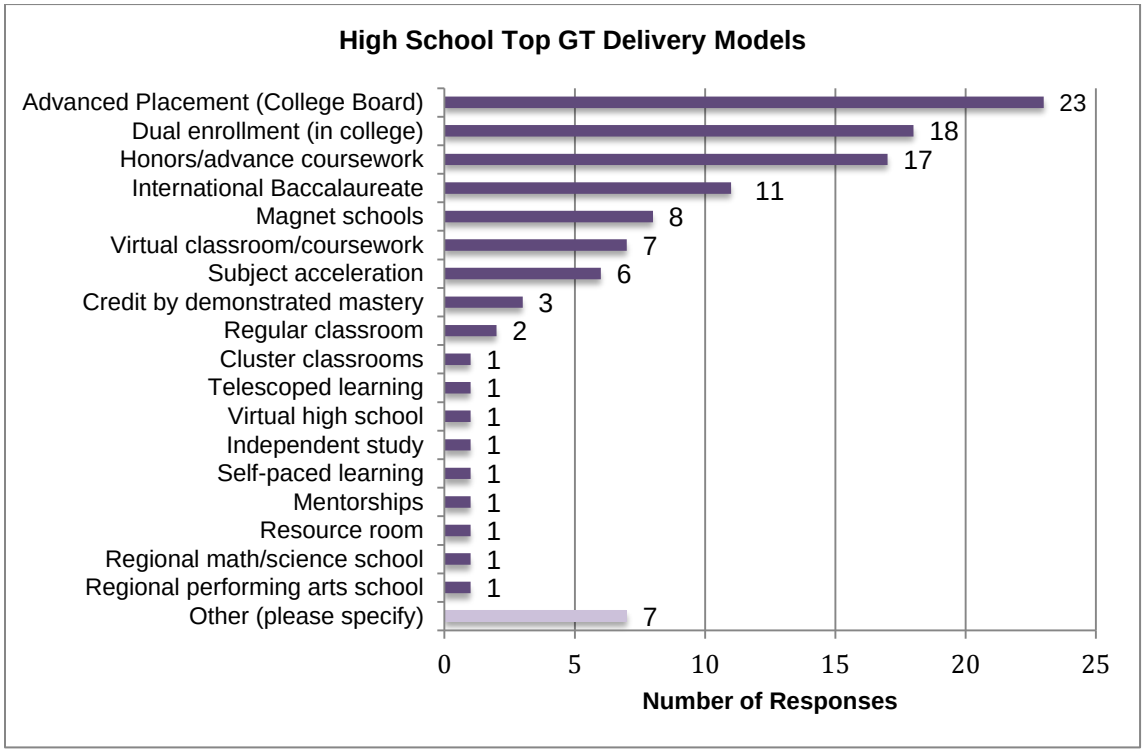
Twenty-two respondents were able to estimate the most frequently used delivery methods for upper elementary, or grades 4-6. Cluster classrooms (17), resource rooms (15), subject acceleration (12), and self-contained classrooms (11) were the top delivery models. Unlike PreK-K, early elementary, and middle school, regular classrooms were not in the top three at this level. (See Appendix, Table 23.)



Among the 22 states with responses for most frequently used delivery methods in middle school, honors/advanced coursework (15) was the most common, followed by regular classrooms (14), and cluster classrooms (13). (See Appendix, Table 23.)



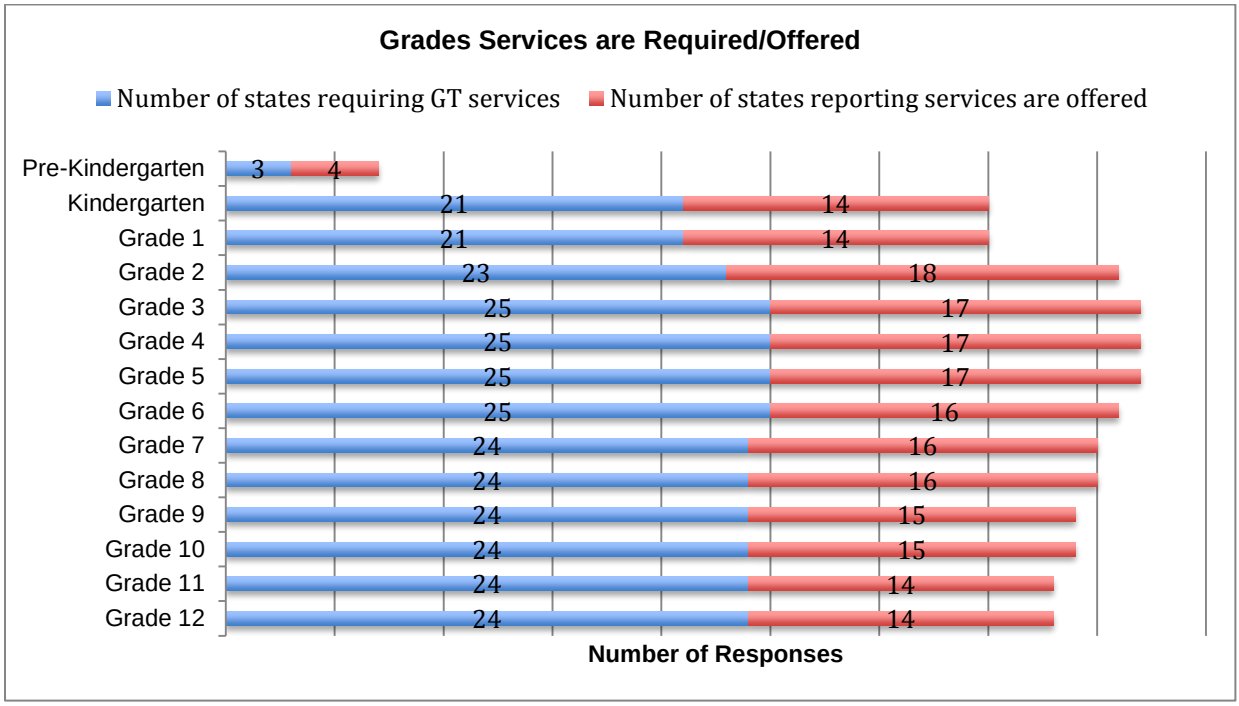
The 26 respondents who were able to estimate the high school delivery methods indicated that Advanced Placement (23), dual enrollment in college (18), honors/advanced coursework (17), and International Baccalaureate (12) were used most frequently. (See Appendix, Table 23.)



WHICH STUDENTS RECEIVED SERVICES

Of the 24 states that reported data regarding the number of gifted and talented students served, 19 reported serving all identified students. The remaining states reported serving more than 85% of identified students, with the exception of Idaho (38%) and Connecticut (56%), with Connecticut having only a mandate to identify, but not to provide services. (See Appendix, Table 16.)

Twenty-four states reported that services were required at particular grade levels. Most of those (21) required services for all grades from Kindergarten to grade 12, and another three also include pre-kindergarten. Of the remaining states, 4 required starting services later, in grade 2 (Nevada, Mississippi) or grade 3 (Maine and South Carolina) and one of those states stopped requiring services earlier, at grade 6 (Mississippi). Most states that did not require services did offer services in grades 1-12, (See Appendix, Table 19.)



VIII. STAFFING AND PERSONNEL PREPARATION

This section reviews requirements for professionals in specialized gifted programs, general education teachers, and other education professionals with regard to training and professional development in gifted and talented education.

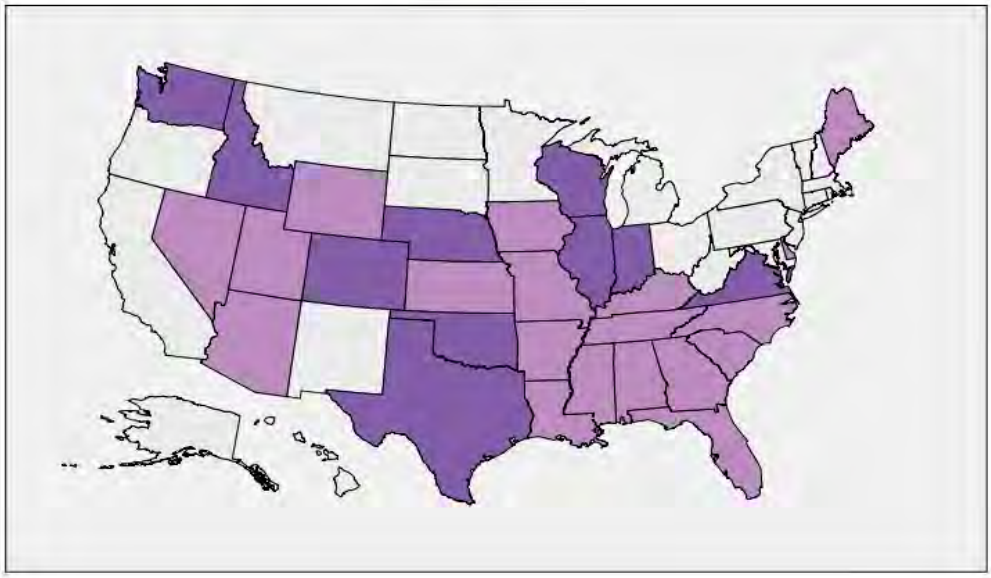
PROFESSIONALS IN GIFTED AND TALENTED EDUCATION

Professionals in specialized gifted and talented programs were required to have gifted education credentials in 19 of the 29 responding states. Five states had written competencies (other than endorsement or certification standards) for teachers in GT programs. Twelve states reported 70% or more of their gifted education professionals had a gifted and talented endorsement, five reported less than 69%, and 11 did not collect data or the question was not applicable. Seventeen states provided estimates for the percentage of professionals in GT programs who received annual professional development. Responses ranged from less than 10% (3) to two states estimating 100%, and 12 states estimating between 30-85%. (See Appendix, Table 32 and Table 33.)

States Requiring Professionals Working in Gifted Programs to Have Certification or Endorsement

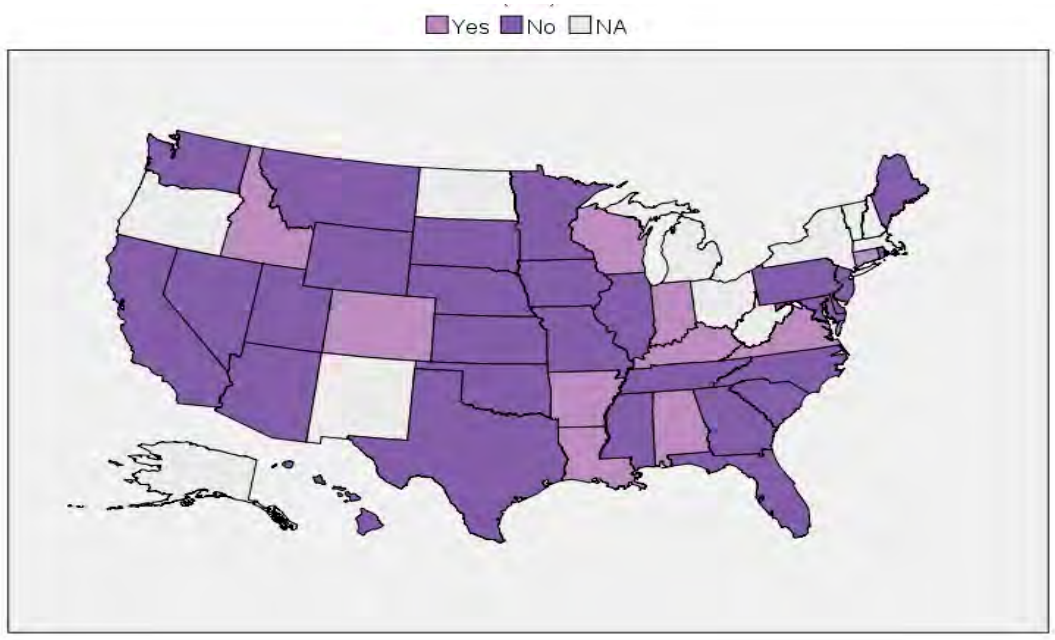
(n=29)

Yes No NA



Out of 40 states reporting, 10 required districts to have a gifted and talented administrator, none were required to be full time and only one (Arkansas) required the administrator to have gifted and talented training. Responses varied widely regarding the percentage of LEAs that had full-time gifted and talented administrators. Percentages ranged from 80% of LEAs (Arkansas) to 1% or lower in 6 states, while 10 states were unable to report. (See Appendix, Table 22 and Table 33.)

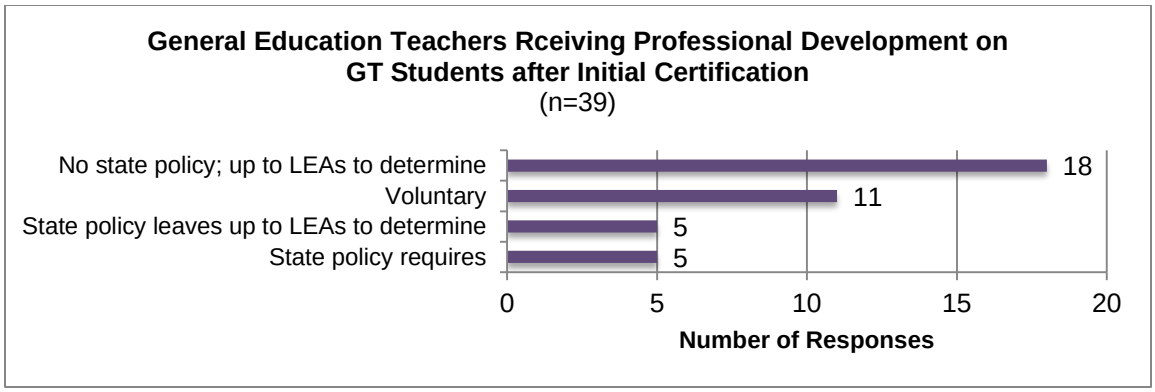
States That Require Gifted Education Administrators
(n=40)



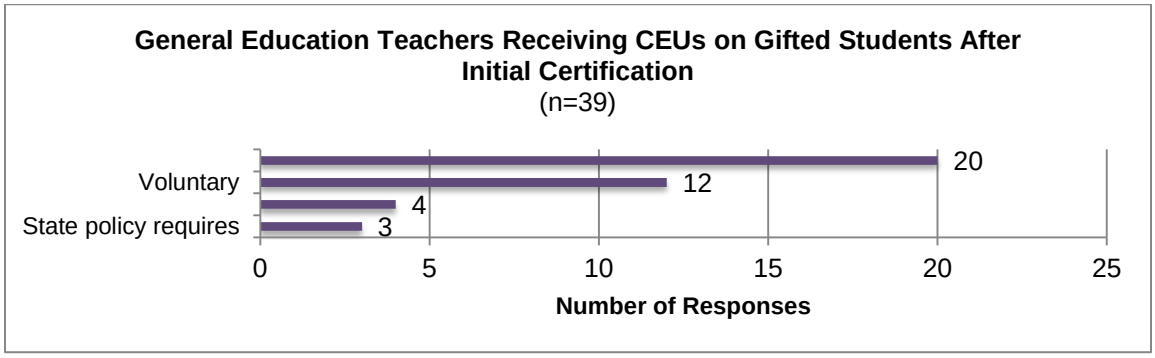
Other Education Professionals

Most general education teachers were unlikely to be required to receive any training or professional development in gifted and talented education. One state (Nevada) required, by state statute, a separate course in gifted education at the pre-service level. Twelve states reported that all pre-service teacher candidates are required to receive coursework by teacher preparation programs (9), or by LEAs (5). Twenty-five states reported discussion within-state about increasing all pre-service teachers' knowledge and skills in working with gifted students through changes in licensure requirements (2), including reference to gifted/advanced students in state teacher preparation standards (11), and others, including gifted advocates discussing the issue (4). (See Appendix, Table 30.)

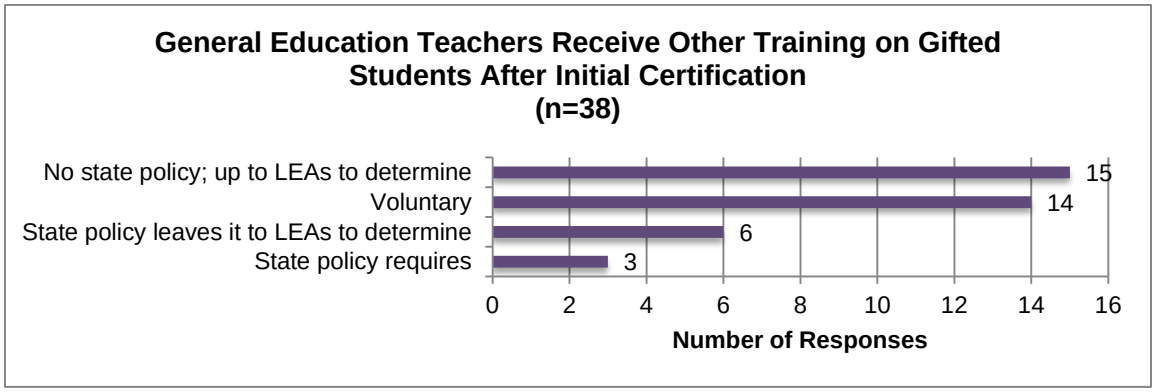
Thirty-nine states reported requirements for general education teachers to receive professional development on gifted students after initial certification with only five states requiring through policy (without any set number of hours). Twenty-three states leave it up to LEAs due to state policy (5), or absence of state policy (18), while another 11 make it voluntary. (See Appendix, Table 31.)



Thirty-nine states also reported on whether general education teachers received continuing education units (CEUs) on gifted students after initial certification. Three states required it, with only Mississippi requiring a specific number of 5 hours. Another 4 states had policy leaving it up to the LEAs to determine, 20 states had no state policy, leaving it up to the LEAs to determine, or left it voluntary (12).



Out of 38 reporting states, three required general education teachers to receive other training on gifted students after initial certification, but not specifying the number of required hours. State policy left to LEA determination in 6 states, there was no state policy in 15 states, leaving it to LEA determination; it was voluntary in 14 states. Ten states were unable to report on the percentage of general education teachers receiving this training. Of those that reported figures, the percentage ranged from 0% to 85%, with 6 states reporting that figure to be 5% or less. (See Appendix, Table 30 and Table 31.)



Regarding training for other school professionals, four states out of 35 required administrators to have coursework on the nature and needs of gifted students. Similarly, four states out of 33 required GT coursework for counselors. (See Appendix, Table 33.)

Certifications and Degrees in Gifted and Talented Education

Most states (29) offered a credential in gifted and talented education, although as noted above it was only required for professionals in 19 states. The number of hours required for credentialing varied, ranging from 6 to 36 credit hours. (See Appendix, Table 32.) Methods of earning hours for certification varied from course semester credit hours (25), continuing education units (8), staff development (7), and other means (11) including work and practicum experience. With degrees offering a pathway to licensure, states reported degrees with an emphasis in gifted education at the Bachelor's (9), Master's (33), Specialist's (12), Ed.D. (13), and Ph.D. (10) levels along with two others in the form of supplementary licenses and a teacher preparation in gifted education certificate. (See Appendix, Table 31 and Table 32.)

IX. Related Policies and Practices

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

Acceleration and Proficiency-Based Promotion

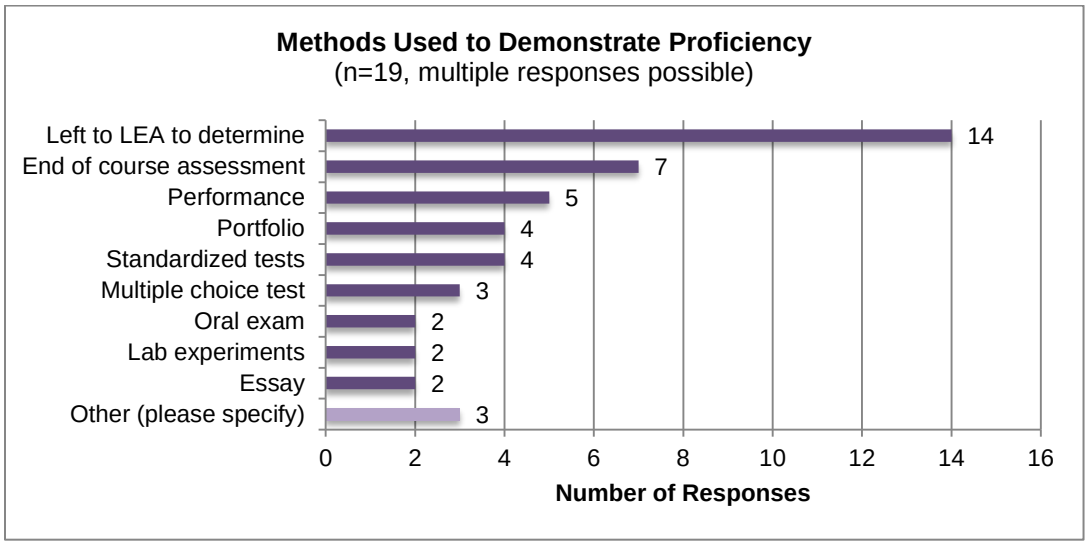
Academic acceleration policies were generally set at the local level. Thirteen states had policies that specifically permitted acceleration, while 12 states had policies leaving it to the LEA to determine; 15 states had no state-level policy, again leaving it to the LEA's authority. No state reported having a policy that prohibited acceleration. (See Appendix, Table 24.)

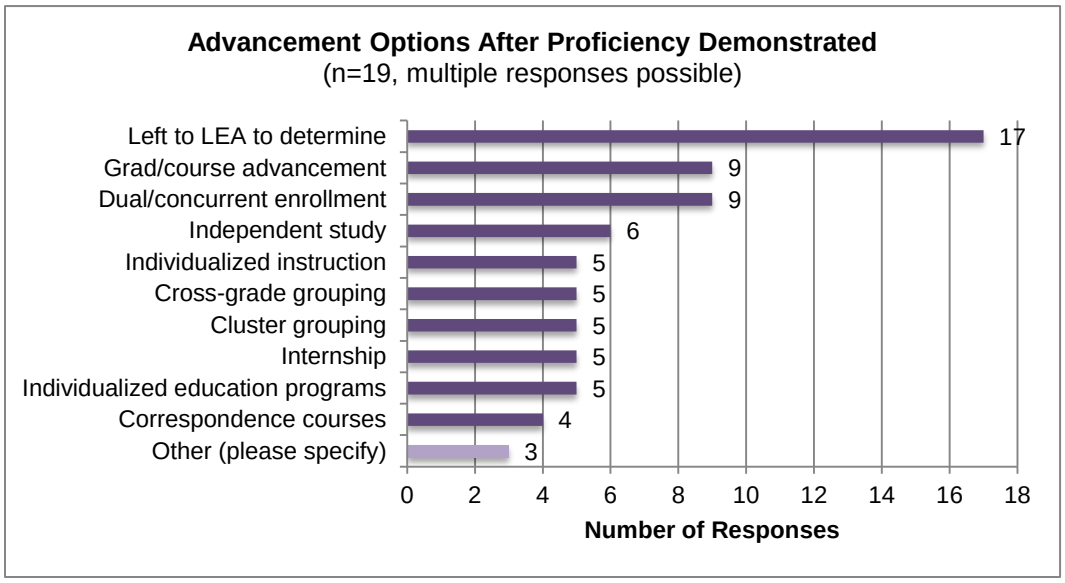
Proficiency-based credit/promotion was more likely to be addressed at the state level, with 19 states specifically permitting the practice and 4 states prohibiting it. The remaining 14 states allowed the LEAs to determine policy, either explicitly through state policy (6) or implicitly through the absence of policy (8). (See Appendix, Table 27.)

LEAs usually determined the methods by which proficiency may be demonstrated (14). State-reported measures included end of course assessment (7), performance (5), standardized tests (4), portfolios (4), multiple choice tests (3), essays (2), lab experiments (2), or oral exam (2).

LEAs also determined the advancement options available to students who had demonstrated proficiency (17), although states reported options such as grad/course advancement (9), dual/concurrent enrollment (9), independent study (6), individualized instruction (5), cross-grade grouping (5), cluster grouping (5), internship (5),

individualized education programs (5), correspondence courses (4), and other means (3) including online courses. (See Appendix, Table 27.)





Seventeen states allowed credit towards high school graduation for demonstrated proficiency, while two others left that determination to the LEA. (See Appendix, Table 27.)

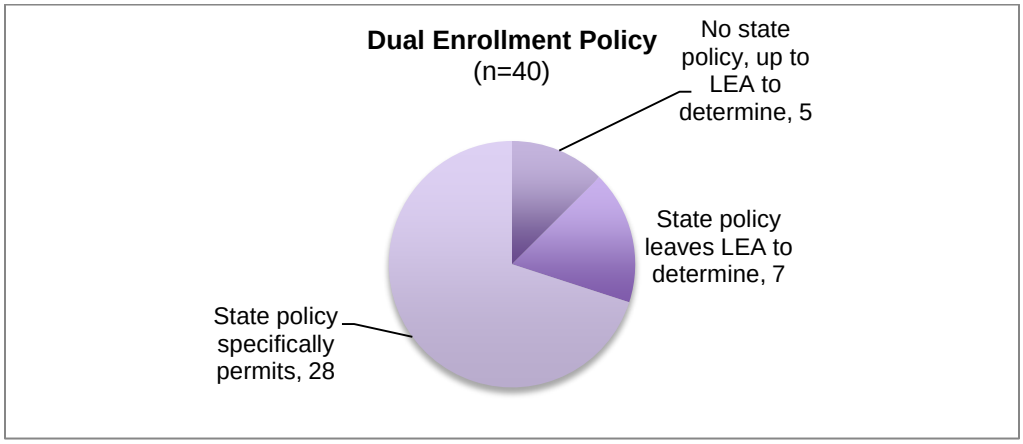
Early Entrance into Kindergarten

Thirty-nine states reported on early entrance to Kindergarten. Seven states had policy that specifically permitted it, 19 states left it to the LEA to determine (10 with policy and 9 without), and 13 had policy that did not permit it. Of the states that permit early entrance to Kindergarten, two (MN, TX) require students to perform satisfactorily on an assessment; one (AZ) requires a "best interest of the child" determination; one requires that the child

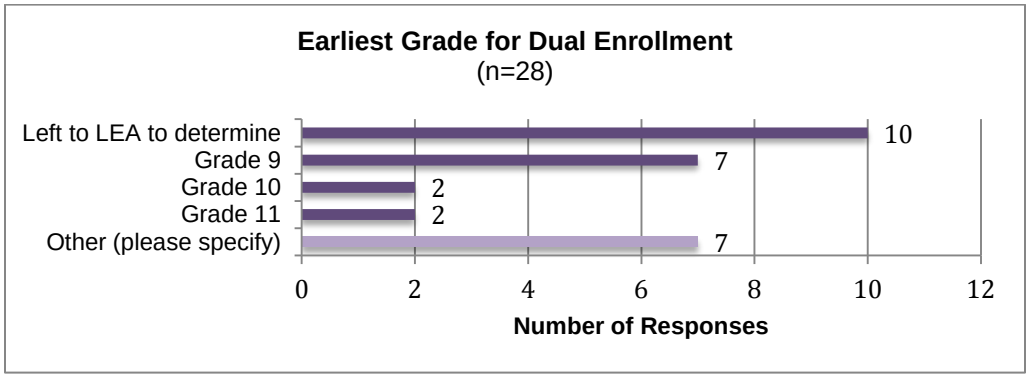
demonstrates capability warranting early admission (MD); and one state (KY) provides other guidance. (See Appendix, Table 24.)

Dual Enrollment

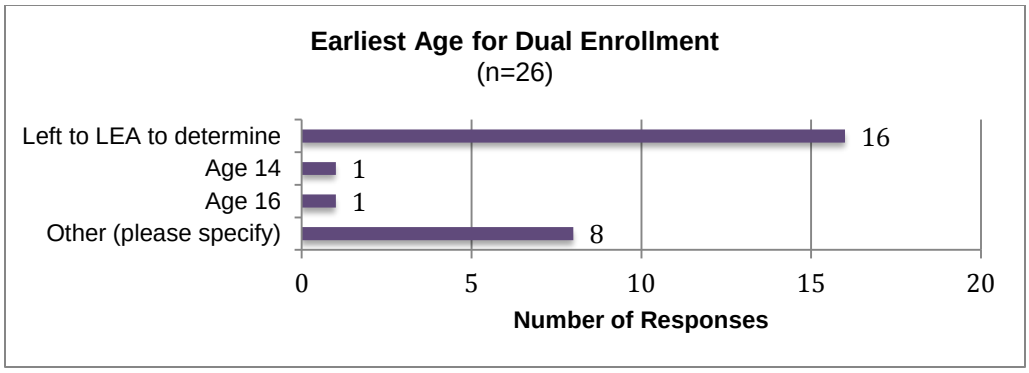
Twenty-eight states had state policy that specifically permitted dual or concurrent enrollment in a community college, college, or university. Twelve left it to LEA authority (seven with state policy and five without).



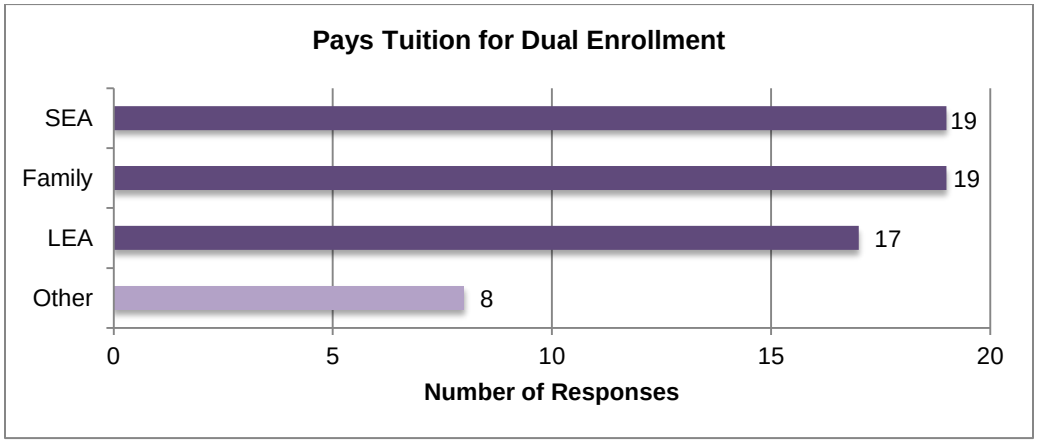
Ten states left the earliest grade and age of eligibility to LEA authority, but states that did specify included grade 9 (7), 10 (2), and 11 (2), with others including middle school grades without specifying which ones.



For age eligibility, 16 states left it to LEA determination, one specified age 14, another specified age 16, and eight others noted additional considerations such as those not specifying age requirements.



Twenty-two states had policy that specifically permitted high school credit to be given for courses completed at a community college or university, while five left it up to the LEA to determine (4 with state policy and one with no policy). Tuition was paid by the family (20), LEA (18), SEA (7), or other means (7) such as grants or waivers.



More states left decisions regarding dual/concurrent enrollment in middle school and high school to LEAs. Ten states had policy that specifically permitted it, 26 left it up to the LEA (16 with policy and 10 without), and 2 had policy that did not permit it. Of those 10 specifically permitting it, nine had policy permitting the middle school students to receive credit toward high school graduation for the courses in which they were dually/concurrently enrolled, but one state did not permit it. (See Appendix, Table 25 and Table 26.)

X. New Developments, Concerns, and Future Directions

New Developments

Respondents were asked if there had been any recent changes to their state rules and regulations that might impact GT education. Of the 33 who responded, 30 named one or more changes, with wide variation among those changes. Some experienced funding changes, ranging from general increases (Nevada) to specific supports such as the

restoration of summer programs in Arkansas and the expansion of dual enrollment to grades 9-10 in Minnesota. Other states experienced new or different sources of funding. Idaho's schools superintendent included GT as a line budget item, Nebraska began using general funds instead of lottery money, and Iowa enacted new legislation providing funding to districts.

Some states reported new or updated requirements for LEA planning. Delaware enacted regulations requiring LEAs to plan for service and implementation, while Minnesota mandated districts adopt guidelines for assessing and identifying students for participation in GT programs. Pennsylvania required LEAs to develop comprehensive plans, while Colorado updated requirements for LEAs to write annual targets for improving student achievement and/or growth.

States offered a variety of resources including video libraries (South Carolina), lists of tests for identification (Arizona), online differentiation courses for teachers (Hawaii) and curriculum resources (Indiana). Montana's state Office of Public Instruction is set to release guidance for program development, offerings, and strategies, while North Carolina created new state government divisions to oversee GT programs and Colorado increased the number of regional network centers to better serve rural areas.

States cited the importance of partnerships including advocacy groups providing support (California, New Jersey, South Carolina, and Wyoming) by following legislative sessions (Utah) or pushing for revision to funding (Virginia), and partnering with NAGC to increase awareness and support (Arizona). States had higher education institutions conducting relevant work such as validating and scaling-up nontraditional methods to identify historically underserved populations (California) or partnered with them (South Carolina). States also cited partnerships with other groups including such as a gifted work group and legislative task force in Mississippi and Missouri's Advisory Council that presented its first report.

Other states also had initiatives to support underrepresented populations of gifted and talented learners, such as Virginia. Arizona partnered with ELL and Title I programs. Colorado implemented twice-exceptional professional development and Texas developed a twice-exceptional website. Georgia and Utah reported focusing on low-income groups.

There were other positive changes in programming and policies such as dual-enrollment (Rhode Island) ACCEL acceleration law (Florida), voluntary gifted endorsement (Illinois), hybrid programming of face-to-face offerings with technology for students (Kansas), early Kindergarten and graduation from high school (Kentucky), Young Scholars Programs (Minnesota), and updating Rule 3 for high-ability learners (Nebraska).

States reported changes for teachers such as an increase in qualifications for GT teachers (Delaware), a requirement for teachers to be highly qualified (Colorado), and endorsements (Illinois). Wisconsin has districts combining comprehensive strategies (identification, programming, family engagement) to identify and serve underrepresented students.

Washington's legislature added the K-12 Highly Capable Students Program (HCP) to the state's basic education requirements. Districts were given the 2013-14 school year to develop their Grades K-12 HCP and began serving identified students at the beginning of the 2014-15 school year. (See Appendix, Table 37 for the full state responses on developments and innovations.)

Eighteen states reported there will be changes to GT teacher training or curriculum planning as the Common Core is implemented. Eighteen states reported that the change is being made at the state level, an increase from 11 in the previous report, with districts doing the work in 5 of the states, down from 14 in the previous report. This increase in state rather than LEA level work seems to run contrary to the pattern of primarily LEA control observed throughout the rest of the data. Twelve states were not making changes to GT teacher training or curriculum planning in alignment with the Common Core. (See Appendix, Table 38.)

Concerns

Respondents were asked to rate forces in terms of the positive or negative effects on the delivery of gifted education services in their state within the past two years 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, Table 4, Table 5, Table 6, and Table 7.)

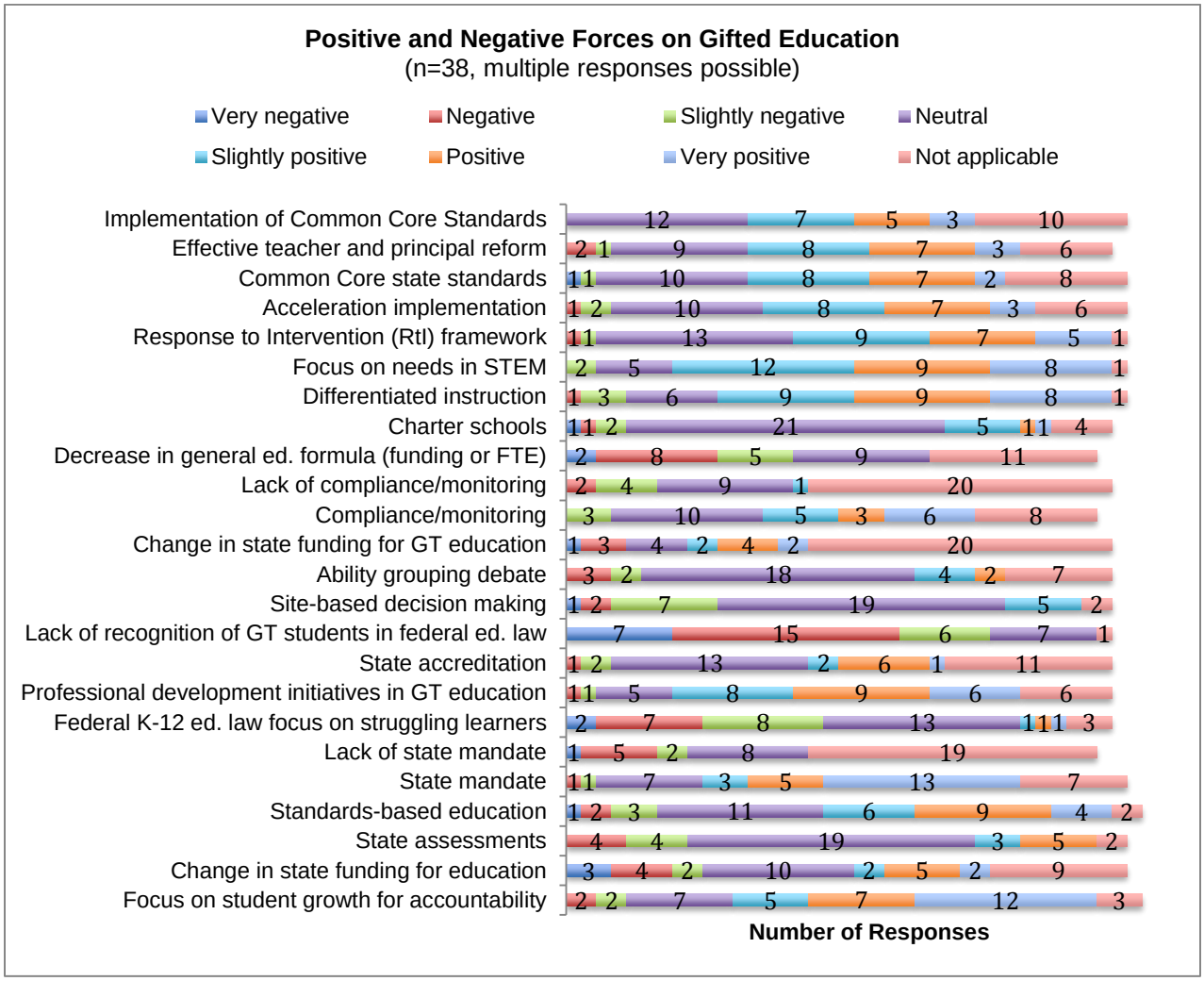
- The most positively rated force was state mandate (1.63), however, 6 states rated this as not applicable. The labeled lack of state mandate was rated negatively at -0.94 with no positive ratings and 18 raters choosing not applicable. (See Appendix, Table 4.)
- Forces related to funding were rated across a range. Change in state funding for education (average -0.04) was rated negatively. Change in state funding for gifted education (average 0.44) was rated positively. The only force in this category that was phrased as a negative was a decrease in general education formula (funding or FTE) (average -1.13). (See Appendix, Table 4, Table 5, and Table 6.)
- Professional development initiatives in gifted education were rated positively (average 1.44), with five rating it as not applicable. (See Appendix, Table 5.)
- Compliance/monitoring was rated as a positive force (average 0.97) in states that reported it was applicable to them. Conversely, lack of compliance/monitoring was rated negatively (average -0.44). (See Appendix, Table 5 and Table 6.)
- Two other forces, differentiated instruction (average 1.28) and focus on needs in STEM (average 1.37), had high ratings and none rated not applicable. (See Appendix, Table 6.)

Two forces were related to concerns about gifted education's omission from federal education law. Both of these forces, federal K-12 education law focus on struggling learners (average -.63) and lack of recognition of GT students in federal education law (average -

1.62) were rated negatively, with none rating positively or not applicable (See Appendix, Table 4 and Table 5.)

Three forces were rated as neutral, with nearly as many ratings at either end of the spectrum and most at 0. The ability grouping debate split states with a resulting average rating of exactly 0.00, while charter schools averaged 0.10. Similarly, the rating of state assessments was 0.03. However, that seems perhaps in contrast to the focus on student growth for accountability that rated third highest with an average of 1.41. (See Appendix, Table 36.)

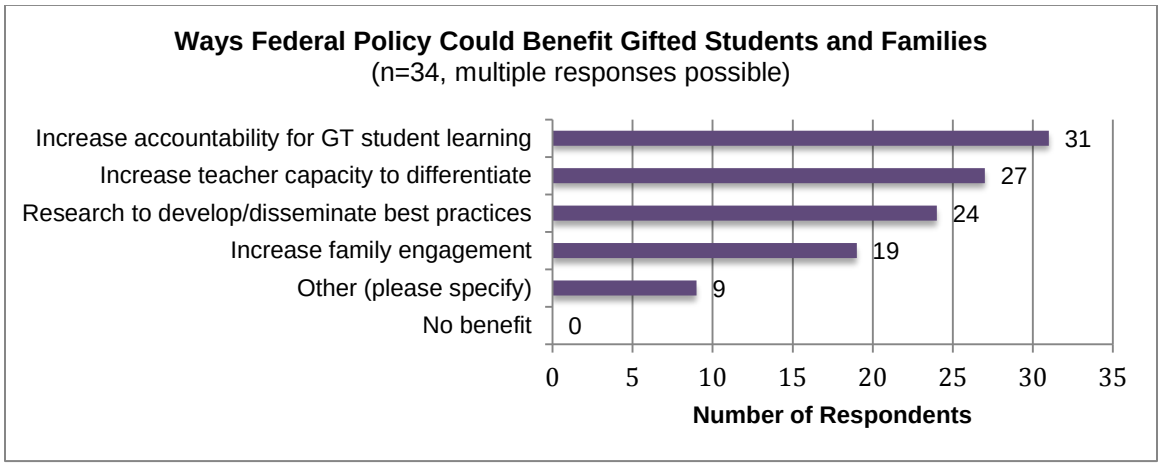
Common Core state standards were viewed by most as positive, with an average rating of 0.86, with only 3 negative responses. Likewise, implementation of the Common Core (average 1.00) received no negative responses, although 9 states rated it as not applicable. The Response to Intervention (RtI) framework was viewed as slightly less positive (average .97), but only received 2 negative responses. (See Appendix, Table 7.) Other programming elements such as acceleration implementation (0.97) and standards based instruction (0.97) were rated positively, as was the initiative of effective teacher and principal reform.



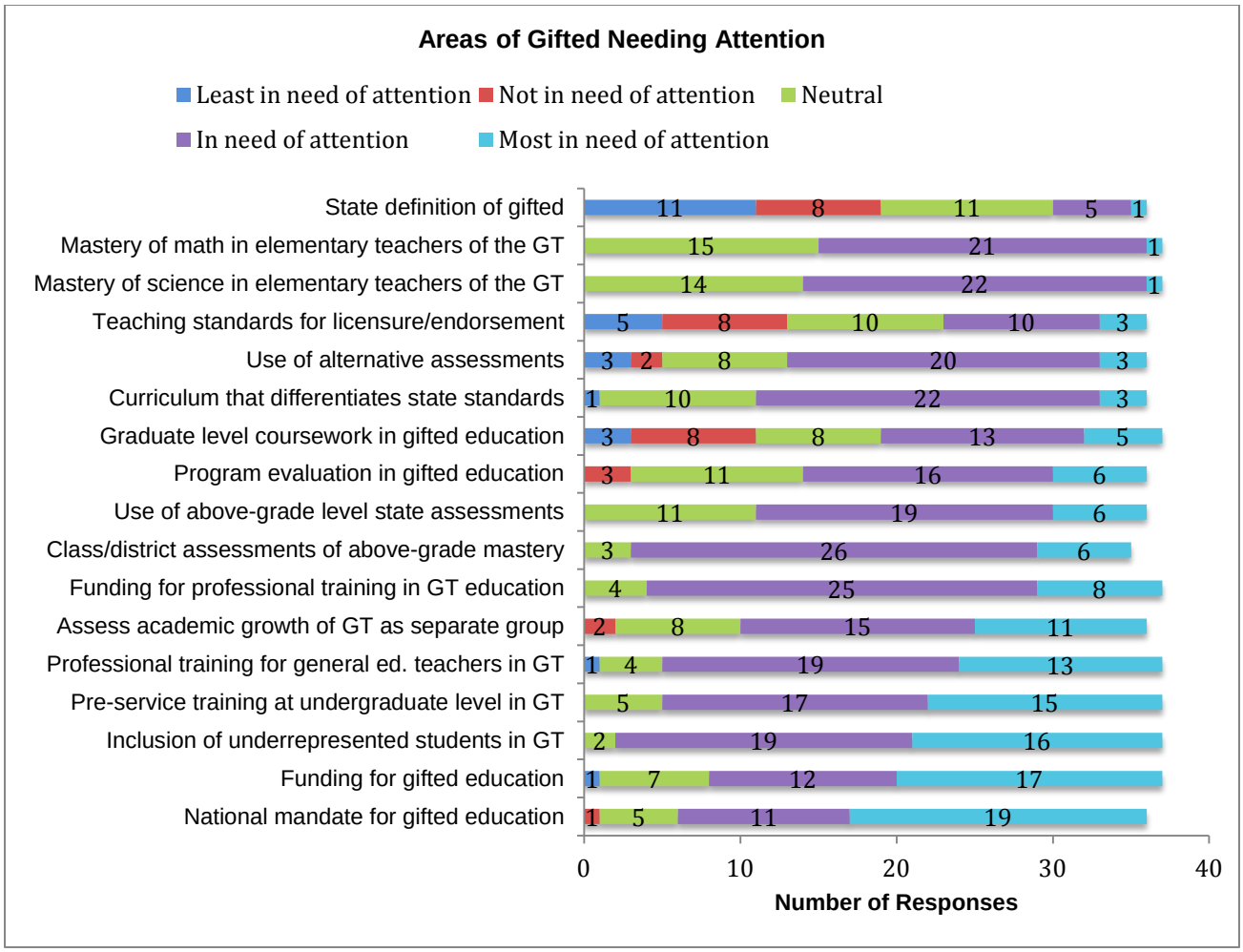
Respondents were also asked to name other positive and/or negative forces affecting gifted education in their states, and 22 did so. Of those, 13 named positive forces including statements about state requirements for services (6), support from states' department of education leadership initiatives, increases in advanced offerings and initiatives, support from advocacy groups, and legislation. However, legislation also factored in the negative forces, along with funding challenges and a lack of trained personnel. (See Appendix, Table 7.)

Future Directions

Respondents were asked how federal policy could potentially benefit gifted students. The most cited benefit was increased accountability for GT students learning (31), followed by increasing teachers' capacity to differentiate curriculum (27), and conducting research to determine and disseminate best practices (25). (See Appendix, Table 36.)



Respondents were asked to rate the degree of attention needed to 17 different areas. Ratings ranged from most in need of attention to least in need of attention (coded from -2 to 2 in this analysis). Respondents indicated that all areas needed attention, though the degree of need varied. Ratings differed from the previous report. Of note, inclusion of underrepresented students in gifted education (e.g., low SES, ethnicity, disabled, ELL, rural) was singled out last time for the number of negative responses it received, yet this time it rated highest in need for attention (average 1.38). Funding for gifted education which ranked first last time, was fourth this time (average 1.19), following national mandate for gifted education (average 1.33) and pre-service training at the undergraduate level in gifted education average 1.27). The theme of teacher training continued with professional training for general education teachers to provide gifted/talented instruction (average 1.16) rating fifth. However, teaching standards for licensure/endorsement ranked next to last (-0.56), just ahead of state definition of gifted (-0.64). (See Appendix, Table 8, Table 9, and Table 10.)


Areas of Gifted Needing Attention
Least in need of attention
Not in need of attention
Neutral
In need of attention
Most in need of attention
State definition of gifted
Mastery of math in elementary teachers of the GT
Mastery of science in elementary teachers of the GT
Teaching standards for licensure/endorsement
Use of alternative assessments
Curriculum that differentiates state standards
Graduate level coursework in gifted education
Program evaluation in gifted education
Use of above-grade level state assessments
Class/district assessments of above-grade mastery
Funding for professional training in GT education
Assess academic growth of GT as separate group
Professional training for general ed. teachers in GT
Pre-service training at undergraduate level in GT
Inclusion of underrepresented students in GT
Funding for gifted education
National mandate for gifted education
11 8 11 5 1
15 21 1
14 22 1
5 8 10 10 3
3 2 8 20 3
1 10 22 3
3 8 8 13 5
3 11 16 6
11 19 6
3 26 6
4 25 8
2 8 15 11
1 4 19 13
5 17 15
2 19 16
1 7 12 17
1 5 11 19
0
10
20
30
40
Number of Responses

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STATE GIFTED & TALENTED ASSOCIATION CONTACTS

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http://www.alabamagifted.org/

Arkansans for Gifted and Talented Education
http://arkansasgt.weebly.com/

Arkansas Association of Gifted Education Administrators
http://www.theaaea.org/

Arizona Association for Gifted & Talented
http://www.arizonagifted.org/

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http://www.coloradogifted.org/

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http://www.ctgifted.org/website/publish/home/homeList.php

Delaware Talented and Gifted
http://www.detag.org/

Florida Association for the Gifted
http://www.flagifted.org/

Georgia Association for Gifted Children
http://www.gagc.org/

Hawaii Gifted Association
http://www.higifted.info/

Idaho: The Association for the Gifted
http://itagsage.org/

Illinois Association for the Gifted
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http://www.iagcgifted.org/

Indiana Association for the Gifted
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Kansas Association for the Gifted, Talented, and Creative
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Louisiana Association for Gifted and Talented Students
http://www.agtslouisiana.org/index.php

Massachusetts Association for Gifted Education
http://www.massgifted.org/

Maryland Coalition for Gifted & Talented Education
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Michigan Association for Gifted Children
http://migiftedchild.org/

Minnesota Council for the Gifted and Talented
http://mcgt.net/

Minnesota Educators of the Gifted and Talented
http://www.mnegt.org/

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Gifted Association of Missouri
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New Hampshire Association for Gifted Education
http://www.nhage.org/

New Jersey Association for Gifted Children
http://www.njagc.org/

New Mexico Association for the Gifted
http://nmgifted.org/

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Oregon Association for Talented and Gifted
http://www.oatag.org/

Pennsylvania Association for Gifted Education
http://www.giftedpage.org/

Rhode Island Advocates for Gifted Education
http://www.riage.org/

South Carolina Consortium for Gifted Education
http://www.scgifted.org/

South Dakota Association for Gifted Children
http://sdgifted.org/

Tennessee Association for the Gifted
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Northwest Gifted Child Association
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Washington Association for Educators of the Talented & Gifted
http://www.waetag.net/

West Virginia Association for Gifted & Talented
http://www.wvgifted.org/

Wisconsin Association for Talented and Gifted
http://www.watg.org/

Wyoming Association for Gifted Children
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QUESTIONNAIRE: 2014-2015 STATE OF THE STATES

Q2 **DEMOGRAPHICS**

Q6 Contact Information

Q7 Were you the primary contact for gifted education in your State Education Agency (SEA) in 2014-2015?

○ Yes ○ No

Q8 Does your state have a state gifted education advocacy group (e.g., an NAGC affiliate)?

○ Yes ○ No

Q9 Please provide the contact information for gifted education advocacy groups in your state in 2014-2015.

Q10 **STATE EDUCATION AGENCY**

Q11 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) _____

Q12 How many designated SEA personnel have 100% of their time allocated to gifted/talented education? (Enter a number.)

Q13 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.)

Q14 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
- ❑ None of the above
- ❑ Other (please specify) _____

Q15 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

Q16 Please rank the top five 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 so on through the activity that takes the 5th greatest amount of time.)

_____ Providing technical assistance to schools/districts in the field
_____ Providing technical assistance by telephone, email, or webinar
_____ Providing technical assistance by email
_____ 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: _____

Q17 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

Q18 Where do these professionals deliver services? (Check all that apply.)

❑ Regionally
❑ District level
❑ School building level

Q19 **IMPACT OF FORCES ON DELIVERY OF GIFTED EDUCATION SERVICES**

Q20 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	○	○	○	○	○	○	○	○

	Very negative	Negative	Slightly negative	Neutral	Slightly positive	Positive	Very positive	Not applicable
Lack of state mandate	○	○	○	○	○	○	○	○
Federal K-12 education law 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	○	○	○	○	○	○	○	○

Q21 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)	○	○	○	○	○
Funding for gifted education	○	○	○	○	○
Funding for professional training in gifted education	○	○	○	○	○
Use of above-grade level state assessments	○	○	○	○	○
Mastery of mathematics among teachers of the gifted at the elementary level	○	○	○	○	○
Mastery of science among teachers of the gifted at the elementary level	○	○	○	○	○
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 as a separate group	○	○	○	○	○
Teaching standards for licensure/endorsement	○	○	○	○	○
Graduate level coursework in gifted education	○	○	○	○	○
Use of classroom/district assessments that can measure above-grade level mastery	○	○	○	○	○
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

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

- ❑ Standing
- ❑ Ad-hoc
- ❑ Part of a state special education advisory committee

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

- ☐ Governor
- ☐ Legislature
- ☐ State superintendent/state board of education
- ☐ Not applicable
- ☐ Other (please specify)

Q29 To whom do(es) the gifted education advisory committee(s) report? (Check all that apply.) [Ad-hoc advisory committee]

- ☐ Governor
- ☐ Legislature
- ☐ State superintendent/state board of education
- ☐ Not applicable
- ☐ Other (please specify)

Q30 To whom do(es) the gifted education advisory committee(s) report? (Check all that apply.) [Part of a state special education advisory committee]

- ☐ Governor
- ☐ Legislature
- ☐ State superintendent/state board of education
- ☐ Not applicable
- ☐ Other (please specify)

Q31 How are statewide gifted education advisory committee members selected? (Check all that apply.)

- ☐ Gubernatorial appoints
- ☐ State legislature appointment
- ☐ State superintendent appointment
- ☐ State board of education appointment
- ☐ Gifted education advisory committee selects its own members
- ☐ Other (please specify)

Q32 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

Q33 Has the advisory committee produced a written report within the last three years?

○ Yes ○ No

Q34 What is the title(s) of this report(s) and how can it be accessed?

Q35 **DEFINITION OF GIFTED AND TALENTED STUDENTS**

Q36 Does your state have a definition of gifted/talented? (Check all that apply.)

- ❑ No definition
- ❑ Yes, in state statute
- ❑ Yes, in state rules and regulations
- ❑ Yes, in other (please specify) _____

Q37 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
- ❑ Gifted with a disability
- ❑ ESL/ELL
- ❑ Other (please specify) _____

Q38 Are LEAs required to follow the state definition?

○ Yes ○ No

Q39 What is the citation in the state statute and/or regulation (e.g., Iowa Code 257.44) for the state definition?

Q40 What is the URL for the state statute and/or regulation for the state definition?

Q41 MANDATES FOR IDENTIFICATION AND GIFTED AND TALENTED SERVICES

Q42 Does your state have a mandate to identify and/or serve gifted and talented students?

○ Yes ○ No

Q43 What areas are included in your state mandate? (Check all that apply.)

- ❑ Identification
- ❑ Services

Q44 What is the authority for the state mandate? (Check all that apply.)

- ❑ Not specified
- ❑ 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) _____

Q45 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.)

Q46 Is the mandate funded in your state?

- o Mandated with full funding
- o Mandated with partial funding
- o Mandated with no funding

Q47 ALIGNMENT WITH SPECIAL EDUCATION

Q48 Are any of the following services required by your state for gifted and talented students? (Check all that apply.)

- ❑ None required
- ❑ 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

Q49 Please describe the related services.

Q50 **STATE REQUIREMENTS FOR IDENTIFICATION**

Q51 Does your state require parent/guardian involvement in gifted and talented identification and service decisions?

○ Yes ○ No

Q52 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
- ❑ Other (please specify) _____

Q53 Which of the following indicators are required for identifying gifted students? (Check all that apply.)

- ❑ Indicators are not specified
- ❑ IQ scores
- ❑ Achievement data
- ❑ Nominations/referrals
- ❑ Multiple criteria model
- ❑ Range of state-approved assessments from which LEAs may select
- ❑ Other (please specify) _____

Q54 Approximately what percent of LEAs identify gifted/talented students?

Q55 Does the state mandate the time/juncture at which students are identified for gifted programming mandated in your state?

○ Yes ○ No

Q56 At what juncture are students required to be identified for gifted programming in your state? (Check all that apply.)

- ❑ All students screened in elementary school (one time only)
- ❑ Entering middle school
- ❑ Entering high school
- ❑ At multiple points in K-12
- ❑ 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 When are students usually identified for gifted programming in your state? (Check all that apply.)

- ❑ All students screened in elementary school (one time only)
- ❑ Entering middle school
- ❑ Entering high school
- ❑ At multiple points in K-12
- ❑ 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) _____

Q58 Does the state provide guidance or guidelines for the identification process?

○ Yes ○ No

Q59 Does state policy require LEAS throughout the state to follow the same ID process?

○ Yes ○ No

Q60 Why are LEAs not required to follow the same identification guidelines or uniform identification process?

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

Q61 **INFORMATION ABOUT THE GIFTED STUDENT POPULATION**

Q62 The student population data I will be reporting in this survey are from the school year:

○ 2014-2015 ○ 2013-2014

Q63 How many public school students were enrolled in your state in year you selected above?

Q64 How many students were identified as gifted and talented in your state in year you selected above?

Enter a number: _____

Not collected

Q65 How was the number in the previous answer calculated?

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

Q66 How many gifted and talented students, K-12, received services in your state year you selected above?

Enter a number: _____

Not collected

Q67 How was the number in the previous answer calculated?

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

Q68 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

Q69 What is the maximum number or percentage of students that a district may identify for gifted programs and services?

Q70 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 year you selected above.

	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	○	○	○

Q71 What percent (should total 100%) of those students identified as gifted and talented in year you selected above were:

_____% Male
_____% Female

Q72 What percent (should total 100%) of those students identified as gifted and talented in year you selected above 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)

Q73 What percent of those students identified as gifted and talented in year you selected above were English language learners?

Q74 What percent of those students identified as gifted and talented in year you selected above were gifted students with disabilities (twice exceptional)?

Q75 What percent of those students identified as gifted and talented in year you selected above were low SES?

Q76 Please describe the "other" students identified as gifted and talented and provide its associated percent of the identified gifted and talented population.

Q77 Programming and Accountability

Q78 For which categories of giftedness are programs/services required by your state or offered by schools in your state? (Check all that apply.)

	Required by State	Offered in Schools/Districts
None (no specific services)	☐	☐
Visual/performing arts	☐	☐
Leadership	☐	☐
Intellectual	☐	☐
General academic	☐	☐
Creativity	☐	☐
Specific academic areas	☐	☐

Q79 For each of the following grades, in your state (check all that apply):

	Is gifted and talented programming REQUIRED and/or OFFERED?		What percent of gifted and talented students in this grade receive services?
	Required	Offered	Percent
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	☐	☐	%

Q80 SEA/LEA Reports on Gifted and Talented Services

Q81 Does the state department produce an annual report on gifted and talented services in the state?

○ Yes ○ No

Q82 Please provide the information/URL to locate the annual report.

Q83 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

Q84 What are the specific gifted and talented indicators reported on district report cards or other state accountability reporting forms? (Check all that apply.)

- ❑ 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
- ❑ Dual or concurrent enrollment
- ❑ Career/technical education
- ❑ Graduation rate
- ❑ Dropout rate
- ❑ Early entrance to Kindergarten
- ❑ Early exist from high school
- ❑ Other (please specify) _____

Q85 Does your state monitor/audit LEA programs for gifted/talented students?

○ Yes ○ No

Q86 Are LEAs required to report on gifted and talented education programs and services through state accountability procedures, regulations, or guidelines?

○ Yes ○ No

Q87 What information is required in the report about gifted education programs and services? (Check all that apply.)

- ❑ Gifted student achievement/performance
- ❑ Gifted services options
- ❑ Program evaluation
- ❑ Teacher training
- ❑ Service options
- ❑ Demographic breakdown of students served
- ❑ Other (please specify)

Q88 How does the state ensure compliance?

Q89 Data submitted on gifted and talented students are used in the following ways (Check all that apply.):

- ❑ Not used
- ❑ District accountability for student performance
- ❑ Accountability for teacher performance
- ❑ Included in a report to the state board of education
- ❑ Included in a report to the state legislature
- ❑ To inform gifted education program development
- ❑ Other (please specify)

Q90 Are school districts required to submit gifted education program implementation plans to the SEA?

○ Yes ○ No

Q91 Must local gifted education plans be approved by the SEA?

○ Yes ○ No

Q92 Which components of the district gifted and talented plan must be approved by the SEA state under state law, regulation, or guidelines? (Check all that apply.)

- ❑ State-required components of the plan are approved at the local level
- ❑ Definition of gifted and talented
- ❑ Identification
- ❑ Programming
- ❑ Funding
- ❑ Program evaluation
- ❑ Teacher training
- ❑ Family engagement/involvement
- ❑ Personnel
- ❑ Other (please specify)

Q93 **GIFTED EDUCATION ADMINISTRATOR**

Q94 Does your state require each school district to have a gifted education administrator?

○ Yes ○ No

Q95 Is a gifted education administrator position required by the state to be full-time?

○ Yes ○ No

Q96 Approximately what percentage of LEAs in the state have a full-time gifted education administrator?

Q97 Does the state require a gifted education administrator to have gifted and talented training (e.g., certification or endorsement)?

○ Yes ○ No

Q98 **PRE-K AND KINDERGARTEN DELIVERY MODELS**

Q99 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

Q100 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) _____

Q101 **EARLY ELEMENTARY DELIVERY MODELS**

Q102 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

Q103 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.)

_____ Cluster classrooms
_____ Continuous progress/self-paced learning
_____ Independent study
_____ International Baccalaureate
_____ Magnet schools
_____ Mentorships
_____ Regional Math/Science school
_____ Regional Performing Arts school
_____ Regular classroom
_____ Resource room
_____ Self-contained classroom
_____ Telescoped learning
_____ Virtual classroom/coursework
_____ Virtual School
_____ Other (please specify) _____

Q104 **UPPER ELEMENTARY DELIVERY MODELS**

Q105 We are interested in an estimate of the top delivery models through which services are provided in upper elementary grades (4-5/6). Is it possible to estimate this information for your state?

○ Yes ○ No

Q106 Please rank the top five delivery models through which services are provided in upper elementary grades (4-5/6) in your state. (Enter 1 for the model used most often, 2 for the next most common model, and so on through 5.)

_____ Cluster classrooms
_____ Continuous progress/self-paced learning
_____ Credit by demonstrated mastery
_____ Dual Enrollment
_____ Honors/advanced coursework
_____ Independent Study
_____ International Baccalaureate (primary years program)
_____ Magnet schools
_____ Mentorships
_____ Regional Math/Science school
_____ Regional Performing Arts school
_____ Regular classroom
_____ Resource Room
_____ Self-contained classroom
_____ Telescoped Learning
_____ Virtual Classroom/Coursework
_____ Virtual School
_____ Other (please specify) _____

Q107 **MIDDLE SCHOOL DELIVERY MODELS**

Q108 We are interested in an estimate of the top delivery models through which services are provided in middle school (grades 6 – 7/8). Is it possible to estimate this information for your state?

○ Yes ○ No

Q109 Please rank the top five delivery models through which services are provided in middle school (grades 6 – 7/8) 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)
_____ Cluster classrooms
_____ Continuous progress/self-paced learning
_____ Credit by demonstrated mastery
_____ Dual Enrollment
_____ Honors/advanced coursework
_____ Independent study
_____ International Baccalaureate (middle years program)
_____ Magnet Schools
_____ Mentorships
_____ Regional Math/Science school
_____ Regional Performing Arts school
_____ Regular Classroom
_____ Resource Room
_____ Self-Contained Classroom
_____ Subject acceleration
_____ Telescoped Learning
_____ Virtual Classroom/Coursework
_____ Virtual School
_____ Other (please specify) _____

Q110 **HIGH SCHOOL DELIVERY MODELS**

Q111 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

Q112 Please rank the top five delivery models through which services are provided in high 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)
_____ Cluster classrooms
_____ Continuous progress curriculum
_____ Credit by demonstrated mastery
_____ Dual Enrollment (in college)

_____ Honors/advanced coursework
_____ Independent study
_____ International Baccalaureate
_____ Magnet schools
_____ Mentorships
_____ Regional Math/Science school
_____ Regional Performing Arts school
_____ Regular classroom
_____ Resource room
_____ Self-contained classroom
_____ Self-paced learning
_____ Telescoped learning
_____ Virtual classroom/coursework
_____ Virtual high school
_____ Other (please specify) _____

Q113 **OTHER POLICIES AND PRACTICES**

Q114 Does your state have an acceleration policy?

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

Q115 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?

Q116 Does your state have an early entrance to kindergarten policy in state statute or regulation?

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

Q117 What criteria are used to make an early entrance to kindergarten determination? (include URL where available)

Q118 Under your state laws and regulations, are students allowed dual or concurrent enrollment in a community college, college, or university?

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

Q119 What is the earliest grade that a student can begin dual or concurrent enrollment in a community college, college, or university?

- o Left to LEA to determine

- o Grade 7
- o Grade 8
- o Grade 9
- o Grade 10
- o Grade 11
- o Grade 12
- o Other (please specify) _____

Q120 What is the earliest age that a student can begin dual or concurrent enrollment in a community college, college, or university?

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

Q121 Is high school credit given for courses completed at a community college, college, or university**?**

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

Q122 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) _____

Q123 Are middle school students permitted to be dually/concurrently enrolled in high school?

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

Q124 May middle school students receive credit toward high school graduation for the courses in which they are dually/concurrently enrolled?

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

Q125 Does your state allow proficiency-based promotion (demonstrating proficiency without seat time in that course) for gifted and talented students?

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

Q126 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
- ❑ End of course assessment
- ❑ Other (please specify) _____

Q127 Once a student demonstrates proficiency, what are the options to accommodate his/her needs for advancement? (Check all that apply.)

- ❑ Left to LEA to determine
- ❑ Individualized instruction
- ❑ Correspondence courses
- ❑ Independent study
- ❑ Dual/concurrent enrollment
- ❑ Cross-grade grouping
- ❑ Cluster grouping
- ❑ Grade/course advancement
- ❑ Individualized education programs
- ❑ Internship
- ❑ Other (please specify) _____

Q128 Does your state allow credit towards high school graduation for demonstrated proficiency?

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

Q129 **OTHER POLICIES AND PRACTICES**

Q130 Which of the following are parts 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	○	○	○	○

Q131 How much contact time is specified in state policy?

Q132 Does your state recognize gifted eligibility from other states?

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

Q133 Does your state have a policy requiring LEAs to recognize gifted eligibility from other LEAs in the same state?

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

Q134 Does your state's Response to Intervention (RtI) or Multi-Tiered System of Supports (MTSS) framework include attention to gifted and talented students?

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

Q135 **GENERAL EDUCATION TEACHER TRAINING**

Q136 Are all pre-service teacher candidates in your state required by the state to take coursework in gifted education?

○ Yes ○ No

Q137 Is the requirement imposed by (Check all that apply.):

❑ State statute

- ❑ State regulation
- ❑ State policy

Q138 Is the gifted education content typically delivered via (Check all that apply.):

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

Q139 Is there discussion in your state about increasing all pre-service teachers' knowledge and skills in working with gifted students?

- o No discussion
- o Change licensure requirements
- o State teacher preparation standards for all teachers include reference to gifted/advanced students
- o Other (please specify)

Q140 Do any of the following require that pre-service teacher candidates receive coursework in gifted education? (Check all that apply.)

- ❑ One or more LEAs
- ❑ One or more teacher preparation programs

Q141 Do general education teachers in your state receive professional development on gifted students after initial certification?

- o State policy requires; please enter the number of hours required:
- o State policy leaves up to LEAs to determine
- o No state policy; up to LEAs to determine
- o Voluntary

Q142 Do general education teachers in your state receive CEUs on gifted students after initial certification?

- o State policy requires; please enter the number of hours required:
- o State policy leaves up to LEAs to determine
- o No state policy; up to LEAs to determine
- o Voluntary

Q143 Do general education teachers in your state receive other training on gifted students after initial certification?

- o State policy requires; please enter the number of hours required:
- o State policy leaves up to LEAs to determine
- o No state policy; up to LEAs to determine
- o Voluntary

Q144 What percentage of general education teachers and staff statewide do you estimate receive annual staff development in gifted education?

Q145 **GIFTED AND TALENTED EDUCATION TEACHER TRAINING**

Q146 Does your state offer gifted and talented credentialing (certification/endorsement)?

○ Yes ○ No

Q147 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) _____

Q148 How many course semester credit hours, Continuing Education Units, or staff development hours are required for certification or endorsement?

Q149 Does your state require professionals working in programs for gifted and talented students to have certification or endorsement?

○ Yes ○ No

Q150 What percentage of professionals working in programs for gifted and talented students had a gifted and talented endorsement or certification in 2014-2015 in your state?

Q151 Is this based on:

- o An estimate
- o Collected data
- o Data not collected/not applicable

Q152 Does your state require annual staff development hours in gifted education for teachers working in programs for gifted and talented students?

○ Yes ○ No

Q153 How many hours of staff development are required?

Q154 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?

Q155 Does your state have written competencies, other than endorsement or certification standards, for teachers of the gifted in specialized programs?

○ Yes ○ No

Q156 Please describe these competencies.

Q157 **OTHER TRAINING**

Q158 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

Q159 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

Q160 **DEGREE PROGRAMS**

Q161 Are degrees with an emphasis in gifted education offered at universities in your state?

○ Yes ○ No

Q162 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) _____

Q163 **STATE AND NATIONAL FUNDING**

Q164 Does your state provide funding to LEAs to support gifted education services?

○ Yes ○ No

Q165 How is funding provided to LEAs?

- o Funding is allocated to LEAs specifically for gifted education services
- o Funding is available from the state through grants to LEAs
- o Funding is available from the state through the general allocation
- o Funding is available from the state through formula allocation
- o Other _____

Q166 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: _____

Q167 Please indicate the amount of funding provided by the state to LEAs to support gifted education services for each of the following years:

2012-2013: $_____
2013-2014: $_____
2014-2015: $_____

Q168 Is there a cap (ceiling) or other limit on the distribution of state funds to LEAs?

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

Q169 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) _____

Q170 What is the percentage (%) of the cap (ceiling) on state funding?

Q171 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) _____

Q172 Does the state require/limit how the gifted funds are spent? (Check all that apply.)

- ❑ No requirements/limitations from the state (other than to support gifted students)
- ❑ Must be spent in specific areas (e.g., professional development, hiring teachers)
- ❑ Student materials and instruction
- ❑ Limited equipment and technology
- ❑ Other (please specify)_____

Q173 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) _____

Q174 If no:

- o The state does not allocate any funds for gifted education services
- o State funding is retained at the state agency for gifted program administration and oversight

Q175 Please indicate the amount of funding retained at the state agency for gifted program administration and oversight for each of the following years:

2012-2013: $_____
2013-2014: $_____
2014-2015: $_____

Q176 **IMPACT OF STATE AND FEDERAL POLICY**

Q177 What has been the impact of federal law on gifted and talented programs and services in your state?

Q178 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: _____

Q179 What recent changes in your state's education policies, regulations, or funding practices might impact gifted and talented education in your state?

Q180 What positive developments and/or innovations in gifted education are occurring in your state?

Q181 Is your state making changes in teacher training and/or curriculum planning specifically for gifted students, based on the new Common Core State Standards?

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

Q182 How are NAGC's Pre-K to 12 gifted programming standards used in your state?

Q183 **CONCLUDING COMMENTS**

Q184 Are there any clarifications to your responses that you would like to make? (Please include a reference to the question number and text in your answer.)

APPENDIX

Notes for the following data tables:

- Cross-hatching in a row indicates that the state did not submit a response to the survey.
- Blank cells indicate that the state's response did not contain an answer to the given question.

Table 1: State Education Agencies

	Reporting department (Q11)	SEA Staff: GT full-time (Q12)	SEA Staff: GT part-time (Q13)	Programs with supervisory role (Q14)	Responsibility for general/other education (Q15)
Alabama	Special Education	0	2	None of the above	Yes
Alaska					
Arizona	Gifted and Talented (separate from special or general education)	0	1	College Board Advanced Placement courses and/or exams International Baccalaureate Other: Cambridge International Examinations; AP Test Fee Waiver Program	Yes
Arkansas	Gifted and Talented (separate from special or general education)	3	0	College Board Advanced Placement courses and/or exams Governor's schools International Baccalaureate Other: Ex officio-role with special statewide high school	No
California	Other: Professional Learning and Support Division	0	1	None of the above	Yes
Colorado	Exceptional Students Other: The Office of Gifted Education is in the Exceptional Student Services Unit.	2	4	College Board Advanced Placement courses and/or exams International Baccalaureate Online learning opportunities Other: Note: IB only through the exam fee program	Yes
Connecticut	Special Education	0	1	None of the above	Yes
Delaware	Curriculum and Instruction	0	1	Academic or other competitions College Board Advanced Placement courses and/or exams Concurrent enrollment in college and public school courses International Baccalaureate Online learning opportunities Other: Visual & Performing Arts	No
D.C.	Curriculum and Instruction General Education	5		Academic or other competitions College Board Advanced Placement courses and/or exams International Baccalaureate	Yes

	Reporting department (Q11)	SEA Staff: GT full-time (Q12)	SEA Staff: GT part-time (Q13)	Programs with supervisory role (Q14)	Responsibility for general/other education (Q15)
Florida	Curriculum and Instruction Exceptional Students	1	0	Other: Challenge Grant	No
Georgia	Curriculum and Instruction General Education	1	0	None of the above	Yes
Hawaii	Curriculum and Instruction General Education	1	0	College Board Advanced Placement courses and/or exams International Baccalaureate Online learning opportunities Special statewide high schools	Yes
Idaho	Gifted and Talented (separate from special or general education) Curriculum and Instruction	0	1	College Board Advanced Placement courses and/or exams International Baccalaureate	Yes
Illinois	General Education	0	1	None of the above	No
Indiana	Curriculum and Instruction Other: College and Career Readiness	1	0	None of the above	No
Iowa	General Education	0	1	College Board Advanced Placement courses and/or exams	Yes
Kansas	Special Education	0	1	None of the above	Yes
Kentucky	Gifted and Talented (separate from special or general education)	1	1	None of the above	No
Louisiana	Gifted and Talented (separate from special or general education) Special Education Other: Office of Academic Content	0	1	None of the above Other: Oversight of regulatory and programming concerns for gifted and talented students	Yes
Maine	Other: School finance and operations	0	1	None of the above	Yes
Maryland	General Education	2	0	None of the above	No
Massachusetts					
Michigan					
Minnesota	Other: Academic Standards and Instructional Effectiveness	0	1	Other: Scholars of Distinction Award Program (not a competition) and award programs that recognize outstanding schools and teachers	Yes

	Reporting department (Q11)	SEA Staff: GT full-time (Q12)	SEA Staff: GT part-time (Q13)	Programs with supervisory role (Q14)	Responsibility for general/other education (Q15)
Mississippi	Curriculum and Instruction	0	1	College Board Advanced Placement courses and/or exams Concurrent enrollment in college and public school courses International Baccalaureate	Yes
Missouri	General Education	1	0	College Board Advanced Placement courses and/or exams Governor's schools International Baccalaureate	Yes
Montana	General Education	0	0	None of the above	Yes
Nebraska	Curriculum and Instruction	1	0	Other: Our office coordinates the US Department of Education Test Fee Reduction Grants for AP and IB.	No
Nevada	Special Education	0	1	None of the above	Yes
New Hampshire					
New Jersey	General Education	0	1	None of the above	No
New Mexico					
New York	General Education		2	None of the above	No
North Carolina	Other: Advanced Learning, which includes AIG, Honors, AP/IB, and Dual Enrollment Programs	1 just hired another person; will have 2 FT personnel focused on AIG.	0	College Board Advanced Placement courses and/or exams Concurrent enrollment in college and public school courses Credit by examination International Baccalaureate Other: Honors Programs and Career and College Promise, including Cooperative Innovative High Schools	Yes
North Dakota					
Ohio					
Oklahoma	Curriculum and Instruction	1	0	None of the above	Yes
Oregon					
Pennsylvania	Curriculum and Instruction Special Education	1	1	None of the above	No

	Reporting department (Q11)	SEA Staff: GT full-time (Q12)	SEA Staff: GT part-time (Q13)	Programs with supervisory role (Q14)	Responsibility for general/other education (Q15)
Rhode Island	Other: Office of Student, Community & Academic Supports	0	0		No
South Carolina	Curriculum and Instruction	1	0	College Board Advanced Placement courses and/or exams International Baccalaureate	No
South Dakota		0	0		
Tennessee	Special Education	0	4	None of the above	No
Texas	Curriculum and Instruction General Education	1	0	College Board Advanced Placement courses and/or exams International Baccalaureate	Yes
Utah	Curriculum and Instruction	0	1	College Board Advanced Placement courses and/or exams Concurrent enrollment in college and public school courses International Baccalaureate Other: Centennial Scholarship	Yes
Vermont	Curriculum and Instruction	0	1	College Board Advanced Placement courses and/or exams	No
Virginia	Other: Gifted Education and Governor's School is in the Office of Mathematics and Governor's School which is under the Office of Instruction	1	0	Governor's schools	No
Washington	Other: Special Programs and Federal Accountability	0	1	None of the above	No
West Virginia					
Wisconsin	Other: Division for Academic Excellence, Content and Learning Team	0	1	College Board Advanced Placement courses and/or exams International Baccalaureate	Yes
Wyoming	General Education	0	1	None of the above	Yes

	Reporting department (Q11)	SEA Staff: GT full-time (Q12)	SEA Staff: GT part-time (Q13)	Programs with supervisory role (Q14)	Responsibility for general/other education (Q15)
Summary	*Responses: 42* Curriculum and Instruction: 15 Exceptional Students: 2 General Education: 12 Gifted and Talented: 6 Special Education: 7 Vocational/Technical: 0 Other: 11	*Responses: 41* At least 1 full-time: 17 No full-time GT staff: 24	*Responses: 42* At least 1 part-time: 25 No part-time GT staff: 17	*Responses: 42* Academic or other competitions: 2 College Board Advanced Placement courses and/or exams: 16 Concurrent enrollment in college and public school course: 4 Credit by examination: 1 Governor's schools: 3 International Baccalaureate: 14 Online learning opportunities: 3 Special statewide high schools: 1 Virtual high schools: 0 Other: 10 None of the above: 20	*Responses: 41* Yes: 24 No: 17

Table 2: State Education Agencies (continued)

	Major responsibilities of SEA designated personnel ranked by time (Q16)	State provides additional GT support staff (Q17) Where they deliver services (Q18)
Alabama	1. Monitoring program compliance 2. Providing technical assistance to schools/districts in the field 3. Providing professional and staff development 4. Providing technical assistance by email 5. Providing technical assistance by telephone, email, or webinar	No
Alaska		
Arizona	1. Providing technical assistance by email 2. Providing technical assistance by telephone, email, or webinar 3. Responding to parental questions 4. Serving on task forces and committee 5. Monitoring program compliance	No
Arkansas	1. Providing technical assistance by telephone, email, or webinar 2. Monitoring program compliance 3. Grants management 4. Responding to parental questions 5. Providing professional and staff development	Yes Regionally
California	1. Responding to parental questions 2. Providing technical assistance by email 3. Providing technical assistance by telephone, email, or webinar 4. Liaison to statewide association for the gifted 5. Other: Serve as advisor on University project	No
Colorado	1. Providing technical assistance by telephone, email, or webinar 2. Providing professional and staff development 3. Serving on task forces and committee 4. Monitoring program compliance 5. Developing statewide policies and/or guidelines	Yes Regionally District Level
Connecticut	1. Providing information to state legislatures 2. Developing statewide policies and/or guidelines 3. Providing technical assistance by telephone, email, or webinar 4. Serving on task forces and committee 5. Liaison to statewide association for the gifted	No

	Major responsibilities of SEA designated personnel ranked by time (Q16)	State provides additional GT support staff (Q17) Where they deliver services (Q18)
Delaware	1. Developing statewide policies and/or guidelines 2. Providing technical assistance to schools/districts in the field 3. Grants management 4. Monitoring program compliance 5. Liaison to statewide association for the gifted	No
D.C.	1. Providing professional and staff development 2. Providing technical assistance to schools/districts in the field 3. Providing technical assistance by email 4. Providing technical assistance by telephone, email, or webinar 5. Responding to parental questions	No
Florida	1. Developing statewide policies and/or guidelines 2. Providing technical assistance to schools/districts in the field 3. Providing technical assistance by email 4. Providing technical assistance by telephone, email, or webinar 5. Providing professional and staff development	
Georgia	1. Providing technical assistance by telephone, email, or webinar 2. Providing professional and staff development 3. Serving on task forces and committee 4. Developing statewide policies and/or guidelines 5. Liaison to statewide association for the gifted	No
Hawaii	1. Providing technical assistance by telephone, email, or webinar 2. Providing technical assistance to schools/districts in the field 3. Providing technical assistance by email 4. Responding to parental questions 5. Providing professional and staff development	No
Idaho	1. Grants management 2. Providing technical assistance by telephone, email, or webinar 3. Developing statewide policies and/or guidelines 4. Responding to parental questions 5. Liaison to statewide association for the gifted	No
Illinois	1. Responding to parental questions 2. Providing technical assistance by telephone, email, or webinar 3. Serving on task forces and committee 4. Liaison to statewide association for the gifted 5. No Rank	No

	Major responsibilities of SEA designated personnel ranked by time (Q16)	State provides additional GT support staff (Q17) Where they deliver services (Q18)
Indiana	1. Grants management 2. Providing technical assistance by telephone, email, or webinar 3. Monitoring program compliance 4. No Rank 5. No Rank	Yes Regionally District Level School Building Level
Iowa	1. Providing technical assistance by telephone, email, or webinar 2. Liaison to statewide association for the gifted 3. Developing statewide policies and/or guidelines 4. Monitoring program compliance 5. Serving on task forces and committee	Yes Regionally District Level
Kansas	1. Providing technical assistance by telephone, email, or webinar 2. Responding to parental questions 3. Monitoring program compliance 4. Liaison to statewide association for the gifted 5. Providing professional and staff development	Yes Regionally District Level School Building Level
Kentucky	1. Providing technical assistance by telephone, email, or webinar 2. Monitoring program compliance 3. Liaison to statewide association for the gifted 4. Responding to parental questions 5. Developing statewide policies and/or guidelines	No
Louisiana	1. Providing technical assistance by telephone, email, or webinar 2. Providing technical assistance to schools/districts in the field 3. Providing professional and staff development 4. Responding to parental questions 5. Monitoring program compliance	No
Maine	1. Monitoring program compliance 2. Providing technical assistance by telephone, email, or webinar 3. Liaison to statewide association for the gifted 4. Providing professional and staff development 5. Responding to parental questions	Yes Regionally District Level School Building Level
Maryland	1. Providing technical assistance by telephone, email, or webinar 2. Other: Liaison to GT Advisory Council 3. Providing professional and staff development 4. Responding to parental questions 5. Monitoring program compliance	No
Massachusetts		

	Major responsibilities of SEA designated personnel ranked by time (Q16)	State provides additional GT support staff (Q17) Where they deliver services (Q18)
Michigan		
Minnesota	1. Providing professional and staff development 2. Providing technical assistance by telephone, email, or webinar 3. Responding to parental questions 4. Developing statewide policies and/or guidelines 5. Providing technical assistance to schools/districts in the field	No
Mississippi	1. Providing technical assistance by telephone, email, or webinar 2. Monitoring program compliance 3. Providing technical assistance to schools/districts in the field 4. Responding to parental questions 5. Serving on task forces and committee	No
Missouri	1. Providing technical assistance to schools/districts in the field 2. Providing technical assistance by telephone, email, or webinar 3. Monitoring program compliance 4. Developing statewide policies and/or guidelines 5. Liaison to statewide association for the gifted	No
Montana	1. GT grants administration 2. Supervision of regional education service areas delivery of GT PD and technical assistance 3. Providing technical assistance by telephone, email, or webinar 4. Other: Web page and materials development 5. Liaison to statewide association for the gifted	No
Nebraska	1. Providing technical assistance to schools/districts in the field 2. Providing technical assistance by telephone, email, or webinar 3. Providing professional and staff development 4. Liaison to statewide association for the gifted 5. Developing statewide policies and/or guidelines	Yes Regionally
Nevada	1. Grants management 2. Providing technical assistance to schools/districts in the field 3. Providing technical assistance by email 4. Providing technical assistance by telephone, email, or webinar 5. Providing information to state legislatures	No
New Hampshire		

	Major responsibilities of SEA designated personnel ranked by time (Q16)	State provides additional GT support staff (Q17) Where they deliver services (Q18)
New Jersey	1. Responding to parental questions 2. Providing technical assistance by telephone, email, or webinar 3. Monitoring program compliance 4. Providing technical assistance to schools/districts in the field 5. Liaison to statewide association for the gifted	No
New Mexico		
New York	1. Providing technical assistance by email 2. Liaison to statewide association for the gifted	No
North Carolina	1. Developing statewide policies and/or guidelines 2. Providing technical assistance by telephone, email, or webinar 3. Providing professional and staff development 4. Develop and analyze state-wide data and accountability systems 5. Provide information and feedback to various stakeholders, including the state legislature in, and external organizations	No
North Dakota		
Ohio		
Oklahoma	1. Providing technical assistance by telephone, email, or webinar 2. Providing professional and staff development 3. Responding to parental questions 4. Monitoring program compliance 5. Liaison to statewide association for the gifted	No
Oregon		
Pennsylvania	1. Monitoring program compliance 2. Providing professional and staff development 3. Providing technical assistance to schools/districts in the field 4. Responding to parental questions 5. Providing technical assistance by telephone, email, or webinar	Yes Regionally District Level School Building Level
Rhode Island	1. Providing technical assistance by telephone, email, or webinar 2. Providing technical assistance to schools/districts in the field 3. Providing technical assistance by email 4. Other: Twice Exceptional Technical Assistance 5. Serving on task forces and committee	No

	Major responsibilities of SEA designated personnel ranked by time (Q16)	State provides additional GT support staff (Q17) Where they deliver services (Q18)
South Carolina	1. Providing professional and staff development 2. Providing technical assistance by telephone, email, or webinar 3. Grants management 4. Providing technical assistance to schools/districts in the field 5. Monitoring program compliance	No
South Dakota		No
Tennessee	1. Providing technical assistance by telephone, email, or webinar 2. Providing technical assistance to schools/districts in the field 3. Responding to parental questions 4. Serving on task forces and committee 5. Providing professional and staff development	No
Texas	1. Providing technical assistance by email 2. Providing technical assistance by telephone, email, or webinar 3. Responding to parental questions 4. Grants management 5. Providing professional and staff development	Yes Regionally District Level School Building Level
Utah	1. Providing information to state legislatures 2. Providing technical assistance by telephone, email, or webinar 3. Responding to parental questions 4. Providing professional and staff development 5. Providing technical assistance to schools/districts in the field	No
Vermont		
Virginia	1. Other: Governor's schools 2. Providing technical assistance by telephone, email, or webinar 3. Responding to parental questions 4. Serving on a variety of committees 5. Providing information to state legislatures	No
Washington	1. Providing technical assistance by telephone, email, or webinar 2. Grants management 3. Monitoring program compliance 4. Responding to parental questions 5. Serving on task forces and committee	No
West Virginia		

	Major responsibilities of SEA designated personnel ranked by time (Q16)	State provides additional GT support staff (Q17) Where they deliver services (Q18)
Wisconsin	1. Providing statewide leadership and vision for gifted education 2. Providing technical assistance by telephone, email, or webinar 3. Responding to parental questions 4. Providing professional and staff development 5. Grants management	Yes Regionally District Level School Building Level
Wyoming	1. Monitoring program compliance 2. Liaison to statewide association for the gifted 3. Providing technical assistance by telephone, email, or webinar 4. Responding to parental questions 5. Providing technical assistance to schools/districts in the field	No
Summary	*Responses: 42* **States listing in top five responsibilities:** Providing technical assistance to schools/districts in the field: 18 Providing technical assistance by telephone, email, or webinar: 38 Providing technical assistance by email: 10 Providing professional and staff development: 21 Providing information to state legislatures: 4 Developing statewide policies and/or guidelines: 12 Monitoring program compliance: 20 Responding to parental questions: 24 Serving on task forces and committees: 10 Liaison to statewide association for the gifted: 17 Grants management: 9 Other: 11	*Responses: 40, 10* Yes: 10 No: 30 Regionally: 10 District level: 7 School building level: 6

Table 3: State Reporting

	State-published report (Q81) URL (Q82)	GT indicators on district report cards (Q83, Q84)
Alabama	No	No
Alaska		
Arizona	No	No
Arkansas	Yes https://adedata.arkansas.gov/ ADE Data Center includes SIS Reports of gifted and talented data	Yes Number of identified gifted students Availability of AP/International Baccalaureate classes Dual or concurrent enrollment Career/technical education Graduation rate Other: College going rate; Advanced Placement Performance, ACT Performance
California	No	No
Colorado	Yes	Yes 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 Early entrance to Kindergarten
Connecticut	No	No
Delaware	No	Yes Number of identified gifted students The learning growth of gifted students (as a separate group) Availability of AP/International Baccalaureate classes Dual or concurrent enrollment Graduation rate Dropout rate Early entrance to Kindergarten
D.C.	No	No
Florida		
Georgia	No	No
Hawaii	Yes https://intranet.hawaiipublicschools.org/offices/ociss/programs/gifted	No

	State-published report (Q81) URL (Q82)	GT indicators on district report cards (Q83, Q84)
Idaho		No
Illinois	No	No
Indiana	No	Yes Number of identified gifted students Availability of AP/International Baccalaureate classes Graduation rate Dropout rate
Iowa	No	No
Kansas	No	No
Kentucky	No	No
Louisiana	No	No
Maine	No	Yes Number of identified gifted students The learning growth of gifted students (as a separate group) Dual or concurrent enrollment Graduation rate Dropout rate Early exit from high school
Maryland	No	No
Massachusetts		
Michigan		
Minnesota	Yes http://www.leg.state.mn.us/lrl/mndocs/mandates_detail.aspx?orderid=406	No
Mississippi	No	No
Missouri	No	Yes Number of identified gifted students Other: Percentage of gifted students served in a state-approved gifted program
Montana	No	No

	State-published report (Q81) URL (Q82)	GT indicators on district report cards (Q83, Q84)
Nebraska	Yes http://reportcard.education.ne.gov/20122013/pg_StudentHAL.aspx?AgencyID=00-0000-000	Yes Number of identified gifted students
Nevada	No	No
New Hampshire		
New Jersey	No	No
New Mexico		
New York		
North Carolina	Yes http://www.dpi.state.nc.us/aig/	Yes Number of identified gifted students The achievement/performance of gifted students (as a separate group) Availability of AP/International Baccalaureate classes Dual or concurrent enrollment Career/technical education Graduation rate Dropout rate Other: AP/IB Achievement Scores
North Dakota		
Ohio		
Oklahoma	Yes http://ok.gov/sde/gifted-and-talented-education#Annual Reports	No
Oregon		
Pennsylvania	Yes	No
Rhode Island	No	No
South Carolina	No	Yes Number of identified gifted students Availability of AP/International Baccalaureate classes
South Dakota	No	No
Tennessee	No	No

	State-published report (Q81) URL (Q82)	GT indicators on district report cards (Q83, Q84)
Texas	No	Yes Number of identified gifted students Availability of AP/International Baccalaureate classes Dual or concurrent enrollment
Utah	Yes This report is sent to the legislature and is not posted on a website.	No
Vermont		
Virginia	Yes http://www.doe.virginia.gov/statistics_reports/gifted/index.shtml	Yes Dual or concurrent enrollment Graduation rate Dropout rate
Washington	No	No
West Virginia		
Wisconsin	No	No
Wyoming	Yes Provided upon request. It is not online, but can be emailed.	No
Summary	*Responses: 38, 9* Yes: 11 No: 27	*Responses: 39, 11* Yes: 11 No: 28 Number of identified gifted students: 10 The achievement/performance of gifted students (as a separate group): 2 The learning growth of gifted students (as a separate group): 3 Dual or concurrent enrollment: 6 Career/technical education: 2 Graduation rate: 6 Dropout rate: 5 Early entrance to Kindergarten: 2 Early exit from high school: 1 Other: 3

Table 4: Impact of Forces on Delivery of Gifted Education Services (Part 1)

	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? (Q20)						
	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 focus on struggling learners
Alabama	Very Positive	Positive	Neutral	Very Negative	Very Positive	Not Applicable	Neutral
Alaska							
Arizona	Very Positive	Very Negative	Neutral	Positive	Very Positive	Not Applicable	Neutral
Arkansas	Slightly Positive	Neutral	Neutral	Neutral	Very Positive	Not Applicable	Neutral
California	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable		
Colorado	Very Positive	Slightly Positive	Positive	Positive	Very Positive	Not Applicable	Slightly Negative
Connecticut							
Delaware	Positive	Positive	Neutral	Positive	Positive	Neutral	Negative
D.C.	Very Positive	Very Positive	Positive	Positive	Negative	Negative	Positive
Florida	Positive			Very Positive	Positive		
Georgia	Slightly Positive	Neutral	Slightly Positive	Very Positive	Very Positive	Not Applicable	Negative
Hawaii	Slightly Positive	Neutral	Neutral	Slightly Positive	Not Applicable	Negative	Slightly Negative
Idaho	Neutral	Positive	Positive	Slightly Positive	Slightly Positive		Slightly Negative
Illinois	Positive	Negative	Neutral	Neutral	Not Applicable	Neutral	Very Positive
Indiana	Slightly Negative	Neutral	Negative	Negative	Very Positive	Not Applicable	Very Negative
Iowa	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Kansas	Very Positive	Negative	Positive	Positive	Very Positive	Not Applicable	Slightly Positive
Kentucky	Positive	Not Applicable	Slightly Negative	Positive	Positive	Not Applicable	Slightly Negative
Louisiana							
Maine	Slightly positive	Not Applicable	Neutral	Slightly negative	Very positive	Not Applicable	Negative
Maryland	Slightly Negative	Neutral	Slightly Negative	Slightly Negative	Slightly Positive	Not Applicable	Slightly Negative
Massachusetts							

	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? (Q20)						
	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 focus on struggling learners
Michigan							
Minnesota	Very Positive	Not Applicable	Neutral	Neutral	Positive	Slightly Negative	Negative
Mississippi	Negative	Negative	Negative	Neutral	Very Positive	Neutral	Neutral
Missouri	Positive	Very Negative	Slightly Negative	Slightly Positive	Not Applicable	Very Negative	Very Negative
Montana	Negative	Neutral	Neutral	Neutral	Neutral	Not Applicable	Negative
Nebraska	Positive	Positive	Neutral	Neutral	Neutral	Neutral	Slightly Negative
Nevada	Neutral	Very Positive	Neutral	Neutral	Neutral	Neutral	Neutral
New Hampshire							
New Jersey	Very Positive	Not Applicable	Slightly Positive	Very Positive	Slightly Positive	Not Applicable	Not Applicable
New Mexico							
New York	Neutral	Negative	Neutral	Positive		Negative	Neutral
North Carolina	Positive	Slightly Negative	Neutral	Neutral	Very Positive	Not Applicable	Slightly Negative
North Dakota							
Ohio							
Oklahoma	Slightly Positive	Neutral	Slightly Negative	Slightly Negative	Neutral	Neutral	Neutral
Oregon							
Pennsylvania	Very Positive	Neutral	Slightly Positive	Positive	Very Positive	Not Applicable	Neutral
Rhode Island	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
South Carolina	Very Positive	Slightly Negative	Neutral	Very Positive	Very Positive	Not Applicable	Neutral
South Dakota							
Tennessee	Very Positive	Not Applicable	Neutral	Neutral	Not Applicable	Negative	Neutral
Texas	Not Applicable	Not Applicable	Positive	Positive	Positive	Not Applicable	Slightly Negative
Utah	Neutral	Not Applicable	Neutral	Slightly Positive	Not Applicable	Negative	Negative

	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? (Q20)						
	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 focus on struggling learners**
Vermont							
Virginia	Very Positive	Positive	Negative	Negative	Very Positive	Not Applicable	Not Applicable
Washington							
West Virginia							
Wisconsin	Neutral	Very Negative	Negative	Slightly Positive	Neutral	Not Applicable	Negative
Wyoming	Very Positive	Slightly Positive	Neutral	Slightly Positive	Slightly Negative	Slightly Negative	Neutral
Summary	*Responses: 37* Very negative: 0 Negative: 2 Slightly negative: 2 Neutral: 7 Slightly positive: 5 Positive: 7 Very positive: 12 N/A: 2	*Responses: 36* Very negative: 3 Negative: 4 Slightly negative: 2 Neutral: 10 Slightly positive: 2 Positive: 5 Very positive: 2 N/A: 8	*Responses: 36* Very negative: 0 Negative: 4 Slightly negative: 4 Neutral: 19 Slightly positive: 3 Positive: 5 Very positive: 0 N/A: 1	*Responses: 37* Very negative: 1 Negative: 2 Slightly negative: 3 Neutral: 11 Slightly positive: 6 Positive: 9 Very positive: 4 N/A: 1	*Responses: 36* Very negative: 0 Negative: 1 Slightly negative: 1 Neutral: 7 Slightly positive: 3 Positive: 5 Very positive: 13 N/A: 6	*Responses: 34* Very negative: 1 Negative: 5 Slightly negative: 2 Neutral: 8 Slightly positive: 0 Positive: 0 Very positive: 0 N/A: 18	*Responses: 35* Very negative: 2 Negative: 7 Slightly negative: 8 Neutral: 13 Slightly positive: 1 Positive: 1 Very positive: 1 N/A: 2

Table 5: Impact of Forces on Delivery of Gifted Education Services (Part 2)

	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? (Q20)						
	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
Alabama	Neutral	Positive	Very Negative	Slightly Negative	Slightly Negative	Very Positive	Very Positive
Alaska							
Arizona	Slightly Positive	Not Applicable	Very Negative	Neutral	Positive	Not Applicable	Slightly Positive
Arkansas	Slightly Negative	Positive	Negative	Neutral	Neutral	Not Applicable	Slightly Negative
California							
Colorado	Very Positive	Very Positive	Negative	Neutral	Not Applicable	Slightly Positive	Very Positive
Connecticut							
Delaware	Positive	Positive	Very Negative	Negative	Negative	Positive	Neutral
D.C.	Very Positive	Negative	Negative	Slightly Positive	Positive	Positive	Not Applicable
Florida							
Georgia	Positive	Neutral	Slightly Negative	Neutral	Neutral	Not Applicable	Neutral
Hawaii	Not Applicable	Not Applicable	Very Negative	Slightly Negative	Neutral	Slightly Positive	Not Applicable
Idaho	Positive	Neutral	Slightly Negative	Slightly Negative	Neutral	Positive	Neutral
Illinois	Positive	Not Applicable	Negative	Neutral	Not Applicable	Not Applicable	Not Applicable
Indiana	Very Positive	Not Applicable	Very Negative	Very Negative	Negative	Not Applicable	Very Positive
Iowa	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Kansas	Slightly Positive	Neutral	Negative	Neutral	Not Applicable	Not Applicable	Slightly Negative
Kentucky	Not Applicable	Not Applicable	Slightly Negative	Not Applicable	Not Applicable	Not Applicable	Very Positive
Louisiana							
Maine	Negative	Neutral	Negative	Neutral	Neutral	Not Applicable	Slightly negative
Maryland	Positive	Not Applicable	Negative	Slightly Negative	Slightly Negative	Not Applicable	Slightly Positive
Massachusetts							

	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? (Q20)						
	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
Michigan							
Minnesota	Positive	Neutral	Negative	Slightly Negative	Slightly Positive	Not Applicable	Not Applicable
Mississippi	Slightly Positive	Positive	Neutral	Neutral	Neutral	Negative	Positive
Missouri	Not Applicable	Slightly Negative	Very Negative	Slightly Negative	Neutral	Very Negative	Positive
Montana	Positive	Neutral	Negative	Neutral	Neutral	Not Applicable	Neutral
Nebraska	Slightly Positive	Slightly Positive	Slightly Negative	Neutral	Slightly Positive	Positive	Positive
Nevada	Neutral	Neutral	Neutral	Neutral	Neutral	Very Positive	Neutral
New Hampshire							
New Jersey	Slightly Positive	Not Applicable	Very Negative	Slightly Positive	Negative	Not Applicable	Slightly Positive
New Mexico							
New York	Neutral	Not Applicable	Neutral	Neutral	Neutral	Not Applicable	Not Applicable
North Carolina	Very Positive	Neutral	Slightly Negative	Neutral	Slightly Positive	Not Applicable	Very Positive
North Dakota							
Ohio							
Oklahoma	Slightly Positive	Slightly Negative	Neutral	Slightly Positive	Neutral	Neutral	Neutral
Oregon							
Pennsylvania	Very Positive	Positive	Negative	Slightly Positive	Slightly Positive	Neutral	Very Positive
Rhode Island	Slightly Positive	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
South Carolina	Very Positive	Positive	Negative	Neutral	Neutral	Negative	Slightly Positive
South Dakota							
Tennessee	Not Applicable	Neutral	Neutral	Negative	Not Applicable	Not Applicable	Neutral
Texas	Positive	Not Applicable	Slightly Negative	Slightly Positive	Neutral	Not Applicable	Not Applicable
Utah	Not Applicable	Neutral	Negative	Neutral	Neutral	Not Applicable	Not Applicable

	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? (Q20)						
	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**
Vermont							
Virginia	Slightly Positive	Neutral	Negative	Neutral	Neutral	Not Applicable	
Washington							
West Virginia							
Wisconsin	Positive	Not Applicable	Negative	Neutral	Not Applicable	Not Applicable	Slightly Positive
Wyoming	Neutral	Slightly Positive	Negative	Slightly Negative	Neutral	Negative	Neutral
Summary	*Responses: 35* Very negative: 0 Negative: 1 Slightly negative: 1 Neutral: 5 Slightly positive: 8 Positive: 9 Very positive: 6 N/A: 5	*Responses: 35* Very negative: 0 Negative: 1 Slightly negative: 2 Neutral: 13 Slightly positive: 2 Positive: 6 Very positive: 1 N/A: 10	*Responses: 35* Very negative: 7 Negative: 15 Slightly negative: 6 Neutral: 7 Slightly positive: 0 Positive: 0 Very positive: 0 N/A: 0	*Responses: 35* Very negative: 1 Negative: 2 Slightly negative: 7 Neutral: 19 Slightly positive: 5 Positive: 0 Very positive: 0 N/A: 1	*Responses: 35* Very negative: 0 Negative: 3 Slightly negative: 2 Neutral: 18 Slightly positive: 4 Positive: 2 Very positive: 0 N/A: 6	*Responses: 35* Very negative: 1 Negative: 3 Slightly negative: 0 Neutral: 4 Slightly positive: 2 Positive: 4 Very positive: 2 N/A: 19	*Responses: 34* Very negative: 0 Negative: 0 Slightly negative: 3 Neutral: 10 Slightly positive: 5 Positive: 3 Very positive: 6 N/A: 7

Table 6: Impact of Forces on Delivery of Gifted Education Services (Part 3)

	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? (Q20)						
	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
Alabama	Not Applicable	Not Applicable	Very Positive	Slightly Positive	Slightly Positive	Neutral	Positive
Alaska							
Arizona	Not Applicable	Very Negative	Neutral	Slightly Positive	Slightly Positive	Slightly Positive	Positive
Arkansas	Not Applicable	Not Applicable	Negative	Positive	Positive	Negative	Negative
California							
Colorado	Not Applicable	Not Applicable	Slightly Positive	Very Positive	Positive	Very Positive	Very Positive
Connecticut							
Delaware	Neutral	Neutral	Slightly Positive	Positive	Positive	Slightly Positive	Positive
D.C.	Not Applicable	Not Applicable	Positive	Very Positive	Very Positive	Very Positive	Slightly Negative
Florida				Positive	Positive	Positive	Positive
Georgia	Not Applicable	Negative	Neutral	Slightly Positive	Slightly Positive	Slightly Positive	Neutral
Hawaii	Not Applicable	Neutral	Neutral	Positive	Slightly Positive	Slightly Positive	Not Applicable
Idaho	Neutral	Negative	Neutral	Slightly Positive	Neutral	Neutral	Neutral
Illinois	Slightly Negative	Negative	Neutral	Slightly Negative	Slightly Positive	Slightly Negative	Not Applicable
Indiana	Not Applicable	Slightly Negative	Neutral	Negative	Neutral	Neutral	Slightly Positive
Iowa	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Kansas	Not Applicable	Negative	Not Applicable	Very Positive	Very Positive	Positive	Not Applicable
Kentucky	Not Applicable	Not Applicable	Not Applicable	Positive	Very Positive	Very Positive	Very Positive
Louisiana							
Maine	Not Applicable	Not Applicable	Neutral	Slightly positive	Slightly positive	Slightly positive	Neutral
Maryland	Slightly Negative	Slightly Negative	Neutral	Neutral	Slightly Negative	Neutral	Neutral

	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? (Q20)						
	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
Massachusetts							
Michigan							
Minnesota	Slightly Negative	Not Applicable	Slightly Positive	Very Positive	Positive	Neutral	Positive
Mississippi	Neutral	Negative	Neutral	Neutral	Neutral	Slightly Positive	Neutral
Missouri	Not Applicable	Negative	Neutral	Slightly Positive	Slightly Positive	Neutral	Neutral
Montana	Negative	Negative	Not Applicable	Positive	Positive	Very Positive	Slightly Positive
Nebraska	Neutral	Neutral	Neutral	Very Positive	Very Positive	Positive	Slightly Positive
Nevada	Neutral	Negative	Neutral	Neutral	Very Positive	Neutral	Neutral
New Hampshire							
New Jersey	Slightly Negative	Not Applicable	Slightly Negative	Positive	Slightly Positive	Neutral	Slightly Positive
New Mexico							
New York	Not Applicable		Neutral	Neutral	Neutral	Neutral	Not Applicable
North Carolina	Not Applicable	Slightly Negative	Neutral	Positive	Positive	Positive	Positive
North Dakota							
Ohio							
Oklahoma	Neutral	Slightly Negative	Slightly Positive	Slightly Negative	Slightly Positive	Slightly Positive	Slightly Negative
Oregon							
Pennsylvania	Not Applicable	Neutral	Neutral	Very Positive	Very Positive	Very Positive	Very Positive
Rhode Island	Neutral	Neutral	Neutral	Slightly Positive	Slightly Positive	Slightly Positive	Neutral
South Carolina	Not Applicable	Neutral	Neutral	Very Positive	Very Positive	Neutral	Not Applicable
South Dakota							
Tennessee	Not Applicable	Neutral	Slightly Positive	Very Positive	Very Positive	Positive	Positive

	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? (Q20)						
	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**
Texas	Not Applicable	Not Applicable	Neutral	Positive	Slightly Positive	Neutral	Slightly Positive
Utah	Negative	Slightly Negative	Slightly Negative	Neutral	Positive	Slightly Positive	Slightly Positive
Vermont							
Virginia	Slightly Positive	Neutral	Neutral	Slightly Negative	Slightly Positive	Neutral	Neutral
Washington							
West Virginia							
Wisconsin	Not Applicable	Very Negative	Very Negative	Slightly Positive	Slightly Negative	Positive	Slightly Positive
Wyoming	Neutral	Not Applicable	Neutral	Slightly Positive	Positive	Positive	Slightly Positive
Summary	*Responses: 35* Very negative: 0 Negative: 2 Slightly negative: 4 Neutral: 9 Slightly positive: 1 Positive: 0 Very positive: 0 N/A: 19	*Responses: 34* Very negative: 2 Negative: 8 Slightly negative: 5 Neutral: 9 Slightly positive: 0 Positive: 0 Very positive: 0 N/A: 10	*Responses: 35* Very negative: 1 Negative: 1 Slightly negative: 2 Neutral: 21 Slightly positive: 5 Positive: 1 Very positive: 1 N/A: 3	*Responses: 36* Very negative: 0 Negative: 1 Slightly negative: 3 Neutral: 6 Slightly positive: 9 Positive: 9 Very positive: 8 N/A: 0	*Responses: 36* Very negative: 0 Negative: 0 Slightly negative: 2 Neutral: 5 Slightly positive: 12 Positive: 9 Very positive: 8 N/A: 0	*Responses: 36* Very negative: 0 Negative: 1 Slightly negative: 1 Neutral: 13 Slightly positive: 9 Positive: 7 Very positive: 5 N/A: 0	*Responses: 36* Very negative: 0 Negative: 1 Slightly negative: 2 Neutral: 10 Slightly positive: 8 Positive: 7 Very positive: 3 N/A: 5

Table 7: Impact of Forces on Delivery of Gifted Education Services (Part 4)

	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? (Q20)			What other positive or negative forces are affecting gifted education in your state? (Q21)
	Common Core State Standards	Effective teacher and principal reform	Implementation of Common Core State Standards	
Alabama	Slightly Positive	Neutral	Slightly Positive	State superintendent's attention to growth model for all students, but he specifically talks about the need for gifted students to grow.
Alaska				
Arizona	Neutral	Slightly Positive	Neutral	Positive: Active NAGC affiliate (AAGT), increasing parent engagement, infusion of talent development within state initiatives (such as school improvement and support), hosting NAGC Annual Convention Fall 2015
Arkansas	Slightly Negative	Slightly Positive	Positive	On the positive side, legislation was passed to restore funding for summer enrichment programs and legislation will prevent school that apply to be a "School of Innovation" from getting a waiver of Gifted and Talented standards. On the negative side, we lost a full-time position in our office following the retirement of the person in the position and the monitoring of districts changed from every three years to every six years.
California				The CDE does not collect the data needed to determine positive and negative forces affecting gifted education in California.
Colorado	Positive	Very Positive	Positive	Positive: The integration of accountability for gifted student achievement and growth with the Unified Improvement Plans of every district; Revised rules for the implementation of gifted education in Colorado's Exceptional Children's Act.; A state grant program legislated to offset administrative unit costs for hiring qualified personnel in gifted education to administer gifted programs; and for universal screening at a primary grades and/or a middle school grade; A regional network system for the hire of a local gifted education consultant, professional development and a gifted education director support system expanded to 11 in the state; Revised identification assessment with the goal of increasing underrepresented students in gifted education are being implemented after school team or trainer or trainers workshops. A standards-based advanced learning plan for every gifted student was introduced last year and workshops conducted around the state for implementation of K-12 ALPs; the hire of new part-time employees in the Office of Gifted Education; Collaboration across Offices and Units within the Colorado Department of Education to coordinate implementation of statewide initiatives.

	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? (Q20)			What other positive or negative forces are affecting gifted education in your state? (Q21)
	Common Core State Standards	Effective teacher and principal reform	Implementation of Common Core State Standards	
Connecticut				
Delaware	Neutral	Positive	Neutral	Delaware has recently acted on recommendations made by the Legislative Task Force for Gifted and Talented Education. These six recommendations were crafted into Regulation 1572 (revised certification for Teachers of Students who are Gifted or Talented) and Regulation 902 (Gifted Education Plan) which requires each school district to create a plan to serve gifted students by the 2016-17 school year. http://regulations.delaware.gov/AdminCode/title14/index.shtml#TopOfPage Two grant programs are for the first time providing funding for the teaching of highly able learners: the Accelerated Academic Education Grant (300K from the Legislature under former Lt. Governor Denn for accelerated service delivery models) and the Advanced Placement Incentive Grant Program (150K from the office of Higher Education to plan and implement rigorous college level coursework and to increase access to the same through student readiness and professional learning.)
D.C.	Very Positive	Positive	Very Positive	
Florida	Not Applicable		Not Applicable	
Georgia	Neutral	Positive	Neutral	
Hawaii	Positive	Slightly Positive	Positive	Lack of funding at state level to offer professional development opportunities and no higher education program to prepare teachers to teach G/T students.
Idaho	Slightly Positive	Slightly Positive	Slightly Positive	General lack of personnel in the field to identify and serve gifted students
Illinois	Neutral	Not Applicable	Neutral	
Indiana	Not Applicable	Negative	Not Applicable	Potential deregulation
Iowa	Neutral	Neutral	Neutral	
Kansas	Not Applicable	Not Applicable	Not Applicable	Clarification: Kansas is not a member of Common Core Consortium; Kansas adopted The Kansas College and Career Ready Standards.
Kentucky	Positive	Very Positive	Very Positive	
Louisiana				

	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? (Q20)			What other positive or negative forces are affecting gifted education in your state? (Q21)
	Common Core State Standards	Effective teacher and principal reform	Implementation of Common Core State Standards	
Maine	Neutral	Slightly positive	Neutral	Proficiency based diplomas where seat time is no longer an issue and all students can move through the standards at their own rate. As a result, some administrators no longer see a need for gifted education.
Maryland	Neutral	Neutral	Neutral	Lack of funding on the federal, state, and LEA levels.
Massachusetts				
Michigan				
Minnesota	Neutral	Slightly Positive	Neutral	Positive impact: A Javits Grant awarded to the Univ of St. Thomas has provided the opportunity for the univ to work closely with a district to review and revise identification of students for services. A Javits Grant awarded to Purdue has allowed many Minnesota School Districts to receive training in the Total School Cluster Grouping Model. Increased and extended funding and partnership with Hormel Foundation to support GT Education Symposium. Mandates for identification procedure and early entrance to kindergarten and first grade for gifted learners procedure Increased and earlier access to dual enrollment opportunities. Collaboration with STEM, early childhood, and integration specialists and Office of American Indian Education.
Mississippi	Positive	Neutral	Neutral	
Missouri	Slightly Positive	Neutral	Neutral	Newly created Statewide Advisory Council has had a very positive impact.
Montana	Positive	Not Applicable	Positive	MT has a mandate for services K-12, however, it does not have any "teeth" or funding for all school districts.
Nebraska	Slightly Positive	Slightly Positive	Not Applicable	Nebraska is not a common core state. Our funding for High Ability Learning, after 2016, will come from general funds. We do not have charter schools in Nebraska.
Nevada	Very Positive	Very Positive	Very Positive	
New Hampshire				
New Jersey	Slightly Positive	Slightly Negative	Slightly Positive	
New Mexico				

	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? (Q20)			What other positive or negative forces are affecting gifted education in your state? (Q21)
	Common Core State Standards	Effective teacher and principal reform	Implementation of Common Core State Standards	
New York	Neutral	Neutral	Neutral	
North Carolina	Positive	Neutral	Slightly Positive	Positive Forces: Volunteer Regional Leadership; State Board of Education policies; Credit by Demonstrated Mastery state-wide implementation; Inclusion in various state-wide initiatives; General Assembly Maintenance of Funding; Gifted Students represented in state accountability system as a sub-group; Negative Forces: General Education funding decrease; Misguided perceptions of gifted student needs.
North Dakota				-
Ohio				
Oklahoma	Very Negative	Negative	Not Applicable	
Oregon				
Pennsylvania	Not Applicable	Positive	Not Applicable	Budgetary constraints are having a negative effect on gifted education. Training for administrators on GT is having a positive effect on gifted education. Compliance monitoring and complaint investigations are having a positive effect on gifted education.
Rhode Island	Neutral	Neutral	Neutral	Positive - Twice Exceptional
South Carolina	Not Applicable	Positive	Not Applicable	
South Dakota				
Tennessee	Positive	Positive	Positive	A new commissioner of education has restructured the department to include a division of college and career readiness. This division has committed to partnering with special populations to fund a position to oversee GT education in TN. This will be work for the department moving forward.
Texas	Not Applicable	Positive	Not Applicable	
Utah	Slightly Positive	Neutral	Slightly Positive	
Vermont				
Virginia	Not Applicable	Not Applicable	Not Applicable	From a negative side: retirement of coordinators and replacement personnel are not trained in GT and/or they have multiple jobs as well.

	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? (Q20)			What other positive or negative forces are affecting gifted education in your state? (Q21)
	Common Core State Standards	Effective teacher and principal reform	Implementation of Common Core State Standards	
Washington				
West Virginia				
Wisconsin	Slightly Positive	Not Applicable	Slightly Positive	2010 NAGC Pre-K-Grade 12 Programming Standards have had a positive effect. Pilot initiatives to increase the number of underrepresented students identified and served have been positive.
Wyoming	Slightly Positive	Slightly Positive	Slightly Positive	Negative force: Not having substantial legislation
Summary	*Responses: 36* Very negative: 1 Negative: 0 Slightly negative: 1 Neutral: 10 Slightly positive: 8 Positive: 7 Very positive: 2 N/A: 7	*Responses: 35* Very negative: 0 Negative: 2 Slightly negative: 1 Neutral: 9 Slightly positive: 8 Positive: 7 Very positive: 3 N/A: 5	*Responses: 36* Very negative: 0 Negative: 0 Slightly negative: 0 Neutral: 12 Slightly positive: 7 Positive: 5 Very positive: 3 N/A: 9	*Responses: 22*

Table 8: Areas Needing Attention in Gifted Education (Part 1)

	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. (Q23)						
	Inclusion of underrepresented students in gifted education (e.g., low SES, ethnicity, disabled, ELL, rural)	Funding for gifted education	Funding for professional training in gifted education	Use of above-grade level state assessments	Mastery of mathematics among teachers of the gifted at the elementary level	Mastery of science among teachers of the gifted at the elementary level	National mandate for gifted education
Alabama	Most in Need	Most in Need	In Need	Most in Need	Neutral	In Need	Most in Need
Alaska							
Arizona	Most in Need	Most in Need	Most in Need	In Need	Neutral	Neutral	Most in Need
Arkansas	Most in Need	Neutral	Neutral	In Need	Neutral	Neutral	Most in Need
California							
Colorado	Most in Need	Most in Need	Most in Need	Most in Need	In Need	In Need	Most in Need
Connecticut							
Delaware	In Need	In Need	In Need	Most in Need	In Need	In Need	Most in Need
D.C.	In Need	In Need	In Need	In Need	In Need	In Need	Most in Need
Florida	Most in Need	Neutral	Neutral	Neutral	In Need	In Need	
Georgia	In Need	Neutral	In Need	In Need	In Need	In Need	In Need
Hawaii	In Need	Most in Need	Most in Need	Most in Need	In Need	In Need	Most in Need
Idaho	In Need	Most in Need	Most in Need	In Need	In Need	Neutral	Most in Need
Illinois	Most in Need	Most in Need	In Need	Neutral	In Need	In Need	Most in Need
Indiana	In Need	In Need	In Need	Most in Need	Most in Need	Most in Need	Most in Need
Iowa	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Kansas	Most in Need	In Need	In Need	In Need	In Need	In Need	Neutral
Kentucky	In Need	In Need	In Need	In Need	In Need	In Need	In Need
Louisiana	In Need	Neutral	In Need	Neutral	In Need	In Need	In Need
Maine	In Need	Least in Need	In Need	In Need	In Need	In Need	Most in Need

	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. (Q23)						
	Inclusion of underrepresented students in gifted education (e.g., low SES, ethnicity, disabled, ELL, rural)	Funding for gifted education	Funding for professional training in gifted education	Use of above-grade level state assessments	Mastery of mathematics among teachers of the gifted at the elementary level	Mastery of science among teachers of the gifted at the elementary level	National mandate for gifted education
Maryland	In Need	Most in Need	In Need	In Need	Neutral	Neutral	Most in Need
Massachusetts							
Michigan							
Minnesota	Most in Need	In Need	In Need	In Need	Neutral	In Need	Most in Need
Mississippi	Most in Need	Most in Need	In Need	Neutral	Neutral	Neutral	In Need
Missouri	In Need	Most in Need	In Need	In Need	Neutral	Neutral	Most in Need
Montana	In Need	Most in Need	In Need	In Need	In Need	In Need	Most in Need
Nebraska	In Need	Most in Need	Most in Need	Neutral	Neutral	Neutral	Neutral
Nevada	In Need	In Need	In Need	In Need	In Need	In Need	In Need
New Hampshire							
New Jersey	In Need	In Need	In Need	In Need	Neutral	In Need	Most in Need
New Mexico							
New York							
North Carolina	Most in Need	In Need	In Need	Neutral	Neutral	Neutral	In Need
North Dakota							
Ohio							
Oklahoma	Most in Need	Neutral	In Need	In Need	In Need	In Need	Neutral
Oregon							
Pennsylvania	Most in Need	Most in Need	Most in Need	Most in Need	In Need	In Need	In Need
Rhode Island	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	In Need
South Carolina	Most in Need	Most in Need	In Need	Neutral	Neutral	Neutral	Most in Need

	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. (Q23)						
	Inclusion of underrepresented students in gifted education (e.g., low SES, ethnicity, disabled, ELL, rural)	Funding for gifted education	Funding for professional training in gifted education	Use of above-grade level state assessments	Mastery of mathematics among teachers of the gifted at the elementary level	Mastery of science among teachers of the gifted at the elementary level	National mandate for gifted education
South Dakota							
Tennessee	In Need	In Need	In Need	In Need	In Need	In Need	In Need
Texas	In Need	In Need	In Need	Neutral	Neutral	Neutral	Neutral
Utah	Most in Need	In Need	In Need	In Need	In Need	In Need	In Need
Vermont							
Virginia	In Need	Most in Need	Most in Need		In Need	Neutral	Most in Need
Washington	Most in Need	Most in Need	In Need	In Need	In Need	In Need	Not in Need
West Virginia							
Wisconsin	Most in Need	Most in Need	In Need	Neutral	In Need	In Need	In Need
Wyoming	In Need	Most in Need	Most in Need	In Need	Neutral	Neutral	Most in Need
Summary	*Responses: 37* Neutral: 2 In need: 19 Most in need: 16	*Responses: 37* Least in need: 1 Neutral: 7 In need: 12 Most in need: 17	*Responses: 37* Neutral: 4 In need: 25 Most in need: 8	*Responses: 36* Neutral: 11 In need: 19 Most in need: 6	*Responses: 37* Neutral: 15 In need: 21 Most in need: 1	*Responses: 37* Neutral: 14 In need: 22 Most in need: 1	*Responses: 36* Not In need: 1 Neutral: 5 In need: 11 Most in need: 19

Table 9: Areas Needing Attention in Gifted Education (Part 2)

	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. (Q23)						
	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 as a separate group	Teaching standards for licensure/ endorsement	Graduate level coursework in gifted education	Use of classroom/ district assessments that can measure above-grade level mastery
Alabama	Not in Need	Most in Need	Most in Need	Most in Need	Least in Need	Least in Need	Most in Need
Alaska							
Arizona	In Need	Most in Need	Most in Need	Most in Need	Neutral	Neutral	In Need
Arkansas	In Need	In Need	Neutral	In Need	Not in Need	Not in Need	In Need
California							
Colorado	Not in Need	Most in Need	In Need	Not in Need	Not in Need	Not in Need	In Need
Connecticut							
Delaware	In Need	In Need	In Need	In Need	In Need	Most in Need	In Need
D.C.	In Need	In Need	In Need	In Need	In Need	In Need	In Need
Florida	Neutral	Most in Need	In Need			In Need	
Georgia	Neutral	Neutral	In Need	In Need	Neutral	Neutral	In Need
Hawaii	In Need	Most in Need	Most in Need	In Need	In Need	In Need	In Need
Idaho	Most in Need	Most in Need	In Need	In Need	Neutral	In Need	Most in Need
Illinois	Neutral	In Need	Least in Need	In Need	Not in Need	Neutral	In Need
Indiana	In Need	Most in Need	Neutral	Most in Need	Neutral	Most in Need	Most in Need
Iowa	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Kansas	Neutral	In Need	In Need	Not in Need	Least in Need	Least in Need	
Kentucky	Not in Need	In Need	In Need	In Need	In Need	In Need	In Need
Louisiana	In Need	Most in Need	In Need	Neutral	Least in Need	Neutral	In Need
Maine	Most in Need	Neutral	Most in Need	Most in Need	Least in Need	Least in Need	In Need

	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. (Q23)						
	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 as a separate group	Teaching standards for licensure/ endorsement	Graduate level coursework in gifted education	Use of classroom/ district assessments that can measure above-grade level mastery
Maryland	Most in Need	In Need	Most in Need	Most in Need	Most in Need	In Need	In Need
Massachusetts							
Michigan							
Minnesota	In Need	In Need	In Need	In Need	In Need	Neutral	In Need
Mississippi	Neutral	In Need	Most in Need	Neutral	In Need	In Need	In Need
Missouri	Neutral	In Need	In Need	In Need	Not in Need	Not in Need	In Need
Montana	In Need	Most in Need	Most in Need	Most in Need	Most in Need	Most in Need	In Need
Nebraska	Neutral	Most in Need	Most in Need	Most in Need	Neutral	Most in Need	In Need
Nevada		In Need	In Need	Neutral	In Need	In Need	Neutral
New Hampshire							
New Jersey	Most in Need	Most in Need	Most in Need	In Need	In Need	In Need	In Need
New Mexico							
New York							
North Carolina	Neutral	In Need	In Need	In Need	Least in Need	Not in Need	Most in Need
North Dakota							
Ohio							
Oklahoma	In Need	In Need	In Need	Neutral	Neutral	In Need	In Need
Oregon							
Pennsylvania	Most in Need	Most in Need	Most in Need	Most in Need	Most in Need	Most in Need	Most in Need
Rhode Island	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
South Carolina	In Need	In Need	In Need	In Need	In Need	In Need	In Need

	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. (Q23)						
	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 as a separate group**	**Teaching standards for licensure/ endorsement**	**Graduate level coursework in gifted education**	**Use of classroom/ district assessments that can measure above-grade level mastery**
South Dakota							
Tennessee	In Need	In Need	In Need	In Need	Not in Need	Not in Need	In Need
Texas	In Need	Neutral	In Need	In Need	Neutral	Not in Need	In Need
Utah	In Need	Most in Need	In Need	Most in Need	Not in Need	Not in Need	In Need
Vermont							
Virginia	In Need	In Need	In Need	Neutral	Neutral	Neutral	In Need
Washington	Most in Need	Most in Need	Most in Need	Most in Need	In Need	In Need	Most in Need
West Virginia							
Wisconsin	Neutral	Most in Need	Most in Need	Most in Need	Not in Need	Not in Need	In Need
Wyoming	In Need	In Need	Most in Need	Neutral	Not in Need	In Need	In Need
Summary	*Responses: 36* Least in need: 0 Not In need: 3 Neutral: 11 In need: 16 Most in need: 6	*Responses: 37* Least in need: 0 Not In need: 0 Neutral: 5 In need: 17 Most in need: 15	*Responses: 37* Least in need: 1 Not In need: 0 Neutral: 4 In need: 19 Most in need: 13	*Responses: 36* Least in need: 0 Not In need: 2 Neutral: 8 In need: 15 Most in need: 11	*Responses: 36* Least in need: 5 Not In need: 8 Neutral: 10 In need: 10 Most in need: 3	*Responses: 37* Least in need: 3 Not In need: 8 Neutral: 8 In need: 13 Most in need: 5	*Responses: 35* Least in need: 0 Not In need: 0 Neutral: 3 In need: 26 Most in need: 6

Table 10: Areas Needing Attention in Gifted Education (Part 3)

	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. (Q23)			What other areas are in greatest need of attention in order for gifted education services to be optimal in your state? (Q24)
	Curriculum that differentiates state standards	State definition of gifted	Use of alternative assessments	
Alabama	In Need	Least in Need	Neutral	
Alaska				
Arizona	Neutral	Neutral	Neutral	More effective parent and family engagement.
Arkansas	In Need	Least in Need	Neutral	While acceleration is a program option in our state, having a requirement for an acceleration policy that includes the input of licensed gifted and talented personnel would be far better.
California				The CDE does not collect the data necessary to determine the impact of forces affecting gifted education in California.
Colorado	Most in Need	Not in Need	Most in Need	High level materials for professional development - resources that support educator effectiveness standards; resource & curriculum materials for classroom & school implementation. Currently, we make & adapt the best we can; publishers need to focus on quality and rigor for GT student curriculum; Ongoing weaving of educational needs of GT students into school/district /state initiatives; Removing barriers to acceleration; Consideration of alternative pathways to college & career outcomes, including credit by assessment and credit for high school courses taken in middle school; High level partnerships with families and community for collaboration towards post-secondary outcomes most beneficial to the student
Connecticut				
Delaware	In Need	Neutral	In Need	Delaware is in need of a menu of providers of professional development aligned to Regulation 1572. This is causing the state university system and other institutions of higher education to rethink their role in providing professional learning for teachers of gifted students.
D.C.	In Need	In Need	In Need	
Florida				
Georgia	Neutral	Neutral	In Need	

	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. (Q23)			
	Curriculum that differentiates state standards	State definition of gifted	Use of alternative assessments	What other areas are in greatest need of attention in order for gifted education services to be optimal in your state? (Q24)
Hawaii	Neutral	Not in Need	Not in Need	Part of state-wide accountability system for schools. There should be indicators which measure how well schools are providing for their G/T population--including screening for identification.
Idaho	In Need	Neutral	In Need	
Illinois	Neutral	Neutral	Neutral	
Indiana	In Need	In Need	Least in Need	
Iowa	Neutral	Neutral	Neutral	
Kansas	In Need	Least in Need	In Need	Areas covered in Q23.
Kentucky	In Need	Not in Need	In Need	
Louisiana	Neutral	Least in Need	Least in Need	Guidance in providing quality services for gifted and talented students
Maine	In Need	Least in Need	In Need	More support from administrators, research to demonstrate GT programs are effective, tools to use for program evaluation /
Maryland	In Need	Not in Need	Most in Need	
Massachusetts				
Michigan				
Minnesota	In Need	Not in Need	In Need	Continued advocacy, parental involvement, district compliance, and a full mandate to identify and serve would be optimal.
Mississippi	Neutral	In Need	In Need	
Missouri	Neutral	Not in Need	In Need	
Montana	In Need	Least in Need	In Need	
Nebraska	Neutral	Least in Need	In Need	
Nevada	Least in Need	Least in Need	Least in Need	
New Hampshire				
New Jersey	Most in Need	In Need	In Need	
New Mexico				

	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. (Q23)			
	Curriculum that differentiates state standards	State definition of gifted	Use of alternative assessments	What other areas are in greatest need of attention in order for gifted education services to be optimal in your state? (Q24)
New York				
North Carolina	In Need	Least in Need	Neutral	Understanding of gifted education by administration at school and district level. Attention to gifted student growth and achievement federally.
North Dakota				
Ohio				
Oklahoma	In Need	Neutral	Neutral	
Oregon				
Pennsylvania	In Need	Not in Need	Not in Need	Professional training on gifted education for school administrators and for general education teachers
Rhode Island	Neutral	Neutral	Neutral	
South Carolina	In Need	Least in Need	In Need	Funding for GT programs is one of the primary barriers to optimizing gifted education services in SC. Early (Pre-K, Kindergarten and First grade) efforts and talent development are also areas that need attention.
South Dakota				
Tennessee	In Need	In Need	In Need	
Texas	In Need	Least in Need	In Need	Instructional strategies for G/T services for underrepresented students
Utah	In Need	Neutral	In Need	A state mandate to provide services for gifted students and the monitoring of the services provided.
Vermont				
Virginia	In Need	Neutral	In Need	More research/info and nationally normed standardized assessments as they relate to identification and finding underrepresented groups.
Washington	Most in Need	Most in Need	Most in Need	
West Virginia				-
Wisconsin	In Need	In Need	In Need	Training in gifted education for administrators.
Wyoming	In Need	Neutral	In Need	

	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. (Q23)			
	Curriculum that differentiates state standards	**State definition of gifted**	**Use of alternative assessments**	**What other areas are in greatest need of attention in order for gifted education services to be optimal in your state? (Q24)**
Summary	*Responses: 36* Least in need: 1 Not In need: 0 Neutral: 10 In need: 22 Most in need: 3	*Responses: 36* Least in need: 11 Not In need: 8 Neutral: 11 In need: 5 Most in need: 1	*Responses: 36* Least in need: 3 Not In need: 2 Neutral: 8 In need: 20 Most in need: 3	*Responses: 17*

Table 11: State Gifted Education Advisory Committees

	State GT Advisory committee type (Q26, Q27) Advisory committee reporting channels (Q28-Q30) Advisory member selection (Q31)	Functions/activities of advisory committee (Q32)	Written report within last three years (Q33) Title and access method (Q34)
Alabama	Part of a state special education advisory committee State superintendent/state board of education Other: Nominations are submitted	Study issues impacting gifted students	No
Alaska			
Arizona	None		
Arkansas	Standing Governor Other: Commissioner of Education Gubernatorial appoints	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 Recommend or provide input on law and policies Include a membership representative of the state's business and educational communities	Yes Governor's Advisory Council Annual Report for 2014 at http://bit.ly/1INz2ma
California	None		
Colorado	Standing State superintendent/state board of education State board of education appointment	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
Connecticut	None		

	State GT Advisory committee type (Q26, Q27) Advisory committee reporting channels (Q28-Q30) Advisory member selection (Q31)	Functions/activities of advisory committee (Q32)	Written report within last three years (Q33) Title and access method (Q34)
Delaware	Standing State superintendent/state board of education Gifted education advisory committee selects own members	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	Yes Delaware Guidebook for Gifted Education http://www.doe.k12.de.us/domain/140
D.C.	None		
Florida	Ad-hoc Other: Bureau of Standards and Instructional Support Other: Volunteers apply to Gifted Specialist/Bureau of Standards and Instructional Support	Study issues impacting gifted students Recommend or provide input on law and policies Disseminate information about gifted education throughout the state	No
Georgia	Standing State superintendent/state board of education Other: Members of Georgia Association of Gifted Children Governance Board	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
Hawaii	Ad-hoc Other: G/T Program Manager Gifted education advisory committee selects own members	Disseminate information about gifted education throughout the state	No

	State GT Advisory committee type (Q26, Q27) Advisory committee reporting channels (Q28-Q30) Advisory member selection (Q31)	Functions/activities of advisory committee (Q32)	Written report within last three years (Q33) Title and access method (Q34)
Idaho	None		
Illinois	Standing State superintendent/state board of education State superintendent appointment	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	Part of a state special education advisory committee		
Kansas	None		
Kentucky	Standing State superintendent/state board of education Gubernatorial appoints	Make recommendations about gifted student education to the state board of education Recommend or provide input on law and policies	2013-2014 State Advisory Council for Gifted and Talented Education Report to KY Board of Education, archived on KBE webpage, email of report
Louisiana	None		
Maine	Standing Not applicable Gifted education advisory committee selects own members	Disseminate information about gifted education throughout the state	No
Maryland	Standing State superintendent/state board of education State superintendent appointment	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

	State GT Advisory committee type (Q26, Q27) Advisory committee reporting channels (Q28-Q30) Advisory member selection (Q31)	Functions/activities of advisory committee (Q32)	Written report within last three years (Q33) Title and access method (Q34)
Massachusetts			
Michigan			
Minnesota	Standing State superintendent/state board of education Members of stakeholder groups apply for open positions and the state specialist also has authority to make appointments.	Study issues impacting gifted students Produce reports and/or data on gifted education in the state 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 legislature appointment	Make recommendations about gifted student education to the state board of education	No
Missouri	Standing State superintendent/state board of education State superintendent appointment	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 Disseminate information about gifted education throughout the state	https://dese.mo.gov/gifted-advisory-council/annual-reports
Montana	None		
Nebraska	None		
Nevada	None		
New Hampshire			
New Jersey	None		
New Mexico			

	State GT Advisory committee type (Q26, Q27) Advisory committee reporting channels (Q28-Q30) Advisory member selection (Q31)	Functions/activities of advisory committee (Q32)	Written report within last three years (Q33) Title and access method (Q34)
New York			
North Carolina	None		
North Dakota			
Ohio			
Oklahoma	None		
Oregon			
Pennsylvania	None		
Rhode Island	Ad-hoc State superintendent/state board of education State legislature appointment State superintendent appointment	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	No
South Carolina	None		
South Dakota	None		
Tennessee	None		
Texas	Standing State superintendent/state board of education State superintendent appointment	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

	State GT Advisory committee type (Q26, Q27) Advisory committee reporting channels (Q28-Q30) Advisory member selection (Q31)	Functions/activities of advisory committee (Q32)	Written report within last three years (Q33) Title and access method (Q34)
Utah	None		
Vermont			
Virginia	Standing State superintendent/state board of education State board of education appointment	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	Yes Yes: Educational Opportunities for Gifted Students at the High School Level; through the website
Washington	Standing State superintendent/state board of education State superintendent appointment	Study issues impacting gifted students Recommend or provide input on law and policies	No
West Virginia			
Wisconsin	None		
Wyoming	None		No

	State GT Advisory committee type (Q26, Q27) Advisory committee reporting channels (Q28-Q30) Advisory member selection (Q31)	Functions/activities of advisory committee (Q32)	Written report within last three years (Q33) Title and access method (Q34)
Summary	*Responses: 40, 19, 13, 3, 1, 18* No committee: 21 Standing: 14 Ad-hoc: 4 Part of a state special education advisory committee: 2 Governor: 1 Legislature: 0 State superintendent/state board of education: 13 Not applicable: 1 Other: 3 Gubernatorial appoints: 2 State legislature appointment: 2 State superintendent appointment: 6 State board of education appointment: 2 Gifted education advisory committee selects own members: 3 Other: 4	*Responses: 18* Study issues impacting gifted students: 14 Produce reports and/or data on gifted education in the state: 7 Make recommendations about gifted student education to the state board of education: 11 Make recommendations about gifted student education to the governor: 2 Recommend or provide input on law and policies: 12 Disseminate information about gifted education throughout the state: 12 Include a membership representative of the state's business and educational communities: 6	*Responses: 18, 5* Yes: 6 No: 12

Table 12: Definition of Gifted and Talented Students

	State definition of GT (Q36) Citation, URL for definition (Q39, Q40)	Areas of giftedness addressed in state definition(s) (Q37)	Require LEAs to follow state definition (Q38)
Alabama	Yes, in state rules and regulations Alabama Administrative Code 290-8-9-.12(1) http://www.alsde.edu/sec/ses/Policy/AAC%20Gifted%20Code_5-14-2009.pdf	Intellectually gifted Academically gifted Creatively gifted Low SES Culturally/ethnically diverse Gifted with a disability ESL/ELL	Yes
Alaska			
Arizona	Yes, in state statute ARS 15-779 / (Title 15, Chapter 7 (Instruction), Article 4.1 (Gifted Education for Gifted Children) http://www.azed.gov/gifted-education/files/2012/10/arizonagiftededucationstatutesadministrativecode.pdf	Intellectually gifted Academically gifted Underachieving Gifted with a disability ESL/ELL	Yes
Arkansas	Yes, in state rules and regulations p. 6, Standard 3.01 of the Gifted and Talented Program Approval Standards, Arkansas Department of Education, Revised 2009 / http://www.arkansased.gov/public/userfiles/Learning_Services/Gifted%20and%20Talented/2009_GT_Revised_Program_Approval_Standards.pdf Standard 3.01 http://www.arkansased.gov/public/userfiles/Learning_Services/Gifted%20and%20Talented/2009_GT_Revised_Program_Approval_Standards.pdf	Intellectually gifted Creatively gifted Other: Task commitment, high potential	Yes
California	No definition		
Colorado	Yes, in state rules and regulations Statute: 22-20-202(11) / ECEA Regulations: 12.01(12) - http://www.cde.state.co.us/gt/lawsregs	Intellectually gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Low SES Culturally/ethnically diverse Gifted with a disability ESL/ELL Psychomotor	Yes

	State definition of GT (Q36) Citation, URL for definition (Q39, Q40)	Areas of giftedness addressed in state definition(s) (Q37)	Require LEAs to follow state definition (Q38)
Connecticut	Yes, in state statute Connecticut General Statutes -- CGS Sec. 10-76d(a)(1); CGS Sec 10-76a(5) www.cga.ct.gov/current/pub/chap_164.htm#sec_10-76a	Intellectually gifted Academically gifted Specific academic areas Performing/visual arts Creatively gifted Highly or profoundly gifted	Yes
Delaware	Yes, in state rules and regulations Title 14, Delaware Code, 1975, 1993, 2012 http://www.doe.k12.de.us/Page/430	Intellectually gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Psychomotor	Yes
D.C.	No definition		No
Florida	Yes, in state statute Florida Rule 6A-6.03019 https://www.flrules.org/gateway/ruleno.asp?id=6A-6.03019&Section=0	Intellectually gifted Academically gifted Low SES ESL/ELL	Yes
Georgia	Yes, in state rules and regulations	Intellectually gifted Academically gifted Creatively gifted	Yes
Hawaii	Yes, in state rules and regulations Hawaii Revised Statutes, Act 281, SLH 2000 Relating to Gifted Children (see Reference (c) Hawaii Administrative Rule, Chapter 51) http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/GiftedandTalented/Pages/home.aspx	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Psychomotor	Yes
Idaho	Yes, in state statute Idaho Code 08.02.03.171 https://www.sde.idaho.gov/site/gifted_talented/docs/Gifted%20and%20Talented%20Rules%20and%20Regulations.pdf	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted	Yes

	State definition of GT (Q36) Citation, URL for definition (Q39, Q40)	Areas of giftedness addressed in state definition(s) (Q37)	Require LEAs to follow state definition (Q38)
Illinois	Yes, in state rules and regulations 105 ILCS 5/14A-20 http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1005&ChapterID=1	Other: Children and youth with outstanding talent who perform or show the potential for performing at remarkable high levels of accomplishment when compared with other children and youth of their age, experience and environment.	No
Indiana	Yes, in state statute IC 20-36 http://www.doe.in.gov/sites/default/files/highability/indiana-code-high-ability-programs.pdf	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted	Yes
Iowa	Yes, in state statute Iowa Code 257.44 Gifted and talented children defined. http://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, and state rules and regulations K.S.A. 72-962(h) & K.A.R. 91-40-1(c) STATUTE - http://www.kslegislature.org/li_2014/b2013_14/statute/072_000_0000_chapter/072_009_0000_article/072_009_0062_section/072_009_0062_k/ REGULATION - http://www.kssos.org/pubs/KAR/2009/4%20091_91-Department%20of%20Education,%202009%20KAR%20Vol%204.pdf	Intellectually gifted	Yes

	State definition of GT (Q36) Citation, URL for definition (Q39, Q40)	Areas of giftedness addressed in state definition(s) (Q37)	Require LEAs to follow state definition (Q38)
Kentucky	Yes, in state rules and regulations 704 KAR 3:285 http://www.lrc.state.ky.us/kar/704/003/285.htm	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Low SES Underachieving Geographically isolated/rural Culturally/ethnically diverse Gifted with a disability ESL/ELL	Yes
Louisiana	Yes, in state rules and regulations R. S. 17:1941 et seq. http://www.doa.louisiana.gov/esrlac/28v43/28v43.pdf	Intellectually gifted Academically gifted Performing/visual arts Other: Talented Visual Arts, Talented Music, Talented Theatre	Yes
Maine	Yes, in state rules and regulations 05-071 Maine Department of Education Rules Chapter 104 / 104.02 Definitions http://www.maine.gov/sos/cec/rules/05/chaps05.htm	Intellectually gifted Specific academic areas Performing/visual arts Creatively gifted	Yes
Maryland	Yes, in state rules and regulations	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Low SES Culturally/ethnically diverse	Yes
Massachusetts			
Michigan			

	State definition of GT (Q36) Citation, URL for definition (Q39, Q40)	Areas of giftedness addressed in state definition(s) (Q37)	Require LEAs to follow state definition (Q38)
Minnesota	Yes, other: Minnesota Automated Reporting Student System (MARSS)	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Low SES Underachieving Geographically isolated/rural Culturally/ethnically diverse ESL/ELL	No
Mississippi	Yes, in state statute MS Code 37-23-171 through 181 http://web.lexisnexis.com/research/xlink?app=00075&view=full&interface=1&docinfo=off&searchtype=get&search=Miss.+Code+Ann.+%A7+37-23-171	Intellectually gifted Academically gifted Performing/visual arts Creatively gifted	Yes
Missouri	Yes, in state statute Section 162.675. RSMo http://www.moga.mo.gov/mostatutes/stathtml/16200006751.html	Intellectually gifted Academically gifted Performing/visual arts	No
Montana	Yes, in state statute Montana Code Annotated - MCA - 20-7-901 / http://www.leg.mt.gov/bills/mca_toc/index.htm	Other: "...children of outstanding abilities who are capable of high performance..."	Yes
Nebraska	Yes, in state rules and regulations Nebraska Cod Section 79-1107 (3) http://www.education.ne.gov/LEGAL/webrulespdf/CLEAN3_1998.pdf	Intellectually gifted Academically gifted Performing/visual arts Creatively gifted	Yes
Nevada	Yes, in state rules and regulations Nevada Administrative Code 388.043	Intellectually gifted Academically gifted Leadership Performing/visual arts Creatively gifted Other: Productive Thinking	Yes
New Hampshire			

	State definition of GT (Q36) Citation, URL for definition (Q39, Q40)	Areas of giftedness addressed in state definition(s) (Q37)	Require LEAs to follow state definition (Q38)
New Jersey	Yes, in state rules and regulations New Jersey Administrative Code: 6A:8-3.1(a)5i-iv http://www.state.nj.us/education/code/current/title6a/chap8.pdf	Intellectually gifted Academically gifted	Yes
New Mexico			
New York			
North Carolina	Yes, in state statute Article 9B, NCGS 115C-150.05-.08 / http://www.dpi.state.nc.us/aig/	Intellectually gifted Academically gifted Specific academic areas Low SES Underachieving Geographically isolated/rural Culturally/ethnically diverse Other: In our SBE policies, gifted students who are twice-exceptional, highly gifted, and ESL/ELL are also included	Yes
North Dakota			
Ohio			
Oklahoma	Yes, in state rules and regulations Section 904. Education of Gifted and Talented Children http://www.oscn.net/applications/oscn/DeliverDocument.asp?CiteID=91282	Intellectually gifted Specific academic areas Leadership Performing/visual arts Creatively gifted	Yes
Oregon			
Pennsylvania	Yes, in state rules and regulations 22Pa code 16.1 Definitions A student who is exceptional under section 1371of the School Code(24P.S.Section 13-1371)because the student meets the definition of "mentally gifted" in this section, and needs specially designed instruction beyond that required in Chapter4 (relating to academic standards and assessment).	Intellectually gifted Academically gifted Specific academic areas Low SES Culturally/ethnically diverse Gifted with a disability ESL/ELL	Yes

	State definition of GT (Q36) Citation, URL for definition (Q39, Q40)	Areas of giftedness addressed in state definition(s) (Q37)	Require LEAs to follow state definition (Q38)
Rhode Island	Yes, in state rules and regulations http://www.ride.ri.gov/Portals/0/Uploads/Documents/Inside-RIDE/Laws-Regulations/Ed-Programs-Gifted-Talented-Children.pdfhttp://www.ride.ri.gov/StudentsFamilies/EducationPrograms/LearningBeyondGradeLevel.aspx	Intellectually gifted Academically gifted Performing/visual arts Creatively gifted	No
South Carolina	Yes, in state rules and regulations State Board of Education Regulation 43-220 http://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			
Tennessee	Yes, in state rules and regulations Tennessee Rules & Regulations Chapter 0520-01-09-.02(11) http://share.tn.gov/sos/rules/0520/0520-01/0520-01-09.20140331.pdf	Intellectually gifted	Yes
Texas	Yes, in state rules and regulations Texas Education Code Â§29.121 http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm - D	Intellectually gifted Academically gifted Specific academic areas Leadership Creatively gifted Other: Subpopulations	Yes

	State definition of GT (Q36) Citation, URL for definition (Q39, Q40)	Areas of giftedness addressed in state definition(s) (Q37)	Require LEAs to follow state definition (Q38)
Utah	Yes, in state rules and regulations Board Rule R277-701 Enhancement for Accelerated Students Program, Utah Constitution Article X, Section 3, / Utah Code Section 53A-17a-165, Sections 3 & 5 http://www.rules.utah.gov/publicat/code/r277/r277-701.htm and http://le.utah.gov/xcode/Title53A/Chapter17a/53A-17a-S165.html	Intellectually gifted Academically gifted Specific academic areas Other: Creative or productive thinking	No
Vermont			
Virginia	Yes, in state rules and regulations 8VAC20-40-10 et. Sequence http://www.doe.virginia.gov/instruction/gifted_ed/gifted_regulations.pdf	Intellectually gifted Specific academic areas Performing/visual arts Other: Students with giftedness in Career and Technical Aptitude (CTA)	Yes
Washington	Yes, in state rules and regulations	Intellectually gifted Specific academic areas Creatively gifted Other: Present within all protected classes	No
West Virginia			
Wisconsin	Yes, in state statute Wisconsin Statute: s. 118.35, Wis. Stats / Administrative Rule 8.01(2)(t)2. http://cal.dpi.wi.gov/cal_gift-law	Intellectually gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Low SES Culturally/ethnically diverse Gifted with a disability ESL/ELL Other: Race, gender	Yes
Wyoming	Yes, in state statute 21-9-101 sec. C subsection ii	Academically gifted	Yes

	State definition of GT (Q36) Citation, URL for definition (Q39, Q40)	Areas of giftedness addressed in state definition(s) (Q37)	Require LEAs to follow state definition (Q38)
Summary	*Responses: 39, 35, 33* No definition: 2 Yes, in state statute: 13 Yes, in state rules and regulations: 23 Yes, other (please specify): 1	*Responses: 37* Intellectually gifted: 34 Academically gifted: 24 Specific academic areas: 20 Leadership: 13 Performing/visual arts: 21 Creatively gifted: 21 Highly or profoundly gifted: 1 Low SES: 9 Underachieving: 4 Geographically isolated/rural: 3 Culturally/ethnically diverse: 8 Gifted with a disability: 6 ESL/ELL: 8 Psychomotor: 3 Other (please specify): 12	*Responses: 37* Yes: 30 No: 7

Table 13: Mandates for Identification and Gifted and Talented Services

	Mandate for GT (Q42)	Areas in mandate (Q43)	Authority for mandate (Q44) Citation (Q45)	Mandate funded (Q46)	Required services aligned with special education (Q48, Q49)
Alabama	Yes	Identification Services	State law specific to disabled and gifted education Administrative rule State Department of Education policy Alabama Exceptional Child Education Act (Act 106) (Acts 1971, No. 106, p. 373, Â§13.)Section 16-39-2 / Alabama Administrative Code 290-8-9-.12 (2)-(6)	Mandate with partial funding	Child find Individual education plan for gifted students Non-discriminatory testing Mediation Due process Dispute resolution
Alaska					
Arizona	Yes	Identification Services	State law specific to gifted education State law specific to disabled and gifted education Administrative rule SEA guidelines http://www.azed.gov/gifted-education/files/2012/10/arizonagiftededucationstatutesadministrativecode.pdf	Mandate with no funding	
Arkansas	Yes	Identification Services	State law specific to gifted education Education Statute Â§6-42-101 "It is the policy of this state to assist school districts in providing programs designed to meet the unique educational needs of gifted and talented children."	Mandate with partial funding	Free appropriate public education Non-discriminatory testing Due process Dispute resolution
California	No				None required
Colorado	Yes	Identification Services	State law specific to gifted education State law specific to disabled and gifted education Administrative rule SEA guidelines State Department of Education policy 22-20-201 - 22-20-206	Mandate with partial funding	Individual education plan for gifted students Dispute resolution

	Mandate for GT (Q42)	Areas in mandate (Q43)	Authority for mandate (Q44) Citation (Q45)	Mandate funded (Q46)	Required services aligned with special education (Q48, Q49)
Connecticut	Yes	Identification	State law specific to disabled and gifted education www.cga.ct.gov/current/pub/chap_164.htm#Sec_10-76d	Mandate with no funding	None required
Delaware	Yes	Identification Services	State Department of Education policy http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/140/902%20Final%20Order%20SEC%20and%20SBE.pdf	Mandate with no funding	Free appropriate public education Least restrictive environment Non-discriminatory testing
D.C.	No				None required
Florida	Yes	Identification Services	State law specific to gifted education Administrative rule SEA guidelines https://www.flrules.org/gateway/ruleno.asp?id=6A-6.03019&Section=0	Mandate with full funding	Free appropriate public education Individual education plan for gifted students Least restrictive environment Non-discriminatory testing Due process Dispute resolution
Georgia	Yes	Identification Services	State law specific to disabled and gifted education SEA guidelines State Department of Education policy Georgia State Law OCGA 120-2-152 / State Board Policy 160-4-2.38	Mandate with full funding	Free appropriate public education Non-discriminatory testing Due process
Hawaii	Yes	Identification Services	State law specific to gifted education Administrative rule SEA guidelines State Department of Education policy http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/GiftedandTalented/Pages/home.aspx	Mandate with partial funding	None required

	Mandate for GT (Q42)	Areas in mandate (Q43)	Authority for mandate (Q44) Citation (Q45)	Mandate funded (Q46)	Required services aligned with special education (Q48, Q49)
Idaho	Yes	Identification Services	State law specific to gifted education https://www.sde.idaho.gov/site/gifted_talented/docs/Gifted%20and%20Talented%20Rules%20and%20Regulations.pdf	Mandate with partial funding	Free appropriate public education
Illinois	No				None required
Indiana	Yes	Identification Services	State law specific to gifted education IC 20-36	Mandate with partial funding	None required
Iowa	Yes	Identification Services	State law specific to gifted education Administrative rule Other: Program goals, objectives, and activities to meet the needs of gifted and talented children http://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	Mandate with full funding	None required
Kansas	Yes	Identification	State law specific to gifted education K.S.A. 72-966(a)(1)(2)(3) and K.S.A. 72-962(g)	Mandate with partial funding	Free appropriate public education Child find Individual education plan for gifted students 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.

	Mandate for GT (Q42)	Areas in mandate (Q43)	Authority for mandate (Q44) Citation (Q45)	Mandate funded (Q46)	Required services aligned with special education (Q48, Q49)
Kentucky	Yes	Identification Services	State law specific to gifted education KRS 157.200(1)(n) definition of "exceptional children"; KRS 157.224(1) commits the state to a comprehensive educational program for its exceptional school-aged children. KRS 157.230 requires all school districts to operate programs for resident exceptional children, primary - grade twelve (12). This administrative regulation establishes the requirements for programs for gifted and talented students.	Mandate with partial funding	Individual education plan for gifted students
Louisiana	Yes	Identification Services	State law specific to disabled and gifted education http://doa.louisiana.gov/osrlac/28v43/28v43.pdf and Bulletin 1706, Subpart B: Regulations for Gifted and Talented students (http://bese.louisiana.gov/documents-resources/policies-bulletins)	Mandate with partial funding	Free appropriate public education Child find Individual education plan for gifted students Non-discriminatory testing Mediation Due process Dispute resolution Related services Counseling and transportation
Maine	Yes	Identification Services	State law specific to gifted education Other: State Department of Education Rule www.maine.gov/sos/cec/rules/05/chaps05.htm	Mandate with partial funding	Free appropriate public education Child find Least restrictive environment Non-discriminatory testing Mediation Due process Dispute resolution

	Mandate for GT (Q42)	Areas in mandate (Q43)	Authority for mandate (Q44) Citation (Q45)	Mandate funded (Q46)	Required services aligned with special education (Q48, Q49)
Maryland	Yes	Identification Services	State law specific to gifted education State Department of Education policy Â§ 8-202. / https://govt.westlaw.com/mdc/Document/N03041140A7E111DBB5DDAC3692B918BC?originationContext=document&transitionType=StatuteNavigator&needToInjectTerms=False&viewType=FullText&contextData=%28sc.Default%29 / / Â§ 8-203.	Mandate with no funding	None required
Massachusetts					
Michigan					
Minnesota	Yes	Identification	State law specific to gifted education Other: School districts must adopt guidelines for assessing and identifying students for participation in gifted and talented programs. 120B.15 GIFTED AND TALENTED STUDENTS PROGRAMS / https://www.revisor.leg.state.mn.us/statutes/?id=120B.15	Mandate with partial funding	Free appropriate public education
Mississippi	Yes	Identification Services	State law specific to gifted education SEA guidelines State Department of Education policy http://web.lexisnexis.com/research/xlink?app=00075&view=full&interface=1&docinfo=off&searchtype=get&search=Miss.+Code+Ann.+%A7+37-23-171	Mandate with partial funding	Non-discriminatory testing
Missouri	No				None required
Montana	Yes	Identification Services	Administrative rule Administrative Rules of Montana - ARM - 10.55.804	Mandate with no funding	None required

	Mandate for GT (Q42)	Areas in mandate (Q43)	Authority for mandate (Q44) Citation (Q45)	Mandate funded (Q46)	Required services aligned with special education (Q48, Q49)
Nebraska	Yes	Identification	State law specific to gifted education Other: Section 79-1108 http://www.education.ne.gov/LEGAL/webrulespdf/CLEAN3_1998.pdf	Mandate with partial funding	None required
Nevada	Yes	Identification Services	State law specific to disabled and gifted education Nevada Administrative Code	Mandate with partial funding	None required
New Hampshire					
New Jersey	Yes	Identification Services	Administrative rule State Department of Education policy New Jersey Administrative Code (SUBCHAPTER 3. IMPLEMENTATION OF THE CORE CURRICULUM CONTENT STANDARDS) / 6A:8-3.1(a)5 (Curriculum and instruction) /	Mandate with no funding	Free appropriate public education Non-discriminatory testing
New Mexico					
New York					
North Carolina	Yes	Identification Services	State law specific to gifted education Other: State law also supported by State Board of Education policy http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/ByArticle/Chapter_115C/Article_9B.html	Mandate with partial funding	Free appropriate public education Child find Individual education plan for gifted students Due process Dispute resolution
North Dakota					
Ohio					
Oklahoma	Yes	Identification Services	State law specific to gifted education Chapter 20 - Gifted and Talented Children Section 1210.301 - Definitions	Mandate with full funding	Due process Dispute resolution
Oregon					

	Mandate for GT (Q42)	Areas in mandate (Q43)	Authority for mandate (Q44) Citation (Q45)	Mandate funded (Q46)	Required services aligned with special education (Q48, Q49)
Pennsylvania	Yes	Identification Services	State law specific to gifted education 16.2 Purpose / chapter specifies how the Commonwealth will meet its obligations to suspected and identified gifted students who require gifted education to reach their potential. It is the intent of the Board that gifted students be provided with quality gifted education services and programs.	Mandate with no funding	Child find Individual education plan for gifted students Non-discriminatory testing Mediation Due process Dispute resolution
Rhode Island	No		State law specific to gifted education RI General Law 16-42	Mandate with no funding	None required
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 / http://www.scstatehouse.gov/code/t59c029.php	Mandate with partial funding	Free appropriate public education
South Dakota	No				
Tennessee	Yes	Identification Services	Other: Tennessee Code Annotated, Section 49-10-102(1)(B) Tennessee Code Annotated, Section 49-10-102(1)(B)	Mandate with partial funding	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 Students found eligible as intellectually gifted have access to the special and related services deemed necessary by the IEP team.

	Mandate for GT (Q42)	Areas in mandate (Q43)	Authority for mandate (Q44) Citation (Q45)	Mandate funded (Q46)	Required services aligned with special education (Q48, Q49)
Texas	Yes	Identification Services	State law specific to gifted education Administrative rule State Department of Education policy Other: Texas State Plan for the Education of Gifted/Talented Students http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089a.html The State Plan provides requirements for and guidance to districts as they meet the unique needs of the gifted/talented population in Texas. http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147507377&libID=2147507368	Mandate with partial funding	Free appropriate public education Non-discriminatory testing
Utah	No				None required
Vermont					
Virginia	Yes	Identification Services	State law specific to gifted education http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-253.13C1 (scroll to Item D.6)	Mandate with partial funding	Non-discriminatory testing
Washington	Yes	Identification Services	Other: Washington State law (RCW) on basic education requirements		Free appropriate public education Non-discriminatory testing Dispute resolution
West Virginia					
Wisconsin	Yes	Identification Services	State law specific to gifted education Administrative rule SEA guidelines State Department of Education policy Wisconsin Statute: s. 118.35, Wis. Stats / Administrative Rule 8.01(2)(t)2.	Mandate with partial funding	Free appropriate public education Child find Least restrictive environment Non-discriminatory testing Mediation Due process Dispute resolution Related services Education for Employment

	Mandate for GT (Q42)	Areas in mandate (Q43)	Authority for mandate (Q44) Citation (Q45)	Mandate funded (Q46)	Required services aligned with special education (Q48, Q49)
Wyoming	No				None required
Summary	*Responses: 40* Yes: 32 No: 8	*Responses: 40* Identification: 32 Services: 28	*Responses: 31, 31* Not specified: 0 State law specific to gifted education: 23 State law specific to disabled and gifted education: 7 Administrative rule: 10 SEA guidelines: 8 State Department of Education policy: 11 Other: 7	*Responses: 32* Mandated with full funding: 4 Mandated with partial funding 20 Mandated with no funding: 8	*Responses: 31, 33* Free appropriate public education: 16 Child find: 8 Individual education plan for gifted students: 9 Least restrictive environment: 5 Non-discriminatory testing: 16 Mediation: 7 Due process: 12 Dispute resolution: 13 Related services: 4 None required: 15

Table 14: Requirements for Identification

	Require parent involvement in GT decisions (Q51)	Require specific criteria/ methods to identify (Q52)	Indicators required for identifying (Q53)	Percent of LEAs that identify GT (Q54)
Alabama	No	Yes, determined at the state level Yes, determined at the local level Other: Enrichment Model Programs determine criteria with state approval	Indicators are not specified IQ scores Multiple criteria model Behaviors/characteristics data Performance/portfolio	100%
Alaska				
Arizona	Yes	Yes, determined at the state level Yes, determined at the local level Other: ARS 15-779.02, A., 1. Provide for routine screening for gifted pupils using one or more tests adopted by the state board	IQ scores Range of state-approved assessments from which LEAs may select Other: LEAs may go beyond minimum 'safety-net' identification criteria. See ARS 15-779.02 A.1. "...School districts may identify any number of pupils as gifted but shall identify as gifted at least those pupils who score at or above the ninety-seventh percentile, based on national norms, on a test adopted by the state board of education."	100% of district LEAs. Charter LEAs are not required to adhere to the state's gifted education mandate. However, many charters have chosen to provide for identification and services.
Arkansas	Yes	Yes, determined at the local level Other: State standards have general requirements for criteria used in identification, but local LEAs have flexibility within the requirements.	Achievement data Nominations/ referrals Multiple criteria model Behaviors/characteristics data Performance/portfolio	100%
California	No	No		The CDE does not require LEAs to report this data.
Colorado	Yes	Yes, determined at the state level	IQ scores Achievement data Nominations/ referrals Multiple criteria model Behaviors/characteristics data Performance/portfolio Range of state-approved assessments from which LEAs may select	100%
Connecticut	Yes	No		100%

	Require parent involvement in GT decisions (Q51)	Require specific criteria/ methods to identify (Q52)	Indicators required for identifying (Q53)	Percent of LEAs that identify GT (Q54)
Delaware	Yes	Yes, determined at the local level	Other: Multiple means for identifying students for services.	70%
D.C.	No	No		
Florida	Yes	Yes, determined at the state level Yes, determined at the local level	IQ scores Nominations/ referrals Range of state-approved assessments from which LEAs may select Other: Plan B is left to districts for qualifying students	
Georgia	No	Yes, determined at the state level	IQ scores Achievement data Multiple criteria model Range of state-approved assessments from which LEAs may select	100%
Hawaii	Yes	Other: Recommendations are given, but not mandated	Indicators are not specified	100%
Idaho	Yes	No		60%
Illinois	No	Other: If there is funding identification is required by scoring in the top 5% locally in the aptitude of math or language arts.	Other: No requirements	Unknown. Because there is no funding for gifted, we do not collect data.
Indiana	No	Yes, determined at the local level	Indicators are not specified Multiple criteria model Other: Locally determined	99.70%
Iowa	No	Yes, determined at the local level	Multiple criteria model	100%
Kansas	Yes	Yes, determined at the local level	Indicators are not specified	100% as required by state statute and regulation

	Require parent involvement in GT decisions (Q51)	Require specific criteria/ methods to identify (Q52)	Indicators required for identifying (Q53)	Percent of LEAs that identify GT (Q54)
Kentucky	Yes	Yes, determined at the state level	IQ scores Achievement data Nominations/ referrals Multiple criteria model Behaviors/characteristics data Performance/portfolio	16%
Louisiana	Yes	Yes, determined at the state level	IQ scores Achievement data Nominations/ referrals Multiple criteria model Performance/portfolio Range of state-approved assessments from which LEAs may select	100% of the public schools and 45% of the charter schools
Maine	No	Yes, determined at the local level	Multiple criteria model Other: A minimum of three identification tools is required one of which must be objective when identifying students in the academic areas.	78%
Maryland	No	Yes, determined at the local level	Indicators are not specified	100%
Massachusetts				
Michigan				
Minnesota	No	No Other: State statute provides guidance on identification procedure	Other: State statute 120B.15 requires all school districts to adopt guidelines for assessing and identifying students for participation in gifted and talented programs. State provides specific guidance on what the procedure should include.	
Mississippi	Yes	Yes, determined at the state level	IQ scores Nominations/ referrals Multiple criteria model Range of state-approved assessments from which LEAs may select	100%
Missouri	No	Other: Yes, state established minimum placement criteria but local can establish higher criteria	Multiple criteria model	37%

	Require parent involvement in GT decisions (Q51)	Require specific criteria/ methods to identify (Q52)	Indicators required for identifying (Q53)	Percent of LEAs that identify GT (Q54)
Montana	No	Yes, determined at the local level	Indicators are not specified	Unknown. Local control. No statewide data collection that is universally adhered to.
Nebraska	No	No		100%
Nevada	Yes	Yes, determined at the state level Yes, determined at the local level	IQ scores Achievement data	80%
New Hampshire				
New Jersey	No	Yes, determined at the local level	Indicators are not specified Other: Administrative Code requires districts to use multiple measures in the identification of gifted students. The types of indicators that are used are up to the discretion of the district.	We do not have this data. The assumption is 100%, given it is a Code requirement.
New Mexico				
New York				
North Carolina	Yes	Yes, determined at the local level	Nominations/ referrals Multiple criteria model LEA determined; must align with State Board of Education policy, NC AIG Program Standards	100%
North Dakota				
Ohio				
Oklahoma	Yes	Yes, determined at the local level	Nominations/ referrals Range of state-approved assessment from which LEAS may choose	100%
Oregon				
Pennsylvania	Yes	Yes, determined at the local level	IQ scores Achievement data Multiple criteria model Other: Rates of acquisition and retention	100%

	Require parent involvement in GT decisions (Q51)	Require specific criteria/ methods to identify (Q52)	Indicators required for identifying (Q53)	Percent of LEAs that identify GT (Q54)
Rhode Island	No	Yes, determined at the local level	Multiple criteria model	Data not collected
South Carolina	No	Yes, determined at the state level	Achievement data Multiple criteria model Range of state-approved assessments from which LEAs may select Other: We also provide a State Performance Task Assessment for dimension C with grades 2-5.	100%
South Dakota				
Tennessee	Yes	Yes, determined at the state level	IQ scores Achievement data Other: Creativity/characteristics of gifted	
Texas	Yes	Yes, determined at the local level	Achievement data Nominations/ referrals Multiple criteria model Behaviors/characteristics data Performance/portfolio	85%
Utah	No	No Other: LEA's shall have a process for identifying students whose academic achievement is accelerated based upon multiple assessments.		96% of LEA's identify GT students.
Vermont				
Virginia	Yes	Yes, determined at the local level	IQ scores Achievement data Nominations/ referrals Multiple criteria model Behaviors/characteristics data Performance/portfolio Range of state-approved assessments from which LEAs may select	100%

	Require parent involvement in GT decisions (Q51)	Require specific criteria/ methods to identify (Q52)	Indicators required for identifying (Q53)	Percent of LEAs that identify GT (Q54)
Washington	Yes	Yes, determined at the state level	IQ scores Achievement data Nominations/ referrals Multiple criteria model	67%
West Virginia				
Wisconsin	Yes	Yes, determined at the local level	Achievement data Nominations/ referrals Multiple criteria model Behaviors/characteristics data Performance/portfolio	Data not available.
Wyoming	No	Yes, determined at the local level	Indicators are not specified	6%
Summary	*Responses: 39* Yes: 21 No: 18	*Responses: 36* Yes, determined at the state level: 12 Yes, determined at the local level: 21 No: 7 Other (please specify): 8	*Responses: 33* Indicators are not specified: 8 IQ scores: 13 Achievement data: 13 Nominations/ referrals: 12 Multiple criteria model: 19 Behaviors/characteristics data: 7 Performance/portfolio: 8 Range of state-approved assessments from which LEAs may select: 9 Other (please specify): 12	*Responses: 35*

Table 15: Requirements for Identification (continued)

	State mandate for time of ID (Q55) Prompts for required ID (Q56)	When students are usually identified (Q57)	State provides guidance on ID process (Q58)	LEAs required to use same ID process (Q59) If not, why not? (Q60)
Alabama	Time not mandated	At multiple points in K-12 When students transfer from out of state Following parent referral Following teacher referral Following student referral When taking other assessments approved for GT identification	Yes	No Other: Approved by state to identify students for Enrichment Model Program instead only identifying gifted.
Alaska				
Arizona	Time Mandated At multiple points in K-12 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: Identification is required for all grades K-12.		Yes	No Other: Minimum criteria are outlined in statute. However, LEAs may design criteria that best meet local needs and context - so long as the criteria are equitable, defensible and submitted for approval within their Scope and Sequence for Gifted Education Programs.
Arkansas	Time not mandated	Following parent referral Following teacher referral Following student referral Other: Students can be identified for services as soon as they enter school and at any time until graduation. In the early grades all students receive enrichment through a program of long-term observation for identification.	Yes	Yes
California	Time not mandated	Other: The CDE does not collect this data.	Yes	No No state policy

	State mandate for time of ID (Q55) Prompts for required ID (Q56)	When students are usually identified (Q57)	State provides guidance on ID process (Q58)	LEAs required to use same ID process (Q59) If not, why not? (Q60)
Colorado	Time Mandated All students screened in elementary school (one time only) Entering middle school At multiple points in K-12 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: The response to Q. 50 is yes and no. The rules 12.02(2)(c) require specific identification procedures, however they are not limiting and districts may add-to or enhance. CO also has (new) statute and regulation provisions that require portability of identification throughout the state.
Connecticut	Time not mandated	At multiple points in K-12 Following parent referral Following teacher referral When taking other assessments approved for GT identification	Yes	No State policy leaves identification process to the LEA
Delaware	Time not mandated	All students screened in elementary school (one time only) At multiple points in K-12	Yes	No State policy leaves identification process to the LEA
D.C.	Time not mandated		No	No No state policy
Florida	Time not mandated	At multiple points in K-12 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	Yes	No State policy leaves identification process to the LEA

	State mandate for time of ID (Q55) Prompts for required ID (Q56)	When students are usually identified (Q57)	State provides guidance on ID process (Q58)	LEAs required to use same ID process (Q59) If not, why not? (Q60)
Georgia	Time not mandated	Entering middle school Entering high school At multiple points in K-12 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
Hawaii	Time not mandated	At multiple points in K-12 Following parent referral Following teacher referral Following student referral When taking other assessments approved for GT identification	Yes	No Other: Hawaii is one SEA, one LEA. The identification process is suggested to schools, not mandated.
Idaho	Time not mandated	At multiple points in K-12	Yes	No State policy leaves identification process to the LEA
Illinois	Time not mandated	Other: It is up to the school district.	No	No State policy leaves identification process to the LEA
Indiana	Time not mandated	Kindergarten or early entrance screening Other: Locally determined	Yes	No State policy leaves identification process to the LEA

	State mandate for time of ID (Q55) Prompts for required ID (Q56)	When students are usually identified (Q57)	State provides guidance on ID process (Q58)	LEAs required to use same ID process (Q59) If not, why not? (Q60)
Iowa	Time not mandated	All students screened in 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	Time not mandated	Following parent referral Following teacher referral	Yes	No State policy leaves identification process to the LEA
Kentucky	Time Mandated At multiple points in K-12		Yes	Yes
Louisiana	Time Mandated At multiple points in K-12 Following parent referral Following teacher referral Kindergarten or early entrance screening		Yes	Yes
Maine	Time Mandated All students screened in elementary school (one time only) When students transfer from out of state When students transfer from in state Other: Schools are required to identify once at the elementary level but are encouraged to screen students at the elementary, middle and high school levels.		Yes	Yes

	State mandate for time of ID (Q55) Prompts for required ID (Q56)	When students are usually identified (Q57)	State provides guidance on ID process (Q58)	LEAs required to use same ID process (Q59) If not, why not? (Q60)
Maryland	Time not mandated	At multiple points in K-12	No	No State policy leaves identification process to the LEA
Massachusetts				
Michigan				
Minnesota	Time not mandated	At multiple points in K-12 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 State policy leaves identification process to the LEA
Mississippi	Time not mandated	All students screened in elementary school (one time only) Following parent referral Following teacher referral Following student referral	Yes	Yes
Missouri	Time not mandated	At multiple points in K-12 When students transfer from out of state Following parent referral Following teacher referral When taking other assessments approved for GT identification	Yes	No State policy leaves identification process to the LEA
Montana	Time not mandated	Other: Local control though participating districts tend to target grades 3-4 as entry points	Yes	No Other: Local control
Nebraska	Time not mandated	At multiple points in K-12	Yes	No Other: Nebraska is a local control state.

	State mandate for time of ID (Q55) Prompts for required ID (Q56)	When students are usually identified (Q57)	State provides guidance on ID process (Q58)	LEAs required to use same ID process (Q59) If not, why not? (Q60)
Nevada	Time not mandated	Following teacher referral Following parent referral	No	Yes
New Hampshire				
New Jersey	Time Mandated At multiple points in K-12		Yes	No State policy leaves identification process to the LEA
New Mexico				
New York				
North Carolina	Time not mandated	At multiple points in K-12 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
North Dakota				
Ohio				
Oklahoma	Time not mandated	At multiple points in K-12 Following parent referral Following teacher referral Following student referral	Yes	Yes
Oregon				
Pennsylvania	Time Mandated At multiple points in K-12 When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral		Yes	No State policy leaves identification process to the LEA

	State mandate for time of ID (Q55) Prompts for required ID (Q56)	When students are usually identified (Q57)	State provides guidance on ID process (Q58)	LEAs required to use same ID process (Q59) If not, why not? (Q60)
Rhode Island	Time not mandated		Yes	No State policy leaves identification process to the LEA
South Carolina	Time not mandated	All students screened in elementary school (one time only) Entering middle school At multiple points in K-12 When students transfer from out of state Following parent referral Following teacher referral Following student referral Other: Local districts also may screen students each year and they may be referred at any time.	Yes	Yes
South Dakota				
Tennessee	Time not mandated	At multiple points in K-12 Following parent referral Following teacher referral When taking other assessments approved for GT identification	Yes	Yes
Texas	Time not mandated	All students screened in elementary school (one time only) At multiple points in K-12 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	Time not mandated		Yes	No No state policy
Vermont				

	State mandate for time of ID (Q55) Prompts for required ID (Q56)	When students are usually identified (Q57)	State provides guidance on ID process (Q58)	LEAs required to use same ID process (Q59) If not, why not? (Q60)
Virginia	Time Mandated At multiple points in K-12 When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral		Yes	No State policy leaves identification process to the LEA
Washington	Time not mandated	Following parent referral Following teacher referral Following student referral When taking other assessments approved for GT identification	Yes	No State policy leaves identification process to the LEA
West Virginia				
Wisconsin	Time Mandated At multiple points in K-12		Yes	Yes
Wyoming	Time not mandated	At multiple points in K-12 When students transfer from out of state Following parent referral Following teacher referral	No	No State policy leaves identification process to the LEA

	State mandate for time of ID (Q55) Prompts for required ID (Q56)	When students are usually identified (Q57)	State provides guidance on ID process (Q58)	LEAs required to use same ID process (Q59) If not, why not? (Q60)
Summary	*Responses: 39, 9* Time Mandated: 9 Time Not Mandated: 30 All students screened in elementary school (one time only): 2 Entering middle school: 1 Entering high school: 0 At multiple points in K-12: 8 When students transfer from out of state: 4 When students transfer from in state: 4 Following parent referral: 5 Following teacher referral: 5 Following student referral: 4 When taking other assessments approved for GT identification: 2 Kindergarten or early entrance screening: 2 Other (please specify): 2	*Responses: 27* All students screened in elementary school (one time only): 5 Entering middle school: 3 Entering high school: 2 At multiple points in K-12: 17 When students transfer from out of state: 10 When students transfer from in state: 6 Following parent referral: 19 Following teacher referral: 19 Following student referral: 13 When taking other assessments approved for GT identification: 9 Kindergarten or early entrance screening: 5 Other (please specify): 7	*Responses: 39* Yes: 34 No: 5	*Responses: 39, 9* Yes: 11 No: 28 No state policy: 3 State policy leaves identification process to the LEA: 19 Other (please specify): 6

Table 16: Identification for Gifted and Talented Services

	Year data collected (Q62)	Number of public school students (Q63)	Number of identified GT students (Q64) How calculated (Q65)	Number of GT K-12 students served (Q66) How calculated (Q67)	State sets max LEA can ID (Q68, Q69)
Alabama	2014-2015	744,238	61,431 State-collected information	61,431 State-collected information	No
Alaska					
Arizona	2014-2015	1,116,143 (October 1, 2014 Enrollment)	89,291 Estimate	89,291 Estimate	No
Arkansas	2014-2015	476,083	45,158 State-collected information	45,158 State-collected information	No
California	2014-2015	6,235,520	Not collected	Not collected	
Colorado	2014-2015	889,006	68,163 State-collected information	68,163 Estimate	No
Connecticut	2013-2014	550,079	21,265 State-collected information	11,941 State-collected information	Yes 5%
Delaware	2013-2014	133,369	Not collected	Not collected	No
D.C.	2014-2015		Not collected	Not collected	No
Florida	2013-2014	2,954,851	156,927 State-collected information	156,927 State-collected information	No
Georgia	2014-2015	1,744,029	177,877 State-collected information	177,877 State-collected information	No
Hawaii	2013-2014	178,962	6,034 State-collected information	6,034 State-collected information	No
Idaho	2014-2015	291,219	6,745 State-collected information	2,563 State-collected information	No
Illinois	2014-2015	1,970,984	Not collected	Not collected	No
Indiana	2014-2015	1,028,654	145,457 State-collected information	145,457 State-collected information	No
Iowa	2014-2015	477,442	42,925 State-collected information	42,925 State-collected information	No

	Year data collected (Q62)	Number of public school students (Q63)	Number of identified GT students (Q64) How calculated (Q65)	Number of GT K-12 students served (Q66) How calculated (Q67)	State sets max LEA can ID (Q68, Q69)
Kansas	2014-2015	492,906	12,989 State-collected information	12,989 State-collected information	No
Kentucky	2013-2014	654,289	109,329 State-collected information	109,329 State-collected information	No
Louisiana	2013-2014	715,231	29,614 State-collected information	29,614 State-collected information	No
Maine	2014-2015	183,460	6,984 State-collected information	6,984 State-collected information	Yes 3-5% in the academic areas 3-5% in the arts
Maryland					
Massachusetts					
Michigan					
Minnesota	2013-2014	837,154	Not collected	Not collected	No
Mississippi	2014-2015	490,225	31,566 State-collected information	30,000 Estimate	No
Missouri	2013-2014	888,247	46,886 State-collected information	40,838 State-collected information	No
Montana	2013-2014	144,129	Not collected	Not collected	No
Nebraska	2013-2014	307,398	46,693 State-collected information	46,693 State-collected information	No
Nevada	2014-2015	459,172	12,436 State-collected information	Not collected	No
New Hampshire					
New Jersey	2014-2015	1,369,004	Not collected	Not collected	No
New Mexico					
New York					
North Carolina	2014-2015	1,470,127	180,477 State-collected information	180,477 State-collected information	No
North Dakota					

	Year data collected (Q62)	Number of public school students (Q63)	Number of identified GT students (Q64) How calculated (Q65)	Number of GT K-12 students served (Q66) How calculated (Q67)	State sets max LEA can ID (Q68, Q69)
Ohio					
Oklahoma	2014-2015	688,300	97,186 State-collected information	96,616 State-collected information	No
Oregon					
Pennsylvania	2013-2014	1,753,536	68,000 Estimate	Not collected	No
Rhode Island			Not collected	Not collected	No
South Carolina	2013-2014	739,629	103,669 State-collected information	103,669 State-collected information	No
South Dakota					
Tennessee	2013-2014				No
Texas	2013-2014	5,151,925	Not collected	391,982 State-collected information	No
Utah	2013-2014	606,819	116,085 District reports (not mandatory reporting)	116,085 District reports (not mandatory reporting)	No
Vermont					
Virginia	2013-2014	1,273,210	164,289 State-collected information	Not collected	No
Washington	2013-2014	1,056,115	50,426 District reports (not mandatory reporting)	50,426 District reports (not mandatory reporting)	No
West Virginia					
Wisconsin	2014-2015	871,192	Not collected	Not collected	No
Wyoming	2014-2015	92,218	Not collected	Not collected	No

	Year data collected (Q62)	Number of public school students (Q63)	Number of identified GT students (Q64) How calculated (Q65)	Number of GT K-12 students served (Q66) How calculated (Q67)	State sets max LEA can ID (Q68, Q69)
Summary	Responses: 38 2013-2014: 17 2014-2015: 20	*Responses: 35*	*Responses: 37, 26* Collected: 26 Not collected: 11 State-collected information: 22 Estimate: 2 District reports (not mandatory reporting): 2	*Responses: 37, 24* Collected: 24 Not collected: 13 State-collected information: 19 Estimate: 3 District reports (not mandatory reporting): 2	*Responses: 37, 2* Yes: 2 No: 35

Table 17: Identification for Gifted and Talented Services—Demographics

	Year data collected (Q62)	GT by gender (Q70.1, Q71)	GT by race/ethnicity (Q70.2, Q72)	GT that is ELL (Q70.3, Q73)	GT with disabilities (Q70.4, Q74)	GT that is low SES (Q70.5, Q75)	Other categories (Q70.6, Q76)
Alabama	2014-2015	Male: 49% Female: 51%	Black or African American: 16.14% American Indian or Alaska Native: 1.28% Asian: 2.45% Native Hawaiian or other Pacific Islander: 0.007% Hispanic or Latino: 3.12% White: 75.47% Identify as 2 or more races: 1.48%	Data not collected or available	Data not collected or available	Data not collected or available	
Alaska							
Arizona	2014-2015	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	
Arkansas	2014-2015	Male: 45.84% Female: 54.16%	Black or African American: 16.54% American Indian or Alaska Native: Asian: .49% Native Hawaiian or other Pacific Islander: 2.35% Hispanic or Latino: 6.44% White: 72.23% Identify as 2 or more races: 1.82%	Data not collected or available	Data not collected or available	38.93%	
California	2014-2015	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	

	Year data collected (Q62)	GT by gender (Q70.1, Q71)	GT by race/ethnicity (Q70.2, Q72)	GT that is ELL (Q70.3, Q73)	GT with disabilities (Q70.4, Q74)	GT that is low SES (Q70.5, Q75)	Other categories (Q70.6, Q76)
Colorado	2014-2015	Male: 52% Female: 48%	Black or African American: 2.56% American Indian or Alaska Native: 0.37% Asian: 5.12% Native Hawaiian or other Pacific Islander: 0.17% Hispanic or Latino: 18.93% White: 68.48% Identify as 2 or more races: 4.37%	4.58%	4.11%	21.62%	
Connecticut	2013-2014	Male: 47.3% Female: 52.7%	Black or African American: 5.3% American Indian or Alaska Native: 0.2% Asian: 8.9% Native Hawaiian or other Pacific Islander: 0.1% Hispanic or Latino: 7.7% White: 75.4% Identify as 2 or more races: 2.5%	0.2%	1.6%	12%	
Delaware	2013-2014	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	
D.C.	2014-2015	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	

	Year data collected (Q62)	GT by gender (Q70.1, Q71)	GT by race/ethnicity (Q70.2, Q72)	GT that is ELL (Q70.3, Q73)	GT with disabilities (Q70.4, Q74)	GT that is low SES (Q70.5, Q75)	Other categories (Q70.6, Q76)
Florida	2013-2014		Black or African American: 9.1% American Indian or Alaska Native: 0.3% Asian: 6% Native Hawaiian or other Pacific Islander: 0.1% Hispanic or Latino: 27.5% White: 53.7% Identify as 2 or more races: 0% Other (please specify): 3.4%	0.56%			
Georgia	2014-2015	Male: 47.5% Female: 52.5%	Black or African American: 18% American Indian or Alaska Native: <1% Asian: 9% Native Hawaiian or other Pacific Islander: <1% Hispanic or Latino: 7% White: 62% Identify as 2 or more races: 4%				
Hawaii	2013-2014	Male: 43.3% Female: 56.7%		0.7%	0.6%	31.4%	
Idaho	2014-2015	Male: 50.75% Female: 49.25%	Black or African American: 0.4% American Indian or Alaska Native: 0.4% Asian: 2.4% Native Hawaiian or other Pacific Islander: 0.1% Hispanic or Latino: 6.8% White: 87.6% Identify as 2 or more races: 2.2% Other (please specify): 0.6%	0.50%	3.30%	24.70%	
Illinois	2014-2015	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	

	Year data collected (Q62)	GT by gender (Q70.1, Q71)	GT by race/ethnicity (Q70.2, Q72)	GT that is ELL (Q70.3, Q73)	GT with disabilities (Q70.4, Q74)	GT that is low SES (Q70.5, Q75)	Other categories (Q70.6, Q76)
Indiana	2014-2015	Male: 49% Female: 51%	Black or African American: 4% American Indian or Alaska Native: 0% Asian: 4% Native Hawaiian or other Pacific Islander: 0% Hispanic or Latino:5% White: 83% Identify as 2 or more races: 4%	1% (estimate)	3% (estimate)	25%	
Iowa	2014-2015	Male: 50% Female: 50%	Black or African American: 2% American Indian or Alaska Native: <1% Asian: 4% Native Hawaiian or other Pacific Islander: <1% Hispanic or Latino: 5% White: 84% Identify as 2 or more races: 3%	< 1%	1%	< 1%	Note: numbers rounded to whole percentage.
Kansas	2014-2015	Male: 55% Female: 45%	Black or African American: 2.3% American Indian or Alaska Native: 0.6% Asian: 6.7% Native Hawaiian or other Pacific Islander: 0.1% Hispanic or Latino: 6.8% White: 78.7% Identify as 2 or more races: 4.8%	1%	0.10%	12.10%	
Kentucky	2013-2014	Male: 47.7% Female: 52.3%	Black or African American: 4% American Indian or Alaska Native: <1% Asian: 2.5% Native Hawaiian or other Pacific Islander: <1% Hispanic or Latino: 9.8% White: 80% Identify as 2 or more races: 2.3%		2.2%		

	Year data collected (Q62)	GT by gender (Q70.1, Q71)	GT by race/ethnicity (Q70.2, Q72)	GT that is ELL (Q70.3, Q73)	GT with disabilities (Q70.4, Q74)	GT that is low SES (Q70.5, Q75)	Other categories (Q70.6, Q76)
Louisiana	2013-2014	Male: 44.3% Female: 55.7%	Black or African American: 23.8% American Indian or Alaska Native: 0.5% Asian: 5.28% Native Hawaiian or other Pacific Islander: 0.1% Hispanic or Latino: 4.1% White: 64.7% Identify as 2 or more races: 1.6%	Data not collected or available	2.6%	Data not collected or available	
Maine	2014-2015	Male: 50% Female: 50%	Black or African American: 1.56% American Indian or Alaska Native: <1% Asian: 2.49% Native Hawaiian or other Pacific Islander: <1% Hispanic or Latino: 1.13% White: 93.17% Identify as 2 or more races: 1.27%	0.70%	2.84%	23.84%	
Maryland							
Massachusetts							
Michigan							
Minnesota	2013-2014	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	
Mississippi	2014-2015	Male: 40% Female: 60% (estimate)	Black or African American: 25% American Indian or Alaska Native: 0% Asian: 2% Native Hawaiian or other Pacific Islander: 0% Hispanic or Latino: 2% White: 71% Identify as 2 or more races: 0%	Data not collected or available	Data not collected or available	44% (estimate)	

	Year data collected (Q62)	GT by gender (Q70.1, Q71)	GT by race/ethnicity (Q70.2, Q72)	GT that is ELL (Q70.3, Q73)	GT with disabilities (Q70.4, Q74)	GT that is low SES (Q70.5, Q75)	Other categories (Q70.6, Q76)
Missouri	2013-2014	Male: 50.9% Female: 49.1%	Black or African American: 8.28% American Indian or Alaska Native: 0.28% Asian: 5.27% Native Hawaiian or other Pacific Islander: 0.11% Hispanic or Latino: 3.18% White: 80.61% Identify as 2 or more races: 2.27%	1.3%	3.05%	Data not collected or available	
Montana	2013-2014	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	
Nebraska	2013-2014	Data not collected or available	Black or African American: 9.15% American Indian or Alaska Native: 8.1% Asian: 23.51% Native Hawaiian or other Pacific Islander: 10.28% Hispanic or Latino: 8.51% White: 17.38% Identify as 2 or more races: 13.66%	Data not collected or available	Data not collected or available	Data not collected or available	
Nevada	2014-2015	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	
New Hampshire							
New Jersey	2014-2015	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	
New Mexico							
New York							

	Year data collected (Q62)	GT by gender (Q70.1, Q71)	GT by race/ethnicity (Q70.2, Q72)	GT that is ELL (Q70.3, Q73)	GT with disabilities (Q70.4, Q74)	GT that is low SES (Q70.5, Q75)	Other categories (Q70.6, Q76)
North Carolina	2014-2015	Male: 50% Female: 50%	Black or African American: 10.45% American Indian or Alaska Native: 0.76% Asian: 5.50% Native Hawaiian or other Pacific Islander: 0.99% Hispanic or Latino: 6.95% White: 72.55% Identify as 2 or more races: 3.7%	Data not collected or available	1.49%	Data not collected or available	
North Dakota							
Ohio							
Oklahoma	2014-2015	Male: 48.9% Female: 51.1%					
Oregon							
Pennsylvania	2013-2014	Data not collected or available	Data not collected or available	Data not collected or available	This information is not available.	Data not collected or available	
Rhode Island		Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	
South Carolina	2013-2014	Male: 51.5% Female: 48.5% (estimate)	Black or African American: 15.3% American Indian or Alaska Native: 0.2% Asian: 2.7% Native Hawaiian or other Pacific Islander: 0.1% Hispanic or Latino: 4.2% White: 74.6% Identify as 2 or more races: 3%	Data not collected or available	Data not collected or available	Data not collected or available	
South Dakota							

	Year data collected (Q62)	GT by gender (Q70.1, Q71)	GT by race/ethnicity (Q70.2, Q72)	GT that is ELL (Q70.3, Q73)	GT with disabilities (Q70.4, Q74)	GT that is low SES (Q70.5, Q75)	Other categories (Q70.6, Q76)
Tennessee	2013-2014						
Texas	2013-2014	Male: 48.1% Female: 51.9%	Black or African American: 6.4% American Indian or Alaska Native: 0.3% Asian: 8.9% Native Hawaiian or other Pacific Islander: 0.1% Hispanic or Latino: 41% White: 40.8% Identify as 2 or more races: 2.4%	Data not collected or available	Data not collected or available	38.1%	
Utah	2013-2014	Data not collected or available	Black or African American: 0.9% American Indian or Alaska Native: 0.6% Asian: 0.6% Native Hawaiian or other Pacific Islander: 1.4% Hispanic or Latino: 10% White: 81% Identify as 2 or more races: 1.5% Other (please specify): 0.01%	3.70% (estimate)	2% (estimate)	20% (estimate)	
Vermont							
Virginia	2013-2014	Male: 50.7% Female: 49.3%	Black or African American: 11% American Indian or Alaska Native: 0.2% Asian: 11.9% Native Hawaiian or other Pacific Islander: 0.2% Hispanic or Latino: 7.1% White: 64.3% Identify as 2 or more races: 5.3%	2.4%	2.5%	17.3%	Homeless students: 0.27%

	Year data collected (Q62)	GT by gender (Q70.1, Q71)	GT by race/ethnicity (Q70.2, Q72)	GT that is ELL (Q70.3, Q73)	GT with disabilities (Q70.4, Q74)	GT that is low SES (Q70.5, Q75)	Other categories (Q70.6, Q76)
Washington	2013-2014	Male: 52% Female: 48%	Black or African American: 2% American Indian or Alaska Native: 0% Asian: 15% Native Hawaiian or other Pacific Islander: 0% Hispanic or Latino: 8% White: 67% Identify as 2 or more races: 7%		6%	21%	
West Virginia							
Wisconsin	2014-2015	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	
Wyoming	2014-2015	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	Data not collected or available	
Summary	*Responses: 37* 2013-2014: 17 2014-2015: 20	*Responses: 36, 21* Can provide data: 19 Can provide estimate: 2 Data not collected or available: 15	*Responses: 35, 22* Can provide data: 20 Can provide estimate: 2 Data not collected or available: 13	*Responses: 33, 12* Can provide data: 10 Can provide estimate: 2 Data not collected or available: 21	*Responses: 33, 15* Can provide data: 13 Can provide estimate: 2 Data not collected or available: 18	*Responses: 33, 14* Can provide data: 12 Can provide estimate: 2 Data not collected or available: 19	*Responses: 1*

Table 18: Gifted and Talented Programming and Services

	Categories of GT programs/services required and/or offered (Q78)						
	Visual/ performing arts	Leadership	Intellectual	General academic	Creativity	Specific academic areas	None: No specific services
Alabama	Offered in Schools/Districts	Offered in Schools/Districts	Required by State	Required by State	Required by State	Required by State	
Alaska							
Arizona	Offered in Schools/Districts	Offered in Schools/Districts	Required by State Offered in Schools/Districts	Required by State Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	
Arkansas			Required by State Offered in Schools/Districts		Required by State Offered in Schools/Districts		
California	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Required by State
Colorado	Required by State Offered in Schools/Districts	Required by State Offered in Schools/Districts	Required by State Offered in Schools/Districts	Required by State Offered in Schools/Districts	Required by State Offered in Schools/Districts	Required by State Offered in Schools/Districts	
Connecticut							
Delaware	Offered in Schools/Districts		Offered in Schools/Districts	Offered in Schools/Districts		Offered in Schools/Districts	
D.C.							
Florida	Offered in Schools/Districts	Offered in Schools/Districts	Required by State Offered in Schools/Districts	Required by State Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	
Georgia	Offered in Schools/Districts	Offered in Schools/Districts	Required by State	Required by State	Offered in Schools/Districts	Required by State Offered in Schools/Districts	
Hawaii	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts		Offered in Schools/Districts	Required by State
Idaho	Required by State	Required by State	Required by State Offered in Schools/Districts	Required by State Offered in Schools/Districts	Required by State	Required by State Offered in Schools/Districts	

	Categories of GT programs/services required and/or offered (Q78)						
	Visual/ performing arts	Leadership	Intellectual	General academic	Creativity	Specific academic areas	None: No specific services
Illinois							Required by State Offered in Schools/Districts
Indiana	Offered in Schools/Districts	Offered in Schools/Districts	Required by State	Required by State	Offered in Schools/Districts	Required by State	
Iowa	Required by State	Required by State	Required by State	Required by State	Required by State	Required by State	Required by State
Kansas			Required by State				
Kentucky	Required by State	Required by State	Required by State	Required by State	Required by State	Required by State	
Louisiana	Required by State Offered in Schools/Districts		Required by State Offered in Schools/Districts	Required by State Offered in Schools/Districts			
Maine	Required by State		Required by State			Required by State	
Maryland	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	
Massachusetts							
Michigan							
Minnesota	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	
Mississippi	Offered in Schools/Districts	Offered in Schools/Districts	Required by State	Offered in Schools/Districts	Offered in Schools/Districts		
Missouri	Offered in Schools/Districts		Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	
Montana							Required by State
Nebraska			Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	
Nevada	Required by State	Required by State	Required by State	Required by State	Required by State	Required by State	
New Hampshire							

	Categories of GT programs/services required and/or offered (Q78)						
	Visual/ performing arts	Leadership	Intellectual	General academic	Creativity	Specific academic areas	None: No specific services
New Jersey							Required by State Offered in Schools/Districts
New Mexico							
New York							
North Carolina			Required by State	Required by State		Required by State	
North Dakota							
Ohio							
Oklahoma	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	
Oregon							
Pennsylvania			Required by State Offered in Schools/Districts	Required by State Offered in Schools/Districts		Required by State Offered in Schools/Districts	
Rhode Island	Required by State	Required by State	Required by State	Required by State	Required by State	Required by State	
South Carolina	Required by State		Required by State	Required by State		Required by State	
South Dakota							
Tennessee	Offered in Schools/Districts	Offered in Schools/Districts		Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Required by State
Texas	Offered in Schools/Districts	Offered in Schools/Districts	Required by State Offered in Schools/Districts	Required by State Offered in Schools/Districts	Offered in Schools/Districts	Required by State Offered in Schools/Districts	
Utah			Offered in Schools/Districts	Offered in Schools/Districts		Offered in Schools/Districts	Required by State
Vermont							
Virginia	Offered in Schools/Districts		Required by State			Required by State	
Washington							Required by State
West Virginia							

	Categories of GT programs/services required and/or offered (Q78)						
	Visual/ performing arts	**Leadership**	**Intellectual**	**General academic**	**Creativity**	**Specific academic areas**	**None: No specific services**
Wisconsin	Required by State	Required by State	Required by State		Required by State	Required by State	
Wyoming	Required by State Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	Required by State Offered in Schools/Districts	Offered in Schools/Districts	Offered in Schools/Districts	
Summary	*Responses to Q78: 30*						
	Responses: 27 Required: 11 Offered: 19	*Responses: 21* Required: 7 Offered: 15	*Responses: 32* Required: 22 Offered: 18	*Responses: 28* Required: 17 Offered: 19	*Responses: 23* Required: 9 Offered: 16	*Responses: 29* Required: 16 Offered: 18	*Responses: 9* Required: 9 Offered: 2

Table 19: Gifted and Talented Services by Grade

	Grades services required and/or offered (Q79.1)	Percent of GT students in each grade receiving services (Q79.2)		
Alabama	K - 12: Required K - 12: Offered	K - 12: 100%		
Alaska				
Arizona	K - 12: Required Pre-K: Offered			
Arkansas	K - 12: Required	K - 12: 100%		
California				
Colorado	K - 12: Required			
Connecticut				
Delaware	Grades 2 – 8 Offered	Grade 2: 5% Grade 3: 5% Grade 4: 5%	Grade 5: 5% Grade 6: 3%	Grade 7: 3% Grade 8: 3%
D.C.				
Florida	K - 12: Required K - 12: Offered			
Georgia	K - 12: Required	Pre-K: 0% Kindergarten: <1% Grade 1: 1% Grade 2: 4% Grade 3: 6%	Grade 4: 8% Grade 5: 9% Grade 6: 11% Grade 7: 11.5% Grade 8: 11.5%	Grade 9: 10% Grade 10: 10% Grade 11: 9% Grade 12: 8%
Hawaii	K - 12: Offered	Elementary: 3.5%	Middle: 6.7%	High: 3.7%
Idaho	K - 12: Required	Kindergarten: 80% Grade 1: 26.39% Grade 2: 23.25% Grade 3: 34.68% Grade 4: 38%	Grade 5: 43.36% Grade 6: 37.93% Grade 7: 50.72% Grade 8: 42.78% Grade 9: 40.33%	Grade 10: 33.61% Grade 11: 30.47% Grade 12: 34.22%
Illinois	K - 12: Offered			
Indiana	K - 12: Required	Kindergarten: 7% Grade 1: 9% Grade 2: 12% Grade 3: 13% Grade 4: 14%	Grade 5: 15% Grade 6: 17% Grade 7: 18% Grade 8: 18% Grade 9: 17%	Grade 10: 17% Grade 11: 17% Grade 12: 17%

	Grades services required and/or offered (Q79.1)	Percent of GT students in each grade receiving services (Q79.2)		
Iowa	Pre-K - 12: Required			
Kansas	K - 12: Required	Kindergarten: 0.01% Grade 1: 0.08% Grade 2: 0.58% Grade 3: 1.46% Grade 4: 2.37%	Grade 5: 3.14% Grade 6: 3.88% Grade 7: 4.04% Grade 8: 4.36% Grade 9: 4.47%	Grade 10: 4.35% Grade 11: 4.46% Grade 12: 4.66%
Kentucky	K - 12: Required	Pre-K: 3% Kindergarten: 7% Grade 1: 8% Grade 2: 9% Grade 3: 5%	Grade 4: 7% Grade 5: 8% Grade 6: 8% Grade 7: 8% Grade 8: 9%	Grade 9: 9% Grade 10: 9% Grade 11: 9% Grade 12: 9%
Louisiana	Pre-K - 12: Required Pre-K – 12: Offered	Pre-K - 12: 100%		
Maine	Grades 3 - 12: Required K - 2: Offered	Grade 3: 1.07% Grade 4: 3.05% Grade 5: 4.34% Grade 6: 6.07%	Grade 7: 6.27% Grade 8: 6.86% Grade 9: 5.74%	Grade 10: 5.55% Grade 11: 5.31% Grade 12: 5.23%
Maryland	Grades 3 - 12: Offered			
Massachusetts				
Michigan				
Minnesota	Pre-K - 12: Offered			
Mississippi	Grades 2 - 6: Required	Grade 2: 90% Grade 3: 90%	Grade 4: 90% Grade 5: 90%	Grade 6: 80%
Missouri	Pre-K - 12: Offered	Pre-K: 0.3% Kindergarten: 0.97% Grade 1: 3.43% Grade 2: 6.11% Grade 3: 8.34%	Grade 4: 9.95% Grade 5: 10.79% Grade 6: 10.94% Grade 7: 9.95% Grade 8: 9.84%	Grade 9: 7.87% Grade 10: 6.92% Grade 11: 7.01% Grade 12: 7.6%
Montana	K – 12: Required			
Nebraska	Grade 2 - 12: Offered			
Nevada	Grade 2 - 12: Required Grade 2 - 12: Offered			
New Hampshire				

	Grades services required and/or offered (Q79.1)	Percent of GT students in each grade receiving services (Q79.2)		
New Jersey	K - 12: Required			
New Mexico				
New York				
North Carolina	K - 12: Required	Kindergarten: 0.01% Grade 1: 0.15% Grade 2: 1.32% Grade 3: 3.81% Grade 4: 8.55%	Grade 5: 9.43% Grade 6: 10.71% Grade 7: 11.05% Grade 8: 11.44% Grade 9: 11.42%	Grade 10: 11.23% Grade 11: 10.95% Grade 12: 9.76%
North Dakota				
Ohio				
Oklahoma	Pre-K - 12: Required	Pre-K: 0.04% Kindergarten: 0.02% Grade 1: 1.1% Grade 2: 2.6% Grade 3: 4.8%	Grade 4: 6.9% Grade 5: 8.3% Grade 6: 9.4% Grade 7: 9.7% Grade 8: 10.6%	Grade 9: 11% Grade 10: 11.3% Grade 11: 11.6% Grade 12: 11.7%
Oregon				
Pennsylvania	K - 12: Required			
Rhode Island				
South Carolina	Grades 3 - 12: Required Grade 2: Offered			
South Dakota				
Tennessee	K - 12: Required			
Texas	K - 12: Required K - 12: Offered			
Utah	K - 12: Offered	Grade 6: 4.8% *See Table 39*	Grade 9: 23%	Grade 12: 69%
Vermont				
Virginia	K - 12: Required K - 10: Offered			

	Grades services required and/or offered (Q79.1)	Percent of GT students in each grade receiving services (Q79.2)
Washington	K - 12: Offered	Kindergarten: 1% Grade 1: 2% Grade 2: 5% Grade 3: 7% Grade 4: 9% Grade 5: 11% Grade 6: 11% Grade 7: 11% Grade 8: 11% Grade 9: 9% Grade 10: 8% Grade 11: 8% Grade 12: 7%
West Virginia		
Wisconsin	K - 12: Required K - 12: Offered	
Wyoming	K - 5: Offered	
Summary	*Responses: 35* Pre-K: Required 3, Offered 4 Kindergarten: Required 21, Offered 14 Grade 1: Required 21, Offered 14 Grade 2: Required 23, Offered 18 Grade 3: Required 25, Offered 17 Grade 4: Required 25, Offered 17 Grade 5: Required 25, Offered 17 Grade 6: Required 25, Offered 16 Grade 7: Required 24, Offered 16 Grade 8: Required 24, Offered 16 Grade 9: Required 24, Offered 15 Grade 10: Required 24, Offered 15 Grade 11: Required 24, Offered 14 Grade 12: Required 24, Offered 14	*Responses: 17*

Table 20: Reporting and Accountability

	State monitors/ audits LEA GT programs (Q85)	LEAs must report on GT services (Q86) Criteria required in report (Q87)	How the state ensures compliance (Q88)	Ways data is used (Q89)
Alabama	Yes	Yes Gifted services options Program evaluation Teacher training Service options Demographic breakdown of students served	Onsite monitoring with corrective action plans. School system is not cleared from monitoring until all noncompliance issues have been addressed and approved by the state.	District accountability for student performance Included in a report to the state board of education Included in a report to the state legislature To inform gifted education program development
Alaska				
Arizona	Yes	Yes Gifted services options Teacher training Service options Other: The Scope and Sequence for Gifted Education requires information a variety of areas. See ARS 15-779.01 A.3.	The Scope and Sequence for Gifted Education must be submitted for review at least once every four years - or if changes were made in a given year (ARS 15-779.02 A.3.). Plans must be approved by the local governing board and SEA. Additionally, LEAs area monitored through the Title I Cycle Monitoring process in Cycle V, and as part of the ELL monitoring process with respect to identifying and serving gifted English language learners.	To inform gifted education program development Other: To inform policy recommendations, professional learning and support material development.
Arkansas	Yes	Yes Gifted services options Program evaluation Teacher training Service options Other: Demographic data is already available in state data collected. Information about community involvement, personnel, staff development, identification, and curriculum	If an LEA's GT program is not approved, the district's accreditation can be affected. Programs are required to have approval on an annual program report and for on-site monitoring every 6 years.	To inform gifted education program development
California	No	No		

	State monitors/ audits LEA GT programs (Q85)	LEAs must report on GT services (Q86) Criteria required in report (Q87)	How the state ensures compliance (Q88)	Ways data is used (Q89)
Colorado	Yes	Yes Gifted student achievement/performance Gifted services options Program evaluation Teacher training Service options Demographic breakdown of students served	The comprehensive Colorado Gifted Education Review process involves local staff and CDE staff in setting priorities for improvement and in recognizing strengths of gifted programs as measured and compared with CO regulations. / Annual reporting of GT student performance and action plans are collected by April 15 through the statewide district Unified Improvement Plan process. An onsite monitoring team visit occurs every 3-4 years. New GT education director's orientations are conducted in August with ongoing support through the regional network system. Administrative units/districts conduct self-evaluation of their gifted programs.	District accountability for student performance Accountability for teacher performance Included in a report to the state board of education To inform gifted education program development
Connecticut	No	Yes Other: Districts report whether or not a student was served.	Certification of Public School Information System data by LEA administrators.	Not used
Delaware	No	No		
D.C.	No	No		
Florida	Yes	Yes Gifted services options Demographic breakdown of students served		To inform gifted education program development
Georgia	Yes	Yes Gifted services options Program evaluation Teacher training Service options Demographic breakdown of students served	Data Reports and surveys of practices.	District accountability for student performance Accountability for teacher performance To inform gifted education program development Other: Funding

	State monitors/ audits LEA GT programs (Q85)	LEAs must report on GT services (Q86) Criteria required in report (Q87)	How the state ensures compliance (Q88)	Ways data is used (Q89)
Hawaii	No	No		
Idaho	No	Yes Gifted services options Program evaluation Service options	it does not--we have no consequences	To inform gifted education program development
Illinois	No	No		
Indiana	Yes	Yes Gifted services options Teacher training Service options	No formal mechanism.	Other: Desktop monitoring and grant review
Iowa	Yes	Yes Program evaluation Teacher training	Accreditation Site Visits	District accountability for student performance
Kansas	Yes	Yes Other: The state reviews/monitors specific requirements of the IEP.	Through a 3-year cyclical File Review process.	Other: Data are used for district accountability and decisions regarding the coordination of technical assistance.
Kentucky	Yes	Yes Gifted services options Program evaluation Teacher training Service options Demographic breakdown of students served	LEAs must submit report to the state in order to receive state funding. / 14 Districts are randomly selected for monitoring.	Included in a report to the state board of education To inform gifted education program development

	State monitors/ audits LEA GT programs (Q85)	LEAs must report on GT services (Q86) Criteria required in report (Q87)	How the state ensures compliance (Q88)	Ways data is used (Q89)
Louisiana	No	Yes Gifted student achievement/performance Gifted services options Program evaluation Service options Demographic breakdown of students served Other: Identification of gifted and talented students	IEP and evaluation timeline compliance is monitored.	District accountability for student performance Accountability for teacher performance To inform gifted education program development
Maine	Yes	Yes Gifted student achievement/performance Gifted services options Program evaluation Teacher training	Each LEA must submit an initial application for approval and subsequent yearly renewal applications.	To inform gifted education program development
Maryland	Yes	Yes Program evaluation Teacher training Demographic breakdown of students served	Technical review of State-mandates LEA reports, which includes gifted and talented and is followed by technical assistance.	Included in a report to the state board of education To inform gifted education program development
Massachusetts				
Michigan				
Minnesota	No	Yes Gifted services options Teacher training Service options Other: Compliance with state mandates for acceleration procedure and identification procedure.	The state does not have monitoring authority for gifted education.	Included in a report to the state legislature To inform gifted education program development Other: Inform professional development
Mississippi	Yes	No	Program office monitoring, ability to affect district accreditation and funding .	To inform gifted education program development

	State monitors/ audits LEA GT programs (Q85)	LEAs must report on GT services (Q86) Criteria required in report (Q87)	How the state ensures compliance (Q88)	Ways data is used (Q89)
Missouri	Yes	Yes Gifted services options	Desk audit performed by the Gifted Education Section	To inform gifted education program development
Montana	No	No		
Nebraska	Yes	Yes Gifted student achievement/performance Gifted services options		Included in a report to the state board of education To inform gifted education program development
Nevada	No	No		
New Hampshire				
New Jersey	No	No	The Quality Single Accountability Continuum (QSAC) is the Department of Education's monitoring and evaluation system for public school districts. The system shifts the monitoring and evaluation focus from compliance to assistance, capacity-building and improvement. It is a single comprehensive accountability system that consolidates and incorporates the monitoring requirements of applicable state laws and programs and complements federally required improvements.	Not used
New Mexico				
New York				

	State monitors/ audits LEA GT programs (Q85)	LEAs must report on GT services (Q86) Criteria required in report (Q87)	How the state ensures compliance (Q88)	Ways data is used (Q89)
North Carolina	Yes	Yes Gifted student achievement/performance Gifted services options Program evaluation Teacher training Service options Demographic breakdown of students served Other: Student Identification; Differentiated Instruction; Personnel Preparation; Total Comprehensive Programming; Partnerships; Accountability	Local AIG Plan every three years, mandated by legislation, aligned with SBE's AIG Program Standards / AIG Interim Report, completed mid-cycle to indicate progress towards programming goals / Student Identification data, through bi-annual headcount / Student Achievement data, through annual READY accountability reporting	District accountability for student performance Accountability for teacher performance Included in a report to the state board of education Included in a report to the state legislature To inform gifted education program development Other: To inform various stakeholders, including teachers, families, etc.
North Dakota				
Ohio				
Oklahoma	No	No	The Gifted Report	Included in a report to the state board of education Included in a report to the state legislature To inform gifted education program development
Oregon				
Pennsylvania	Yes	Yes Gifted services options Teacher training Other: The Comprehensive Plan for Gifted must include the screening and identification procedures, the continuum of gifted education services and the professional development plan on gifted education services		Not used
Rhode Island	No	No		

	State monitors/ audits LEA GT programs (Q85)	LEAs must report on GT services (Q86) Criteria required in report (Q87)	How the state ensures compliance (Q88)	Ways data is used (Q89)
South Carolina	Yes	Yes Gifted student achievement/performance Teacher training Demographic breakdown of students served	Our state requires local school districts to report this information annually.	District accountability for student performance To inform gifted education program development
South Dakota	No	No		
Tennessee	Yes	No	State monitoring team conducts on site interviews through the regular monitoring cycle.	Not used
Texas	No	Yes Gifted student achievement/performance	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 A§7.028).	District accountability for student performance
Utah	No	No		
Vermont				
Virginia	Yes	Yes Gifted services options Other: Identification procedures	Each division must have a local plan for the Gifted that is compliance with state regulations and is approved by the Local School Board. Every 6 years the VDOE conducts a technical review of LEA's Gifted Local Plan and provides feedback directly to the division and the Local School Board.	To inform gifted education program development

	State monitors/ audits LEA GT programs (Q85)	LEAs must report on GT services (Q86) Criteria required in report (Q87)	How the state ensures compliance (Q88)	Ways data is used (Q89)
Washington	Yes	Yes Gifted services options Program evaluation Teacher training Service options Demographic breakdown of students served	The 2013-14 school year is a transition year for developing the K-12 Highly Capable Program (HCP). Each Washington school district will implement and serve students, -12, in the 14-15 school year as a part of basic education. State ensures compliance for districts by review and approval of the HCP Annual Plan, the HCP End-of-year report, and through the State program compliance monitoring review cycle.	Included in a report to the state legislature
West Virginia				
Wisconsin	No	No	Upon formal complaint.	Other: Data not available.
Wyoming	No	No		
Summary	*Responses: 40* Yes: 21 No: 19	*Responses: 40, 24* Yes: 24 No: 16 Gifted services options: 18 Teacher training: 15 Service options: 12 Program evaluation: 12 Demographic breakdown of students served: 10 Gifted student achievement/performance: 7 Other (please specify): 9	*Responses: 26*	*Responses: 29* Not used: 4 To inform gifted education program development: 18 District accountability for student performance: 8 Accountability for teacher performance: 4 Included in a report to the state board of education: 7 Included in a report to the state legislature: 5 Other: 7

Table 21: Gifted and Talented Education Plans

	LEAs required to submit GT plans to SEA (Q90)	Local GT plans approved by SEA (Q91)	Components of GT plan requiring SEA approval (Q92)
Alabama	Yes	Yes	State-required components of the plan are approved at the local level Definition of gifted and talented Identification Programming Program evaluation Teacher training Personnel
Alaska			
Arizona	Yes	Yes	State-required components of the plan are approved at the local level Definition of gifted and talented Identification Programming Funding Program evaluation Teacher training Family engagement/involvement Personnel Other (please specify): Scope and Sequence for Gifted Education (ARS 15-779.02 A.3.) must include information on 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 Family engagement/involvement Personnel Other (please specify): Professional development and curriculum
California	No		

	LEAs required to submit GT plans to SEA (Q90)	Local GT plans approved by SEA (Q91)	Components of GT plan requiring SEA approval (Q92)
Colorado	Yes	Yes	Definition of gifted and talented Identification Programming Funding Program evaluation Teacher training Family engagement/involvement Personnel Other (please specify): Student accountability, monitoring, resolving disagreements, record keeping and confidentiality, and early access provisions and procedures if the district permits early access
Connecticut	No		
Delaware	Yes	No	
D.C.	No		
Florida	Yes	Yes	Identification Funding Personnel
Georgia	Yes	No	
Hawaii	No		
Idaho	Yes	No	
Illinois	No		
Indiana	No		
Iowa	No		
Kansas	No		
Kentucky	No		
Louisiana	No		

	LEAs required to submit GT plans to SEA (Q90)	Local GT plans approved by SEA (Q91)	Components of GT plan requiring SEA approval (Q92)
Maine	Yes	Yes	Definition of gifted and talented Identification Programming Funding Program evaluation Teacher training Personnel
Maryland	Yes	Yes	Identification Programming Program evaluation Teacher training Family engagement/involvement
Massachusetts			
Michigan			
Minnesota	No		
Mississippi	Yes	Yes	State-required components of the plan are approved at the local level Programming
Missouri	No		
Montana	No		
Nebraska	Yes	Yes	Definition of gifted and talented
Nevada	No		
New Hampshire			
New Jersey	No		
New Mexico			
New York			
North Carolina	Yes	No	
North Dakota			
Ohio			

	LEAs required to submit GT plans to SEA (Q90)	Local GT plans approved by SEA (Q91)	Components of GT plan requiring SEA approval (Q92)
Oklahoma	Yes	Yes	State-required components of the plan are approved at the local level Identification Programming
Oregon			
Pennsylvania	No		
Rhode Island	No		
South Carolina	Yes	Yes	State-required components of the plan are approved at the local level Identification Programming Program evaluation Teacher training
South Dakota	No		
Tennessee	Yes	No	
Texas	No		
Utah	No		
Vermont			
Virginia	Yes	No	
Washington	Yes	Yes	State-required components of the plan are approved at the local level Identification Programming Program evaluation Teacher training
West Virginia			
Wisconsin	No		
Wyoming	No		

	LEAs required to submit GT plans to SEA (Q90)	Local GT plans approved by SEA (Q91)	Components of GT plan requiring SEA approval (Q92)
Summary	*Responses: 40* Yes: 18 No: 22	*Responses: 18* Yes: 12 No: 6	*Responses: 12* Identification: 10 Programming: 10 Program evaluation: 8 Teacher training: 8 State-required components of the plan are approved at the local level: 6 Definition of gifted and talented: 5 Funding: 5 Family engagement/involvement: 4 Personnel: 6 Other (please specify): 3

Table 22: Gifted Education Administrators

	LEAs must have GT administrator (Q94)	GT administrator must be full time (Q95)	Percent of LEAs with full-time GT administrator (Q96)	GT administrator must have GT training (Q97)
Alabama	Yes	No	1%	No
Alaska				
Arizona	No		Data not available at this time.	
Arkansas	Yes	No	80%	Yes
California	No		The CDE does not collect this data.	
Colorado	Yes	No	65	No
Connecticut	Yes	No	100% of districts are required to have a Special Education Coordinator	No
Delaware	No		5%	
D.C.	No			
Florida	No			
Georgia	No			
Hawaii	No		None	
Idaho	Yes	No	40%	No
Illinois	No		Unknown	
Indiana	Yes	No	0%	No
Iowa	No			
Kansas	No		Data not available or collected.	
Kentucky	Yes	No	Unknown	No
Louisiana	Yes	No	34.30%	No
Maine	No		0	
Maryland	No		50	
Massachusetts				
Michigan				
Minnesota	No			
Mississippi	No		5%	

	LEAs must have GT administrator (Q94)	GT administrator must be full time (Q95)	Percent of LEAs with full-time GT administrator (Q96)	GT administrator must have GT training (Q97)
Missouri	No		1%	
Montana	No		Unknown - very few - less than 5 districts that are known to have a full-time program lead/director	
Nebraska	No			
Nevada	No			
New Hampshire				
New Jersey	No		Unknown	
New Mexico				
New York				
North Carolina	No		25%	
North Dakota				
Ohio				
Oklahoma	No		NA	
Oregon				
Pennsylvania	No		Less than 1%	
Rhode Island	No			
South Carolina	No		25%	
South Dakota	No			
Tennessee	No			
Texas	No		50%	
Utah	No		We have no data to answer this question.	
Vermont				
Virginia	Yes	No	25%	No
Washington	No		Do not collect this data	
West Virginia				
Wisconsin	Yes	No	Data not reported.	No

	LEAs must have GT administrator (Q94)	GT administrator must be full time (Q95)	Percent of LEAs with full-time GT administrator (Q96)	GT administrator must have GT training (Q97)
Wyoming	No		29%	
Summary	*Responses: 40* Yes: 10 No: 30	*Responses: 10* Yes: 0 No: 10	*Responses: 30*	*Responses: 10* Yes: 1 No: 9

Table 23: Gifted and Talented Delivery Models by Grade

	Top delivery models in Pre-K, kindergarten (Q99, Q100)	Top delivery models in early elementary (Q102, Q103)	Top delivery models in upper elementary (Q105, Q106)	Top delivery models in middle school (Q108, Q109)	Top delivery models in high school (Q111, Q112)
Alabama	1. Regular classroom 2. Other: Differentiated Curriculum and Instruction 3. Independent study 4. Other: Subject acceleration 5. Continuous progress/self-paced learning	1. Regular classroom 2. Resource room 3. Other: Differentiated Curriculum and Instruction 4. Other: subject acceleration 5. Other: Grade acceleration	1. Resource classroom 2. Regular classrooms 3. Other: Differentiated Curriculum and Instruction 4. Subject acceleration 5. Independent study	1. Honors/advance coursework 2. Regular classroom 3. Other: Differentiated Curriculum and Instruction 4. Subject acceleration 5. Resource room	1. Honors/advance coursework 2. AP (College Board) 3. Regular classroom 4. Virtual classroom/ coursework 5. Credit by demonstrated mastery
Alaska					
Arizona	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-passed learning 4. Telescoped learning 5. Resource room	1. Regular classroom 2. Cluster classrooms 3. Subject acceleration 4. Telescoped learning 5. Resource room	1. Regular classroom 2. Honors/advance coursework 3. Subject acceleration 4. Continuous progress/self-passed learning 5. Cluster classrooms	1. Honors/advance coursework 2. Subject acceleration 3. Self-paced learning 4. AP (College Board) 5. Dual enrollment (in college)
Arkansas	1. Other: A program of whole group enrichment is conducted in every K-2 classroom (30 minutes per week, by a licensed GT teacher or under the supervision of a licensed GT teacher) to provide services and collect long-term observational data for identification.	1. Other: A program of whole group enrichment is conducted in every K-2 classroom (30 minutes per week, by a licensed GT teacher or under the supervision of a licensed GT teacher) to provide services and collect long-term observational data for identification. The majority of school districts conduct formal identification at the end of 2nd grade and some continue whole group	1. Resource room 2. Other: Pre-AP courses in subject specific areas with a trained teacher. Documentation of the differentiation in the classes is submitted to a licensed GT teacher on a quarterly basis for review. 3. Subject acceleration 4. Cluster classrooms 5. International Baccalaureate (primary years program)	1. Other: Pre-AP courses in core subject specific areas with a trained teacher. Documentation of the differentiation in the classes is submitted to a licensed GT teacher on a quarterly basis for review. 2. Other: Regular classroom (core subjects) with required documentation of differentiated curriculum submitted to a licensed GT	1. Other: Pre-AP courses in core subject specific areas with a trained teacher. Documentation of the differentiation in the classes is submitted to a licensed GT teacher on a quarterly basis for review. 2. AP (College Board) 3. Other: Regular classroom (core subjects) with required documentation of differentiated curriculum submitted

	Top delivery models in Pre-K, kindergarten (Q99, Q100)	Top delivery models in early elementary (Q102, Q103)	Top delivery models in upper elementary (Q105, Q106)	Top delivery models in middle school (Q108, Q109)	Top delivery models in high school (Q111, Q112)
		enrichment through 3rd grade. Formal identification must occur by 4th grade.		teacher on a quarterly basis for review. 3. Resource room 4. Subject acceleration 5. Magnet schools	to a licensed GT teacher on a quarterly basis for review. 4. Dual enrollment (in college) 5. Virtual classroom/ coursework
California	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Colorado	1. Regular classroom 2. Continuous progress/self-paced learning 3. Independent study 4. Magnet schools 5. Resource room	1. Regular classroom 2. Continuous progress/self-passed learning 3. Cluster classrooms 4. Resource room 5. Magnet schools	1. Subject acceleration 2. Independent study 3. Telescoped learning 4. Cluster classrooms 5. Resource room	1. Subject acceleration 2. Honors/advance coursework 3. Regular classroom 4. Resource room 5. Cluster classrooms	1. AP (College Board) 2. Subject acceleration 3. Honors/advance coursework 4. Dual enrollment (in college) 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. Cluster classrooms 2. Self-contained classroom 3. Regular classroom 4. Continuous progress/self-paced learning 5. Resource room	1. Regular classroom 2. Cluster classrooms 3. Self-contained classroom 4. Resource room 5. Continuous progress/self-passed learning	1. Regular classroom 2. Cluster classrooms 3. Self-contained classroom 4. Continuous progress/self-passed learning 5. Resource room	1. Regular classroom 2. Resource room 3. AP (College Board) 4. International Baccalaureate (middle years program) 5. Cluster classrooms	1. AP (College Board) 2. Honors/advance coursework 3. International Baccalaureate 4. Dual enrollment (in college) 5. Virtual classroom/ coursework
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	1. Resource room 2. Cluster classrooms 3. Self-contained classroom	1. Honors/advance coursework 2. Cluster classrooms 3. Self-contained classroom	1. AP (College Board) 2. Honors/advance coursework 3. Cluster classrooms
Hawaii	Not possible to estimate	1. Regular classroom 2. Cluster classrooms 3. Self-contained classroom	1. Regular classroom 2. Cluster classrooms 3. Self-contained classroom	1. Honors/advance coursework 2. Cluster classrooms 3. Virtual classroom/	1. AP (College Board) 2. Dual enrollment (in college) 3. Regional Performing

	Top delivery models in Pre-K, kindergarten (Q99, Q100)	Top delivery models in early elementary (Q102, Q103)	Top delivery models in upper elementary (Q105, Q106)	Top delivery models in middle school (Q108, Q109)	Top delivery models in high school (Q111, Q112)
		4. Other: Project-based learning pull-out programs across grade levels	4. Subject acceleration 5. Other: Project-based pull-out programs across grade levels	coursework 4. Regular classroom 5. Self-contained classroom	Arts 4. Subject acceleration 5. International Baccalaureate
Idaho	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	1. AP (College Board) 2. Honors/advance coursework 3. Dual enrollment (in college) 4. Regional math/science school 5. International Baccalaureate
Illinois	Not possible to estimate		Not possible to estimate	Not possible to estimate	Not possible to estimate
Indiana	1. Regular classroom 2. Cluster classrooms 3. Resource room 4. Continuous progress/self-paced learning 5. Self-contained classroom	1. Regular classroom 2. Cluster classrooms 3. Resource room 4. Self-contained classroom 5. Continuous progress/self-passed learning	1. Cluster classrooms 2. Self-contained classroom 3. Resource room 4. Regular classroom 5. Subject acceleration	1. Honors/advance coursework 2. Self-contained classroom 3. Regular classroom 4. Resource room 5. Cluster classrooms	1. AP (College Board) 2. Honors/advance coursework 3. Dual enrollment (in college) 4. Subject acceleration 5. International Baccalaureate
Iowa	Not possible to estimate	1. Resource room 2. Cluster classrooms 3. Telescoped learning 4. Continuous progress/self-passed learning	1. Cluster classrooms 2. Resource room 3. Honors/advance coursework	1. AP (College Board)	1. AP (College Board) 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. Self-contained classroom 2. Resource room 3. Regular classroom 4. Cluster classrooms 5. Other: Resource Centers	1. Resource room 2. Regular classroom 3. Self-contained classroom 4. Other: Resource center 5. Virtual classroom/ coursework	1. Resource room 2. Regular classroom 3. Subject acceleration 4. Magnet schools 5. Self-contained classroom	1. Resource room 2. Honors/advance coursework 3. Subject acceleration 4. Magnet schools 5. Regular classroom	1. Resource room 2. AP (College Board) 3. Dual enrollment (in college) 4. Magnet schools 5. Virtual classroom/ coursework

	Top delivery models in Pre-K, kindergarten (Q99, Q100)	Top delivery models in early elementary (Q102, Q103)	Top delivery models in upper elementary (Q105, Q106)	Top delivery models in middle school (Q108, Q109)	Top delivery models in high school (Q111, Q112)
Maine	1. Regular classroom 2. Continuous progress/self-paced learning 3. Independent study	1. Regular classroom 2. Continuous progress/self-passed learning 3. Independent study 4. Virtual classroom/ coursework	1. Resource room 2. Cluster classrooms 3. Continuous progress/self-passed learning 4. Subject acceleration 5. Independent study	1. Regular classroom 2. Resource room 3. Subject acceleration 4. Continuous progress/self-passed learning	1. AP (College Board) 2. Credit by demonstrated mastery 3. Honors/advance coursework 4. Virtual high school 5. Magnet schools
Maryland	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Massachusetts					
Michigan					
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/advance coursework 3. Telescoped learning 4. Cluster classrooms 5. Magnet schools	1. AP (College Board) 2. Dual enrollment (in college) 3. Virtual high school 4. Mentorships 5. Magnet schools
Mississippi	Not possible to estimate	1. Self-contained classroom 2. Magnet schools 3. Regional math/science school 4. Regional performing arts school	1. Self-contained classroom 2. Magnet schools 3. Regional math/science school 4. Regional performing arts school 5. Subject acceleration	1. Self-contained classroom' 2. Magnet schools 3. Regional math/science school 4. Regional performing arts school 5. International Baccalaureate (middle years program)	Not possible to estimate
Missouri	Not possible to estimate	1. Resource room 2. Magnet schools 3. Independent study 4. Cluster classrooms 5. Virtual classroom/ coursework	1. Resource room 2. Magnet schools 3. Cluster classrooms 4. Virtual classroom/ coursework 5. Self-contained classroom	1. Resource room 2. Magnet schools 3. Self-contained classroom 4. Cluster classrooms 5. Virtual classroom/ coursework	1. Dual enrollment (in college) 2. Honors/advance coursework 3. AP (College Board) 4. International Baccalaureate 5. Magnet schools
Montana	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	1. AP (College Board) 2. International

	Top delivery models in Pre-K, kindergarten (Q99, Q100)	Top delivery models in early elementary (Q102, Q103)	Top delivery models in upper elementary (Q105, Q106)	Top delivery models in middle school (Q108, Q109)	Top delivery models in high school (Q111, Q112)
					Baccalaureate
Nebraska	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Nevada	1. Resource room 2. Self-contained classroom 3. Regular classroom 4. Independent study 5. Continuous progress/self-paced learning	1. Regular classroom 2. Cluster classrooms 3. Magnet schools 4. Continuous progress/self-passed learning 5. Self-contained classroom	1. Cluster classrooms 2. Regular classroom 3. Continuous progress/self-passed learning 4. Dual enrollment 5. Mentorships	1. Magnet schools 2. Cluster classrooms 3. Dual enrollment 4. Regular classroom 5. Continuous progress/self-passed learning	1. AP (College Board) 2. Dual enrollment (in college) 3. Honors/advance coursework 4. International Baccalaureate 5. Magnet schools
New Hampshire					
New Jersey	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
New Mexico					
New York					
North Carolina	1. Regular classroom 2. Other: Subject acceleration 3. Resource room 4. Other: Enrichment 5. Independent study	1. Regular classroom 2. Resource room 3. Cluster room 4. Other: Subject acceleration/differentiation/extension	1. Cluster classrooms 2. Resource room 3. Other: Subject acceleration/ differentiation/ extension 4. Independent study 5. Honors/advance coursework	1. Cluster classrooms 2. Honors/advance coursework 3. Subject acceleration 4. Other: Classroom Differentiation/Extension - in all areas 5. Regular classroom	1. Honors/advance coursework 2. AP (College Board) 3. Other: Differentiated instruction and extension 4. Dual enrollment (in college) 5. Subject acceleration
North Dakota					
Ohio					
Oklahoma	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Oregon					
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
South Carolina	Not possible to estimate	Not possible to estimate	1. Self-contained classroom 2. Magnet schools 3. Other: Summer/ Weekend (Arts)	1. Honors/advance coursework 2. Self-contained classroom 3. Magnet schools 4. Other:	1. Honors/advance coursework 2. Telescoped learning 3. AP (College Board) 4. Virtual classroom/ coursework

	Top delivery models in Pre-K, kindergarten (Q99, Q100)	Top delivery models in early elementary (Q102, Q103)	Top delivery models in upper elementary (Q105, Q106)	Top delivery models in middle school (Q108, Q109)	Top delivery models in high school (Q111, Q112)
				Summer/Weekend (Arts) 5. Virtual school	5. Magnet schools
South Dakota					
Tennessee	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Texas	1. Regular classroom 2. Cluster classrooms 3. Resource room	1. Regular classroom 2. Resource room 3. Cluster classrooms 4. Magnet schools	1. Regular classroom 2. Cluster classrooms 3. Resource room 4. Subject acceleration 5. Magnet schools	1. Regular classroom 2. Honors/advance coursework 3. Self-contained classroom 4. AP (College Board) 5. Independent study	1. AP (College Board) 2. International Baccalaureate 3. Honors/advance coursework 4. Magnet schools 5. Regular classroom
Utah	Not possible to estimate	1. Cluster classrooms 2. Regular classroom 3. Magnet schools	1. Cluster classrooms 2. Regular classroom 3. Magnet schools 4. Subject acceleration 5. Telescoped learning	1. Cluster classrooms 2. Regular classroom 3. Honors/advance coursework 4. Magnet schools 5. AP (College Board)	1. Dual enrollment (in college) 2. AP (College Board) 3. Honors/advance coursework 4. Virtual classroom/ coursework 5. Credit by demonstrated mastery
Vermont					
Virginia	1. Cluster classrooms 2. Resource room 3. Other: Resource teacher collaborates with regular classroom teacher 4. Self-contained classroom 5. Magnet schools	1. Cluster classrooms 2. Resource room 3. Other: Resource teacher works collaboratively with regular classroom teacher 4. Self-contained classroom 5. Magnet schools	1. Cluster classrooms 2. Self-contained classroom 3. Magnet schools 4. Honors/advance coursework 5. Subject acceleration	1. Honors/advance coursework 2. Cluster classrooms 3. Self-contained classroom 4. Magnet schools 5. Subject acceleration	1. AP (College Board) 2. Honors/advance coursework 3. Dual enrollment (in college) 4. International Baccalaureate 5. Magnet schools
Washington	1. Other Differentiated Instruction 2. Cluster classrooms 3. Other: Enrichment; 4. Other: Grade level	1. Other: Differentiated Instruction 2. Cluster classrooms 3. Other: Enrichment 4. Self-contained	1. Other: Differentiated Instruction 2. Cluster classrooms 3. Enrichment; 4. Self-contained	1. Other: Differentiated Instruction 2. Subject acceleration 3. Honors/advance coursework	1. AP (College Board) 2. Honors/advance coursework 3. Subject acceleration 4. Dual enrollment (in

	Top delivery models in Pre-K, kindergarten (Q99, Q100)	Top delivery models in early elementary (Q102, Q103)	Top delivery models in upper elementary (Q105, Q106)	Top delivery models in middle school (Q108, Q109)	Top delivery models in high school (Q111, Q112)
	advancement 5. Other: Curriculum compacting	classroom 5. Other: Pull-out service	classroom 5. Academic Competitions	4. Other: Academic Competitions 5. Other: Cluster classrooms	college) 5. Other: Differentiated Instruction
West Virginia					
Wisconsin	1. Regular classroom 2. Other: Pull-out program 3. Other: Subject and/or grade acceleration	1. Regular classroom 2. Other: Flexible grouping within the classroom and among classrooms 3. Other: Intervention Block/Time 4. Resource room 5. Other: Subject and/or grade acceleration	1. Regular classroom 2. Other: Intervention Block/Time 3. Virtual classroom/ coursework 4. Subject and/or grade acceleration 5. Resource room	1. Regular classroom 2. Other: Intervention Block/Time 3. Honors/advance coursework 4. Virtual classroom/ coursework 5. Other: Subject and/or grade acceleration	1. AP (College Board) 2. Honors/advance coursework 3. Dual enrollment (in college) 4. Virtual classroom/ coursework 5. International Baccalaureate
Wyoming	Not possible to estimate	1. Other: Enrichment opportunities 2. Other: Modification of grade level curriculum 3. Other: After school clubs/activities 4. Cluster classrooms 5. Continuous progress/self-passed learning	Not possible to estimate	Not possible to estimate	1. Dual enrollment (in college) 2. Virtual classroom/ coursework 3. Other: enrichment opportunities 4. Other: After school clubs/activities 5. Other: Modification of grade level curriculum

Summary	*Responses: 39* Not possible to estimate: 24 Regular classroom: 11 Resource room: 10 Cluster classrooms: 8 Continuous progress/self-paced learning: 7 Independent study: 5 Self-contained classroom: 5 Magnet schools: 2 Telescoped learning: 1 Other: 13	*Responses: 38* Not possible to estimate: 16 Cluster classrooms: 15 Regular classroom: 14 Resource room: 14 Self-contained classroom: 9 Continuous progress/self-passed learning: 8 Magnet schools: 7 Telescoped learning: 4 Virtual classroom/coursework: 3 Regional math/science school: 1 Regional performing arts school: 1 Other: 17	*Responses: 39* Not possible to estimate: 17 Cluster classrooms: 17 Resource room: 15 Subject acceleration: 12 Regular classroom: 11 Self-contained classroom: 11 Self-contained classroom: 7 Magnet schools: 7 Independent study: 4 Telescoped learning: 4 Continuous progress/self-passed learning: 3 Honors/advance coursework: 3 Virtual classroom/ coursework: 2 Dual enrollment: 1 International Baccalaureate (primary years program): 1 Mentorships: 1 Regional math/science school: 1 Regional performing arts school: 1 Virtual school: 0 Other: 7	*Responses: 39* Not possible to estimate: 17 Honors/advanced coursework: 15 Regular classroom: 14 Cluster classrooms: 13 Subject acceleration: 11 Magnet schools: 9 Resource room: 8 Self-contained classroom: 8 AP (College Board); 4 Continuous progress/self-passed learning: 3 Virtual classroom/ coursework: 3 International Baccalaureate (middle years program): 2 Independent study: 1 International Dual enrollment: 1 Mentorships: 1 Regional math/science school: 1 Regional performing arts school: 1 Telescoped learning: 1 Virtual school: 1 Other: 9	*Responses: 39* Not possible to estimate: 15 AP (College Board): 23 Dual enrollment (in college): 18 Honors/advance coursework: 17 International Baccalaureate: 11 Magnet schools: 8 Virtual classroom/ coursework: 7 Subject acceleration: 6 Credit by demonstrated mastery: 3 Cluster classroom: 2 Regular classroom: 2 Cluster classrooms: 1 Mentorships: 1 Regional math/science school: 1 Regional performing arts school: 1 Resource room: 1 Self-paced learning: 1 Telescoped learning: 1 Virtual high school: 1 Other: 7

Table 24: Acceleration Policies and Practices

	State acceleration policy (Q114)	State policy on Kindergarten early entrance (Q116)	State Kindergarten entry age or cut-off date (Q115) Criteria to determine early Kindergarten entrance (Q117)
Alabama	State policy specifically permits	State policy does not permit	Must be 5 years of age on or before Sept. 1
Alaska			
Arizona	State policy specifically permits	State policy leaves LEA to determine	Five years of age if the child reaches the age of five before September 1 of the current school year. The governing board may admit children who have not reached the required age as prescribed by this subsection if it is determined to be in the best interest of the children. Such children must reach the required age of five for kindergarten and six for first grade by January 1 of the current school year. (ARS 15-821)
Arkansas	State policy leaves LEA to determine	State policy does not permit	A child must be 5 on or before August 1 in the year of initial enrollment.
California	State policy leaves LEA to determine	State policy leaves LEA to determine	Must 5 be years of age by September 1.
Colorado	State policy specifically permits	State policy specifically permits	5 by October 1 http://www.cde.state.co.us/gt/lawsregs (Early Access begins on p.113, 12.08, of Rules)
Connecticut	No state policy, up to LEA to determine	No state policy, up to LEA to determine	Age 5 by January 1.
Delaware	State policy specifically permits	State policy leaves LEA to determine	Must be 5 by August 31
D.C.	State policy leaves LEA to determine	State policy leaves LEA to determine	
Florida	State policy specifically permits	State policy does not permit	5 by Sept. 1
Georgia	State policy leaves LEA to determine	State policy does not permit	Must be 5 by Sept 1
Hawaii	No state policy, up to LEA to determine	No state policy, up to LEA to determine	Must be 5 by June 1st
Idaho	State policy leaves LEA to determine	State policy does not permit	Must be 5 by Sept. 1

	State acceleration policy (Q114)	State policy on Kindergarten early entrance (Q116)	State Kindergarten entry age or cut-off date (Q115) Criteria to determine early Kindergarten entrance (Q117)
Illinois	No state policy, up to LEA to determine	No state policy, up to LEA to determine	
Indiana	No state policy, up to LEA to determine	No state policy, up to LEA to determine	5 years on or before August 1
Iowa	State policy leaves LEA to determine	State policy does not permit	5 years by September 15
Kansas	State policy specifically permits	State policy does not permit	Must be 5 by Sept 1
Kentucky	State policy specifically permits	State policy specifically permits	October 1, in 2017-18 will change to August 1 It is an LEA decision; however, the state has posted guidelines.
Louisiana	State policy leaves LEA to determine	State policy leaves LEA to determine	Child must be 5 years old by September 30
Maine	No state policy, up to LEA to determine	State policy does not permit	Must be 5 by October 15th
Maryland	No state policy, up to LEA to determine	State policy specifically permits	Student must be 5 years of age by September 1. The local board of education shall adopt a regulation permitting a 4-year-old child, upon request by the parent or guardian, to be admitted to kindergarten if the local superintendent of schools (or designee) determines that the child demonstrates capabilities warranting early admission. The regulation shall include a provision for promotion of the 5-year-old child to first grade if the local superintendent or designee determines that the child demonstrates capabilities warranting promotion to first grade. http://www.dsd.state.md.us/comar/comarhtml/13a/13a.08.01.02.htm
Massachusetts			
Michigan			

	State acceleration policy (Q114)	State policy on Kindergarten early entrance (Q116)	State Kindergarten entry age or cut-off date (Q115) Criteria to determine early Kindergarten entrance (Q117)
Minnesota	State policy specifically permits	State policy specifically permits	Children must be five by September 1st or may be considered for early entrance upon a comprehensive evaluation. Districts/schools are required to adopt a procedure for early admission to kindergarten or fist grade for gifted and talented children through a comprehensive assessment process. School districts must adopt procedures for early admission to kindergarten or first grade for gifted and talented learners that include a comprehensive evaluation in cognitive, social, and emotional development domains. The procedures must be sensitive to underrepresented groups. https://www.revisor.leg.state.mn.us/statutes/?id=120B.15 Process and procedures for comprehensive evaluation in cognitive, social, and emotional developmental domains to help determine the child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parent report and teacher observations of the child's knowledge, skills, and abilities.
Mississippi	State policy specifically permits	State policy does not permit	Must be 5 by September 1
Missouri	No state policy, up to LEA to determine	State policy does not permit	Must be 5 by August 1
Montana	State policy leaves LEA to determine	State policy leaves LEA to determine	5 Years old by September 10th
Nebraska	No state policy, up to LEA to determine	No state policy, up to LEA to determine	Must be 5 by July 31
Nevada	No state policy, up to LEA to determine	No state policy, up to LEA to determine	Must be 5 by June 1
New Hampshire			
New Jersey	No state policy, up to LEA to determine	No state policy, up to LEA to determine	N.J.S.A.18A:38-5 stipulates that local school districts can establish a cut-off date for kindergarten entry on October 1 or later.
New Mexico			
New York			

	State acceleration policy (Q114)	State policy on Kindergarten early entrance (Q116)	State Kindergarten entry age or cut-off date (Q115) Criteria to determine early Kindergarten entrance (Q117)
North Carolina	State policy specifically permits	State policy specifically permits	Must be 5 by August 31 In legislation http://www.earlylearning.nc.gov/Kindergarten2Grade3/KEarlyAdmission.asp
North Dakota			
Ohio			
Oklahoma	State policy leaves LEA to determine	State policy does not permit	Must be 5 by September 1st
Oregon			
Pennsylvania	State policy leaves LEA to determine	State policy leaves LEA to determine	The child must be 5 by January 15th
Rhode Island	State policy specifically permits	No state policy, up to LEA to determine	
South Carolina	No state policy, up to LEA to determine	State policy does not permit	Must be 5 by September 1
South Dakota	No state policy, up to LEA to determine		
Tennessee	State policy leaves LEA to determine	State policy leaves LEA to determine	Must be 5 by August 15.
Texas	State policy specifically permits	State policy specifically permits	A child must be at least five years of age on September 1 of the school year to be eligible to attend a kindergarten program. A student younger than five years of age is entitled to the benefits of the Foundation School Program if: (1) the student performs satisfactorily on the assessment instrument administered under Section 39.023(a) to students in the third grade; and (2) the district has adopted a policy for admitting students younger than five years of age.
Utah	No state policy, up to LEA to determine	State policy does not permit	Must be 5 by September 1st.
Vermont			
Virginia	State policy leaves LEA to determine	State policy leaves LEA to determine	Must be 5 by September 30.

	State acceleration policy (Q114)	State policy on Kindergarten early entrance (Q116)	State Kindergarten entry age or cut-off date (Q115) Criteria to determine early Kindergarten entrance (Q117)
Washington	No state policy, up to LEA to determine	State policy leaves LEA to determine	Must be 5 by September 1.
West Virginia			
Wisconsin	State policy specifically permits	State policy specifically permits	Must be 5 by September 1 of the school year in which the student wants to enroll. LEA determines the criteria.
Wyoming	No state policy, up to LEA to determine	No state policy, up to LEA to determine	5 on or before September 15.
Summary	*Responses: 40* State policy specifically permits: 13 State policy does not permit: 0 State policy leaves LEA to determine: 12 No state policy, up to LEA to determine: 15	*Responses: 39* State policy specifically permits: 7 State policy does not permit: 13 State policy leaves LEA to determine: 10 No state policy, up to LEA to determine: 9	*Responses: 36, 7*

Table 25: Dual Enrollment Policies and Practices

	Dual enrollment in high school and college allowed (Q118)	Earliest grade for dual enrollment in college (Q119)	Earliest age for dual enrollment in college (Q120)	High school credit given for college courses (Q121)	Pays tuition for dual enrollment in college (Q122)
Alabama	State policy specifically permits	Other: Policy states students at Grade 10. However, gifted students can begin earlier with consent from school superintendent and college.	Other: Policy states students at Grade 10. However, gifted students can begin earlier with consent from school superintendent and college.	State policy specifically permits	Family Other: Sometimes, the school system receives grants to cover expenses.
Alaska					
Arizona	State policy specifically permits	Other: For Dual Enrollment, all students enrolled for college credit shall be high school juniors or seniors.	Left to LEA to determine	State policy specifically permits	SEA LEA Family
Arkansas	State policy specifically permits	Grade 9	Other: Student must have "successfully completed 8th grade," but there is no age requirement.	State policy specifically permits	LEA Family
California	State policy leaves LEA to determine				
Colorado	State policy specifically permits	Grade 9	Left to LEA to determine	State policy specifically permits	LEA Family
Connecticut	State policy leaves LEA to determine				
Delaware	State policy specifically permits	Grade 9	Age 14	State policy leaves LEA to determine	LEA Family
D.C.	State policy leaves LEA to determine				
Florida	State policy specifically permits	Other: 6th	Other: Grade is specified but not age so anyone in grade 6+ can do so.	State policy specifically permits	LEA
Georgia	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	
Hawaii	State policy specifically permits	Grade 10	Left to LEA to determine	State policy specifically permits	Other: GEAR-UP grants

	Dual enrollment in high school and college allowed (Q118)	Earliest grade for dual enrollment in college (Q119)	Earliest age for dual enrollment in college (Q120)	High school credit given for college courses (Q121)	Pays tuition for dual enrollment in college (Q122)
Idaho	State policy leaves LEA to determine				
Illinois	No state policy, up to LEA to determine				
Indiana	No state policy, up to LEA to determine				
Iowa	State policy specifically permits	Grade 9	Other: Not age specific.	State policy specifically permits	SEA LEA
Kansas	State policy specifically permits	Other: Grade 9; or if IEP indicates a need for concurrent enrollment prior to grade 9.	Other: 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	LEA
Louisiana	State policy specifically permits	Other: Middle School Grades	Left to LEA to determine	State policy specifically permits	SEA LEA Family
Maine	No state policy, up to LEA to determine				
Maryland	State policy leaves LEA to determine				
Massachusetts					
Michigan					
Minnesota	State policy specifically permits	Other: State statute does not have an age requirement	Other: State statute does not have an age requirement.	State policy specifically permits	SEA LEA Family
Mississippi	State policy specifically permits	Grade 9	Left to LEA to determine	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	LEA Family
Montana	State policy specifically permits	Grade 9	Left to LEA to determine	State policy specifically permits	Other: Varies - often the SEA

	Dual enrollment in high school and college allowed (Q118)	Earliest grade for dual enrollment in college (Q119)	Earliest age for dual enrollment in college (Q120)	High school credit given for college courses (Q121)	Pays tuition for dual enrollment in college (Q122)
Nebraska	No state policy, up to LEA to determine				
Nevada	State policy leaves LEA to determine				
New Hampshire					
New Jersey	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	LEA Family Other: This is a local decision. Depending in the articulation agreement, there may also be instances in which the institution of higher education may defray all or a portion of the dually or concurrently enrolled students' tuition.
New Mexico					
New York					
North Carolina	State policy specifically permits	Other: Grade 9 for Cooperative Innovative Schools; Grade 11 for other Career and College Promise Pathway programs	Other: There is no age restriction, only grade level.	State policy specifically permits	SEA LEA Family Other: For Career and College Promise programs, the state pays. For individual district and student determined plans, an LEA or Family may pay.
North Dakota					
Ohio					
Oklahoma	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	LEA Family

	Dual enrollment in high school and college allowed (Q118)	Earliest grade for dual enrollment in college (Q119)	Earliest age for dual enrollment in college (Q120)	High school credit given for college courses (Q121)	Pays tuition for dual enrollment in college (Q122)
Oregon					
Pennsylvania	State policy specifically permits	Left to LEA to determine	Left to 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	SEA Family
South Carolina	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	LEA Family
South Dakota	State policy specifically permits	Grade 11		State policy specifically permits	Family
Tennessee	State policy specifically permits	Grade 11		No state policy, up to LEA to determine	Family
Texas	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	LEA Family
Utah	State policy specifically permits	Grade 10	Age 16	State policy specifically permits	SEA Other: Utah has a state appropriation that pays public high schools and higher ed institutions based on earned credit.
Vermont					
Virginia	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	Other: Determined by agreement between LEA and institution.
Washington	No state policy, up to LEA to determine				
West Virginia					
Wisconsin	State policy specifically permits	Grade 9	Other: Based on grade, not age.	State policy specifically permits	Other: Certain programs, like transcripted credit, are tuition-free.
Wyoming	State policy leaves LEA to determine				

	Dual enrollment in high school and college allowed (Q118)	Earliest grade for dual enrollment in college (Q119)	Earliest age for dual enrollment in college (Q120)	High school credit given for college courses (Q121)	Pays tuition for dual enrollment in college (Q122)
Summary	*Responses: 40* State policy specifically permits: 28 State policy does not permit: 0 State policy leaves LEA to determine: 7 No state policy, up to LEA to determine: 5	*Responses: 28* Left to LEA to determine: 10 Grade 7: 0 Grade 8: 0 Grade 9: 7 Grade 10: 2 Grade 11: 2 Grade 12: 0 Other: 7	*Responses: 26* Left to LEA to determine: 16 Age 12: 0 Age 13: 0 Age 14: 1 Age 15: 0 Age 16: 1 Age 17: 0 Other: 8	*Responses: 27* State policy specifically permits: 22 State policy does not permit: 0 State policy leaves LEA to determine: 4 No state policy, up to LEA to determine: 1	*Responses: 27* SEA: 19 Family: 19 LEA: 17 Other: 8

Table 26: Dual Enrollment Policies and Practices (continued)

	Dual enrollment in middle and high school allowed (Q123)	High school graduation credit received for dual enrollment while in middle school (Q124)
Alabama	State policy specifically permits	State policy specifically permits
Alaska		
Arizona	State policy leaves LEA to determine	
Arkansas	State policy leaves LEA to determine	
California	No state policy, up to LEA to determine	
Colorado	State policy leaves LEA to determine	
Connecticut	No state policy, up to LEA to determine	
Delaware	State policy leaves LEA to determine	
D.C.	State policy leaves LEA to determine	
Florida	State policy specifically permits	State policy specifically permits
Georgia		
Hawaii	No state policy, up to LEA to determine	
Idaho	State policy leaves LEA to determine	
Illinois	No state policy, up to LEA to determine	
Indiana	No state policy, up to LEA to determine	
Iowa	State policy leaves LEA to determine	
Kansas	State policy specifically permits	State policy specifically permits
Kentucky	State policy specifically permits	State policy specifically permits
Louisiana	State policy specifically permits	State policy specifically permits
Maine	No state policy, up to LEA to determine	
Maryland	State policy leaves LEA to determine	
Massachusetts		
Michigan		
Minnesota	State policy specifically permits	State policy specifically permits
Mississippi	State policy leaves LEA to determine	
Missouri	State policy specifically permits	State policy specifically permits

	Dual enrollment in middle and high school allowed (Q123)	High school graduation credit received for dual enrollment while in middle school (Q124)
Montana	State policy leaves LEA to determine	
Nebraska	No state policy, up to LEA to determine	
Nevada	No state policy, up to LEA to determine	
New Hampshire		
New Jersey	No state policy, up to LEA to determine	
New Mexico		
New York		
North Carolina	State policy does not permit	
North Dakota		
Ohio		
Oklahoma	State policy leaves LEA to determine	
Oregon		
Pennsylvania	State policy leaves LEA to determine	
Rhode Island	State policy leaves LEA to determine	
South Carolina	State policy specifically permits	State policy specifically permits
South Dakota	State policy does not permit	
Tennessee		
Texas	State policy leaves LEA to determine	
Utah	State policy leaves LEA to determine	
Vermont		
Virginia	No state policy, up to LEA to determine	
Washington	State policy specifically permits	State policy specifically permits
West Virginia		
Wisconsin	State policy specifically permits	State policy does not permit
Wyoming	State policy leaves LEA to determine	

	Dual enrollment in middle and high school allowed (Q123)	High school graduation credit received for dual enrollment while in middle school (Q124)
Summary	*Responses: 38* State policy specifically permits: 10 State policy does not permit: 2 State policy leaves LEA to determine: 16 No state policy; up to LEA to determine: 10	*Responses: 10* State policy specifically permits: 9 State policy does not permit: 1

Table 27: Proficiency-Based Promotion Policies and Practices

	State allows proficiency-based promotion (Q125)	Methods of demonstrating proficiency (Q126)	Advancement options after proficiency (Q127)	State allows graduation credit towards graduation (Q128)
Alabama	State policy specifically permits	Left to LEA to determine	Left to LEA to determine Independent study Dual/concurrent enrollment Grad/course advancement Other: Online courses	State policy specifically permits
Alaska				
Arizona	State policy specifically permits	Left to LEA to determine Other: All options above may potentially be leveraged by an LEA.	Left to LEA to determine Other: All options above may potentially be leveraged by an LEA.	State policy specifically permits
Arkansas	State policy does not permit			
California	No state policy, up to LEA to determine			
Colorado	State policy specifically permits	Left to LEA to determine Standardized tests Portfolio Performance Other: Competency based or a credit by assessment pathway to graduation is a choice - few districts have chosen these paths.	Left to LEA to determine Individualized instruction Independent study Dual/concurrent enrollment Cross-grade grouping Cluster grouping Grad/course advancement Individualized education programs Internship	State policy leaves LEA to determine
Connecticut	State policy specifically permits	Performance	Left to LEA to determine	State policy specifically permits
Delaware	State policy specifically permits	Left to LEA to determine	Left to LEA to determine Dual/concurrent enrollment Other: online learning - i.e. MOOC	State policy leaves LEA to determine
D.C.	State policy does not permit			

	State allows proficiency-based promotion (Q125)	Methods of demonstrating proficiency (Q126)	Advancement options after proficiency (Q127)	State allows graduation credit towards graduation (Q128)
Florida	State policy specifically permits	Left to LEA to determine Standardized tests Portfolio Performance End of course assessment	Left to LEA to determine Individualized instruction Correspondence courses Independent study Dual/concurrent enrollment Cross-grade grouping Cluster grouping Individualized education programs Internship	State policy specifically permits
Georgia				
Hawaii	No state policy, up to LEA to determine			
Idaho	State policy leaves LEA to determine			
Illinois	No state policy, up to LEA to determine			
Indiana	State policy leaves LEA to determine			
Iowa	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 specifically permits	End of course assessment	Grad/course advancement	State policy specifically permits
Louisiana	State policy does not permit			
Maine	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Maryland	State policy specifically permits	End of course assessment	Left to LEA to determine	State policy specifically permits
Massachusetts				
Michigan				

	State allows proficiency-based promotion (Q125)	Methods of demonstrating proficiency (Q126)	Advancement options after proficiency (Q127)	State allows graduation credit towards graduation (Q128)
Minnesota	State policy specifically permits	Left to LEA to determine Multiple choice test Essay Lab experiments Standardized tests Oral exam Portfolio Performance End of course assessment	Left to LEA to determine Individualized instruction Correspondence courses Independent study Dual/concurrent enrollment Cross-grade grouping Cluster grouping Grad/course advancement Individualized education programs Internship	State policy specifically permits
Mississippi	No state policy, up to LEA to determine			
Missouri	State policy specifically permits	Left to LEA to determine End of course assessment	Left to LEA to determine Dual/concurrent enrollment	State policy specifically permits
Montana	State policy leaves LEA to determine			
Nebraska	No state policy, up to LEA to determine			
Nevada	State policy specifically permits	Left to LEA to determine	Grad/course advancement	State policy specifically permits
New Hampshire				
New Jersey	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
New Mexico				
New York				

	State allows proficiency-based promotion (Q125)	Methods of demonstrating proficiency (Q126)	Advancement options after proficiency (Q127)	State allows graduation credit towards graduation (Q128)
North Carolina	State policy specifically permits	Multiple choice test Essay Lab experiments Standardized tests Oral exam Portfolio Performance End of course assessment Other: Framework determined by the state, implementation determined by the LEA. Phase I is determined by an assessment reviewing the entire course; Phase II is an application of the content of the course, in any format, determined by the LEA.	Left to LEA to determine Individualized instruction Correspondence courses Independent study Dual/concurrent enrollment Cross-grade grouping Cluster grouping Grad/course advancement Individualized education programs Internship	State policy specifically permits
North Dakota				
Ohio				
Oklahoma	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Oregon				
Pennsylvania	State policy leaves LEA to determine			
Rhode Island	No state policy, up to LEA to determine			
South Carolina	State policy does not permit			
South Dakota				
Tennessee				
Texas	State policy specifically permits	Left to LEA to determine	Left to LEA to determine Dual/concurrent enrollment Grad/course advancement	State policy specifically permits
Utah	State policy specifically permits	Multiple choice test End of course assessment	Left to LEA to determine	State policy specifically permits
Vermont				

	State allows proficiency-based promotion (Q125)	Methods of demonstrating proficiency (Q126)	Advancement options after proficiency (Q127)	State allows graduation credit towards graduation (Q128)
Virginia	State policy leaves LEA to determine			
Washington	No state policy, up to LEA to determine			
West Virginia				
Wisconsin	State policy specifically permits	Left to LEA to determine	Left to LEA to determine Individualized instruction Correspondence courses Independent study Dual/concurrent enrollment Cross-grade grouping Cluster grouping Grad/course advancement Individualized education programs Internship	State policy specifically permits
Wyoming	No state policy, up to LEA to determine			
Summary	*Responses: 37* State policy specifically permits: 19 State policy does not permit: 4 State policy leaves LEA to determine: 6 No state policy, up to LEA to determine: 8	*Responses: 19* Left to LEA to determine: 14 Multiple choice test: 3 Essay: 2 Lab experiments: 2 Standardized tests: 4 Oral Exam: 2 Portfolio: 4 Performance: 5 End of course assessment: 7 Other: 3	*Responses: 19* Left to LEA to determine: 17 Individualized instruction: 5 Correspondence courses: 4 Independent study: 6 Dual/concurrent enrollment: 9 Cross-grade grouping: 5 Cluster grouping: 5 Grad/course advancement: 9 Individualized education programs: 5 Internship: 5 Other: 3	*Responses: 19* State policy specifically permits: 17 State policy leaves LEA to determine: 2

Table 28: Components of Gifted and Talented Programs and Services

	Components of GT services (Q130)				
	Social-emotional support	**Academic guidance and counseling**	**Contact time specified and amount (Q131)**	**Differentiated instruction**	**Content-based acceleration**
Alabama	State policy does not require	State policy does not require	State policy specifically requires 3-5 hours per week with GT specialist	State policy specifically requires	State policy specifically requires
Alaska					
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 150 minutes for identified students; 30 minutes per week for all students until formal identification occurs	State policy specifically requires	State policy leaves LEA to determine
California	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
Colorado	State policy specifically requires	State policy specifically requires	No state policy, up to LEA to determine	State policy specifically requires	State policy specifically requires
Connecticut					
Delaware	State policy specifically requires	State policy does not require	State policy does not require	No state policy, up to LEA to determine	State policy specifically requires
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	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
Georgia	No state policy, up to LEA to determine	No state policy, up to LEA to determine	State policy specifically requires Minimum of 50 minutes per day	State policy specifically requires	No state policy, up to LEA to determine

	Components of GT services (Q130)				
	Social-emotional support	Academic guidance and counseling	Contact time specified and amount (Q131)	Differentiated instruction	Content-based acceleration
Hawaii	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
Idaho	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
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	No state policy, up to LEA to determine	State policy leaves LEA to determine	No state policy, up to LEA to determine
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 specifically requires	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
Louisiana	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
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	No state policy, up to LEA to determine	No state policy, up to LEA to determine	No state policy, up to LEA to determine	State policy specifically requires	State policy specifically requires
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 240min/week	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	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

	Components of GT services (Q130)				
	Social-emotional support	Academic guidance and counseling	Contact time specified and amount (Q131)	Differentiated instruction	Content-based acceleration
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	No state policy, up to LEA to determine
Nevada	State policy specifically requires	State policy specifically requires	No state policy, up to LEA to determine	State policy specifically requires	No state policy, up to LEA to determine
New Hampshire					
New Jersey	No state policy, up to LEA to determine	No state policy, up to LEA to determine	No state policy, up to LEA to determine	No state policy, up to LEA to determine	No state policy, up to LEA to determine
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
North Dakota					
Ohio					
Oklahoma	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
Oregon					
Pennsylvania	No state policy, up to LEA to determine	No state policy, up to LEA to determine	No state policy, up to LEA to determine	State policy specifically 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	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
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	State policy leaves LEA to determine	State policy leaves LEA to determine

	Components of GT services (Q130)				
	Social-emotional support	**Academic guidance and counseling**	**Contact time specified and amount (Q131)**	**Differentiated instruction**	**Content-based acceleration**
Utah	No state policy, up to LEA to determine	No state policy, up to LEA to determine	State policy specifically requires 990 Hours of instruction Board Rule R277-419, http://www.rules.utah.gov/publicat/code/r277/r277-419.htm	No state policy, up to LEA to determine	State policy leaves LEA to determine
Vermont					
Virginia	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
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					
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
Summary	*Responses: 38* State policy specifically requires: 9 State policy does not require: 2 State policy leaves LEA to determine: 8 No state policy; Up to LEA to decide: 19	*Responses: 38* State policy specifically requires: 6 State policy does not require: 3 State policy leaves LEA to determine: 10 No state policy; Up to LEA to decide: 19	*Responses: 38, 5* State policy specifically requires: 7 State policy does not require: 2 State policy leaves LEA to determine: 9 No state policy; Up to LEA to decide: 20	*Responses: 38* State policy specifically requires: 12 State policy does not require: 1 State policy leaves LEA to determine: 11 No state policy; Up to LEA to decide: 14	*Responses: 38* State policy specifically requires: 8 State policy does not require: 1 State policy leaves LEA to determine: 13 No state policy; Up to LEA to decide: 16

Table 29: Other Policies and Practices

	GT eligibility from other states recognized (Q132)	LEAs must recognize in-state GT eligibility (Q133)	State RtI or MTSS supports GT (Q134)
Alabama	State policy does not permit	State policy specifically permits	State policy specifically permits
Alaska			
Arizona	State policy specifically permits	State policy specifically permits	State policy specifically permits
Arkansas	No state policy, up to LEA to determine	No state policy, up to LEA to determine	No state policy, up to LEA to determine
California	No state policy, up to LEA to determine	No state policy, up to LEA to determine	State policy leaves LEA to determine
Colorado	No state policy, up to LEA to determine	State policy specifically permits	State policy specifically permits
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
Delaware	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy specifically permits
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 policy specifically permits	State policy specifically permits	State policy specifically permits
Georgia	State policy does not permit	State policy specifically permits	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	No state policy, up to LEA to determine
Idaho	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Illinois	No state policy, up to LEA to determine	No state policy, up to LEA to determine	No state policy, up to LEA to determine
Indiana	No state policy, up to LEA to determine	No state policy, up to LEA to determine	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	No state policy, up to LEA to determine
Kansas	No state policy, up to LEA to determine	State policy leaves LEA to determine	No state policy, up to LEA to determine
Kentucky	State policy does not permit	State policy specifically permits	State policy specifically permits
Louisiana	State policy leaves LEA to determine	State policy specifically permits	No state policy, up to LEA to determine
Maine	State policy leaves LEA to determine	State policy leaves LEA to determine	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	No state policy, up to LEA to determine
Massachusetts			
Michigan			
Minnesota	No state policy, up to LEA to determine	No state policy, up to LEA to determine	No state policy, up to LEA to determine
Mississippi	State policy does not permit	State policy specifically permits	State policy specifically permits
Missouri	State policy leaves LEA to determine	State policy leaves LEA to determine	No state policy, up to LEA to determine

	GT eligibility from other states recognized (Q132)	LEAs must recognize in-state GT eligibility (Q133)	State RtI or MTSS supports GT (Q134)
Montana	State policy leaves LEA to determine	State policy leaves 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
Nevada	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 Hampshire			
New Jersey	No state policy, up to LEA to determine	No state policy, up to LEA to determine	No state policy, up to LEA to determine
New Mexico			
New York			
North Carolina	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy specifically permits
North Dakota			
Ohio			
Oklahoma	State policy specifically permits	State policy specifically permits	No state policy, up to LEA to determine
Oregon			
Pennsylvania	State policy specifically permits	State policy specifically permits	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	No state policy, up to LEA to determine
South Carolina	State policy specifically permits	State policy specifically permits	State policy leaves LEA to determine
South Dakota			
Tennessee		State policy specifically permits	State policy specifically permits
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
Utah	No state policy, up to LEA to determine	No state policy, up to LEA to determine	No state policy, up to LEA to determine
Vermont			
Virginia	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Washington	State policy does not permit	No state policy, up to LEA to determine	No state policy, up to LEA to determine
West Virginia			
Wisconsin	No state policy, up to LEA to determine	No state policy, up to 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

	GT eligibility from other states recognized (Q132)	LEAs must recognize in-state GT eligibility (Q133)	State RtI or MTSS supports GT (Q134)
Summary	*Responses: 38* State policy specifically permits: 5 State policy does not permit: 5 State policy leaves LEA to determine: 8 No state policy, up to LEA to determine: 20	*Responses: 39* State policy specifically permits: 12 State policy leaves LEA to determine: 8 No state policy, up to LEA to determine: 19	*Responses: 39* State policy specifically permits: 9 State policy leaves LEA to determine: 5 No state policy, up to LEA to determine: 25

Table 30: Personnel Preparation and Development (Part 1)

	State requires GT coursework for pre-service teachers / how (Q136, Q137)	How required GT coursework delivered (Q138)	State discussion on increasing pre-service teachers' GT knowledge and skills (Q139)	Others who require GT coursework for pre-service teachers (Q140)
Alabama	No		Other: Current discussions are taking place at the higher ed levels. One university, Samford, does provide seminars for all pre-service teachers regarding gifted learners.	
Alaska				
Arizona	No		Other: There have been conversations regarding increasing the rigor of teacher preparation programs.	
Arkansas	No		No discussion	
California	No		Other: Advocacy organizations such a s the California Association for the Gifted advocate for such discussions.	
Colorado	No		State teacher preparation standards for all teachers include reference to gifted/advanced students	One or more LEAs One or more teacher preparation programs
Connecticut	No		Change licensure requirements	
Delaware	No		Other: increased opportunities for professional learning in gifted education.	One or more teacher preparation programs
D.C.	No		No discussion	
Florida	No			
Georgia	No		State teacher preparation standards for all teachers include reference to gifted/advanced students	
Hawaii	No		No discussion	
Idaho	No		No discussion	One or more teacher preparation programs
Illinois	No		State teacher preparation standards for all teachers include reference to gifted/advanced students	
Indiana	No		No discussion	

	State requires GT coursework for pre-service teachers / how (Q136, Q137)	How required GT coursework delivered (Q138)	State discussion on increasing pre-service teachers' GT knowledge and skills (Q139)	Others who require GT coursework for pre-service teachers (Q140)
Iowa	No		No discussion	One or more teacher preparation programs
Kansas	No		Other: The professional education standards were revised and adopted by the State Board during the 2014-15 year. The new standards place great emphasis on ALL learners.	
Kentucky	No		State teacher preparation standards for all teachers include reference to gifted/advanced students	One or more teacher preparation programs
Louisiana	No		State teacher preparation standards for all teachers include reference to gifted/advanced students	
Maine	No		No discussion	One or more teacher preparation programs
Maryland	No		Other: GT advocacy groups have been having these discussions.	
Massachusetts				
Michigan				
Minnesota	No		State teacher preparation standards for all teachers include reference to gifted/advanced students	One or more LEAs
Mississippi	No		State teacher preparation standards for all teachers include reference to gifted/advanced students	
Missouri	No		State teacher preparation standards for all teachers include reference to gifted/advanced students	
Montana	No		Other: Discussion is ongoing among GT advocates, however, not at other levels on a consistent basis. The State Board of Education eliminated the recognition for teachers that had specific competencies in gifted education.	
Nebraska	No		No discussion	
Nevada	Yes State statute	A separate course	State teacher preparation standards for all teachers include reference to gifted/advanced students	One or more teacher preparation programs

	State requires GT coursework for pre-service teachers / how (Q136, Q137)	How required GT coursework delivered (Q138)	State discussion on increasing pre-service teachers' GT knowledge and skills (Q139)	Others who require GT coursework for pre-service teachers (Q140)
New Hampshire				
New Jersey	No		No discussion	One or more LEAs
New Mexico				
New York				
North Carolina	No		Other: This is a known need.	
North Dakota				
Ohio				
Oklahoma	No		Change licensure requirements	
Oregon				
Pennsylvania	No		Other: Webinars are being conducted for educators throughout the state.	One or more LEAs
Rhode Island	No		No discussion	
South Carolina	No		Other: - Not specified	
South Dakota	No			
Tennessee	No		Other: Not specified	
Texas	No		No discussion	
Utah	No		State teacher preparation standards for all teachers include reference to gifted/advanced students	
Vermont				
Virginia	No		No discussion	One or more LEAs One or more teacher preparation programs
Washington	No		No discussion	
West Virginia				
Wisconsin	No		State teacher preparation standards for all teachers include reference to gifted/advanced students	

	State requires GT coursework for pre-service teachers / how (Q136, Q137)	How required GT coursework delivered (Q138)	State discussion on increasing pre-service teachers' GT knowledge and skills (Q139)	Others who require GT coursework for pre-service teachers (Q140)
Wyoming	No		Other: Only with the Wyoming Association for Gifted Children	One or more teacher preparation programs
Summary	*Responses: 40, 1* Yes: 1 No: 39 State statute: 1	*Responses: 1* A separate course: 1	*Responses: 38* No discussion: 13 Change licensure requirements: 2 State teacher preparation standards for all teachers include reference to gifted/advanced students: 11 Other (please specify): 12	*Responses: 12* One or more LEAs: 5 One or more teacher preparation programs: 9

Table 31: Personnel Preparation and Development (Part 2)

	GT in-service training for general education teachers (Q141)	GT CEUs for general education teachers (Q142)	Other GT training for general education teachers (Q143)	General education staff receiving annual GT staff dev. (Q144)
Alabama	State policy requires: No set number of hours	State policy requires: No set number of hours	Voluntary	85%
Alaska				
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	Data not available.
Arkansas	State policy requires: No number of hours is required, but a plan for professional development about GT is required in state policy.	Voluntary	Voluntary	While it should be 100%, in reality probably 85% of teacher receive annual staff development.
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	The CDE does not collect this data.
Colorado	State policy requires: No set number of hours	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine	
Connecticut	No state policy: up to LEAs to determine	No state policy: up to LEAs to determine	State policy leaves up to LEAs to determine	
Delaware	No state policy: up to LEAs to determine	No state policy: up to LEAs to determine	No state policy: up to LEAs to determine	25%
D.C.	Voluntary	No state policy: up to LEAs to determine	No state policy: up to LEAs to determine	
Florida	Voluntary	Voluntary	Voluntary	
Georgia	No state policy: up to LEAs to determine	No state policy: up to LEAs to determine	No state policy: up to LEAs to determine	
Hawaii	Voluntary	Voluntary	Voluntary	Less than 1%
Idaho	Voluntary	Voluntary	Voluntary	Unknown but very small most likely
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	Unknown
Indiana	No state policy: up to LEAs to determine	Voluntary	Voluntary	<5%

	GT in-service training for general education teachers (Q141)	GT CEUs for general education teachers (Q142)	Other GT training for general education teachers (Q143)	General education staff receiving annual GT staff dev. (Q144)
Iowa	No state policy: up to LEAs to determine	No state policy: up to LEAs to determine	State policy requires: please enter the number of hours required - Few hours of instruction in a course on diverse/special populations of students	
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	Data not available or collected.
Kentucky	State policy leaves up to LEAs to determine	No state policy: up to LEAs to determine	State policy leaves up to LEAs to determine	50
Louisiana	Voluntary	No state policy: up to LEAs to determine	Voluntary	0%
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	NA
Maryland	Voluntary	Voluntary	Voluntary	Less than 5%.
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	50%
Mississippi	State policy requires: No set number of hours	State policy requires: please enter the number of hours required – 5 Hours	State policy requires: please enter the number of hours required - PD is required to be provided by LEA's for gifted teachers	50
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	1%
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	Unknown
Nebraska	Voluntary	Voluntary	Voluntary	
Nevada	Voluntary	Voluntary	Voluntary	2
New Hampshire				
New Jersey	No state policy: up to LEAs to determine	No state policy: up to LEAs to determine	No state policy: up to LEAs to determine	
New Mexico				

	GT in-service training for general education teachers (Q141)	GT CEUs for general education teachers (Q142)	Other GT training for general education teachers (Q143)	General education staff receiving annual GT staff dev. (Q144)
New York				
North Carolina	State policy leaves up to LEAs to determine	State policy leaves up to LEAs to determine	State policy requires: please enter the number of hours required: Same as above	75%
North Dakota				
Ohio				
Oklahoma	State policy requires: Audited schools must provide certificates from current year on gifted PD	State policy requires: please enter the number of hours required - Audited schools must provide certificates from current year on gifted PD		50%
Oregon				
Pennsylvania	Voluntary	Voluntary	Voluntary	60%
Rhode Island	Voluntary	Voluntary	Voluntary	Data not collected
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	50%
South Dakota				
Tennessee	Voluntary	Voluntary	Voluntary	
Texas	No state policy: up to LEAs to determine	No state policy: up to LEAs to determine	No state policy: up to LEAs to determine	85
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	There is no available data
Vermont				
Virginia	State policy leaves up to LEAs to determine	No state policy: up to LEAs to determine	State policy leaves up to LEAs to determine	50%
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	Data not collected
West Virginia				
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	Data not available.

	GT in-service training for general education teachers (Q141)	GT CEUs for general education teachers (Q142)	Other GT training for general education teachers (Q143)	General education staff receiving annual GT staff dev. (Q144)
Wyoming	No state policy: up to LEAs to determine	Voluntary	Voluntary	15%
Summary	*Responses: 39, 5* State policy requires: number of hours not required: 5 State policy leaves up to LEAs to determine: 5 No state policy: up to LEAs to determine: 18 Voluntary: 11	*Responses: 39, 3* State policy requires: number of hours required: 3 State policy leaves up to LEAs to determine: 4 No state policy: up to LEAs to determine: 20 Voluntary: 12	*Responses: 38, 3* State policy requires: number of hours required: 3 State policy leaves up to LEAs to determine: 6 No state policy: up to LEAs to determine: 15 Voluntary: 14	*Responses: 30*

Table 32: Personnel Preparation and Development (Part 3)

	GT credential offered (Q146) How hours earned (Q147) Hours required (Q148)	Professionals in GT programs require credential (Q149)	Percentage of professionals in GT programs with credential (Q150, 151)	Annual GT staff dev. required for GT teachers (Q152, Q153)	Percentage of GT teachers receiving annual GT dev. (Q154)
Alabama	Yes Course semester credit hours 30-33 semester credit hours depending on the university Masters and EdS programs	Yes	80% (An estimate)	Yes No set number of hours specific to gifted	85%
Alaska					
Arizona	Yes Course semester credit hours Continuing Education Units (CEUs) Staff development Other: There are multiple pathways for earning a provisional or full Gifted Education Endorsement: http://www.azed.gov/educator-certification/files/2011/09/requirements-for-gifted-endorsement.pdf	Yes		Yes Left to LEA to determine.	
Arkansas	Yes Not specified Other: There is a listing of topics to be addressed in graduate gifted and talented coursework, but the number of credit hours is up to the institution (typically 15 or 18 hours); however, teachers are required to have a passing score on the GT Praxis exam for licensure.	Yes	While all teachers providing GT services are required to have an additional license, some teachers are typically in the process of acquiring licensure each year. Approximately 85% of teachers are fully licensed and the remaining 15% are in the process of getting their licensure. (An estimate)	No	It should be 100%.
California	No		The CDE does not collect this data.	No	The CDE does not collect this data.

	GT credential offered (Q146) How hours earned (Q147) Hours required (Q148)	Professionals in GT programs require credential (Q149)	Percentage of professionals in GT programs with credential (Q150, 151)	Annual GT staff dev. required for GT teachers (Q152, Q153)	Percentage of GT teachers receiving annual GT dev. (Q154)
Colorado	Yes Course semester credit hours Other: Up to six years work experience (six credits) 24 hours	No		No	80
Connecticut	No		0 (Data not collected/not applicable)	No	
Delaware	Yes Course semester credit hours Continuing Education Units (CEUs) Staff development 225 hours. 45 hours in each of five strands.	Yes	50% (An estimate)	No	75%
D.C.	No			No	
Florida	Yes Course semester credit hours Continuing Education Units (CEUs) Staff development 300 hours	Yes		No	
Georgia	Yes Course semester credit hours Continuing Education Units (CEUs) Staff development 4 courses	Yes	Required 100% (An estimate)	No	
Hawaii	No		(Data not collected/not applicable)	No	3%

	GT credential offered (Q146) How hours earned (Q147) Hours required (Q148)	Professionals in GT programs require credential (Q149)	Percentage of professionals in GT programs with credential (Q150, 151)	Annual GT staff dev. required for GT teachers (Q152, Q153)	Percentage of GT teachers receiving annual GT dev. (Q154)
Idaho	Yes Course semester credit hours 20 hours	No	40% (An estimate)	No	Unknown
Illinois	Yes Course semester credit hours 24 semester hours	No	Unknown (Data not collected/not applicable)	No	Unknown
Indiana	Yes Course semester credit hours Other: Determined by the University Determined by the university. 9 - 15 hours	No	2% (Collected data)	No	<5%
Iowa	Yes Course semester credit hours 12 hours	Yes	100% (Collected data)	No	
Kansas	Yes Course semester credit hours The number of credit hours required varies by university.	Yes	89% (Collected data)	No	Data not available or collected.
Kentucky	Yes Course semester credit hours 12 hours	Yes	90% (An estimate)	No	50

	GT credential offered (Q146) How hours earned (Q147) Hours required (Q148)	Professionals in GT programs require credential (Q149)	Percentage of professionals in GT programs with credential (Q150, 151)	Annual GT staff dev. required for GT teachers (Q152, Q153)	Percentage of GT teachers receiving annual GT dev. (Q154)
Louisiana	Yes Course semester credit hours Other: Practicum for Gifted/Talented Education or 3 years G/T teaching experience 15 hours	Yes	70% (An estimate)	No	36%
Maine	Yes Course semester credit hours Continuing Education Units (CEUs) Staff development 4 graduate courses in gifted education (12 credits) or the equivalent - at least 2 graduate courses (6 credits) plus CEUs conferences/workshops equivalent to 2 graduate courses	Yes	88.14% (Collected data)	No	NA
Maryland	No		Unsure (Data not collected/not applicable)	No	Unsure
Massachusetts					
Michigan					
Minnesota	No		50% (An estimate)	No	75%
Mississippi	Yes Course semester credit hours 15-18 hours	Yes	95% (An estimate)	No	80%
Missouri	Yes Course semester credit hours 15 hours	Yes	95% (An estimate)	No	75%

	GT credential offered (Q146) How hours earned (Q147) Hours required (Q148)	Professionals in GT programs require credential (Q149)	Percentage of professionals in GT programs with credential (Q150, 151)	Annual GT staff dev. required for GT teachers (Q152, Q153)	Percentage of GT teachers receiving annual GT dev. (Q154)
Montana	No		Unknown (Data not collected/not applicable)	No	Unknown
Nebraska	Yes Not specified	No		Yes 12 clock hours	
Nevada	Yes Course semester credit hours Continuing Education Units (CEUs) A teacher license and 12 semester hours of credit	Yes		No	
New Hampshire					
New Jersey	No		NA (Data not collected/not applicable)	No	NA
New Mexico					
New York					
North Carolina	Yes Course semester credit hours Other: At an approved Institute of Higher Education Based on NC Licensure Standards for AIG Add-On License; an IHE may organize the coursework as appropriate; typically 16 hours, 4 courses	Yes	95%, if paid by state-wide AIG funds (An estimate)	Yes Determined by LEA, based on district Local AIG Plan	100%, estimate
North Dakota					
Ohio					

	GT credential offered (Q146) How hours earned (Q147) Hours required (Q148)	Professionals in GT programs require credential (Q149)	Percentage of professionals in GT programs with credential (Q150, 151)	Annual GT staff dev. required for GT teachers (Q152, Q153)	Percentage of GT teachers receiving annual GT dev. (Q154)
Oklahoma	Yes Course semester credit hours 18 hours	No	15% (An estimate)	Yes Certificates for current year PD	80%
Oregon					
Pennsylvania	No		None (Data not collected/not applicable)	No	60%
Rhode Island	No			No	
South Carolina	Yes Other: Graduate Credit Hours Only 6 Graduate Credit Hours	Yes	85% (An estimate)	No	75%
South Dakota	No				
Tennessee	Yes Course semester credit hours Continuing Education Units (CEUs)	Yes		No	
Texas	Yes Course semester credit hours Continuing Education Units (CEUs) Staff development Other: Certification is earned through mastery of the state exam for gifted/talented.	No		Yes Six hours annually	
Utah	Yes Course semester credit hours 16 semester credit hours are required for the endorsement	Yes	95% (Collected data)	No	No available data

	GT credential offered (Q146) How hours earned (Q147) Hours required (Q148)	Professionals in GT programs require credential (Q149)	Percentage of professionals in GT programs with credential (Q150, 151)	Annual GT staff dev. required for GT teachers (Q152, Q153)	Percentage of GT teachers receiving annual GT dev. (Q154)
Vermont					
Virginia	Yes Course semester credit hours Other: in addition to the course credit hour requirement there is 45 hours practicum experience or 1 year full-time teaching with a mentor who has gifted education endorsement 12 hours	No	Not available (Data not collected/not applicable)	Yes Left to LEAs to decide	60%
Washington	Yes Other: Specialty Endorsement Program or Masters of Arts in Teaching with Gifted Emphasis -- Whitworth University; Credits and portfolio for endorsement - See Whitworth University http://www.whitworth.edu/Academic/Department/Education/CenterForGiftedEducation/specialty-endorsement.html#page-content	No	Data not collected (Data not collected/not applicable)	No	Data not collected
West Virginia					
Wisconsin	Yes Course semester credit hours 12 credits	No	Data not available. (Data not collected/not applicable)	No	Data not available.

	GT credential offered (Q146) How hours earned (Q147) Hours required (Q148)	Professionals in GT programs require credential (Q149)	Percentage of professionals in GT programs with credential (Q150, 151)	Annual GT staff dev. required for GT teachers (Q152, Q153)	Percentage of GT teachers receiving annual GT dev. (Q154)
Wyoming	Yes Course semester credit hours Continuing Education Units (CEUs) Staff development Other: Receiving an endorsement for GT would involve program completion that leads to licensure from a regionally accredited institution, which provides institutional recommendation. Receiving an endorsement for GT would involve program completion that leads to licensure from a regionally accredited institution that provides institutional recommendation.	Yes	Don't collect but LEA sets requirement (An estimate)	No No set number of hours specific to gifted	10% (estimate)
Summary	*Responses: 40, 29, 26* Yes: 29 No: 11 Not specified: 2 Course semester credit hours: 25 CEUs: 9 Staff development: 7 Other: 11	*Responses: 29* Yes: 19 No: 10	*Responses: 30, 30* Estimate: 14 Collected data: 5 Data not collected/Not applicable: 11	*Responses: 39, 7* Yes: 7 No: 32	*Responses: 22*

Table 33: Personnel Preparation and Development (Part 4)

	Competencies (not certification) for GT teachers (Q155, Q156)	GT training for administrator credential (Q158)	GT training for counselor credential (Q159)	Degrees in GT offered in state (Q161, Q162)
Alabama	Yes ALABAMA QUALITY TEACHING STANDARDS, and Alabama Continuum for Teacher Development	No	No	Yes Masters Specialist's
Alaska				
Arizona	No	No	No	Yes Bachelors Masters Specialist's Ph.D. Ed.D.
Arkansas	Yes Please refer to current competencies for the area. http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Competency_PDFs_81214/Gifted_and_Talented_K_12_081514.pdf	No	No	Yes Masters Specialist's Ed.D.
California	No	Yes	Yes	Yes Masters Specialist's Ed.D.
Colorado	No	No	No	Yes Masters Specialist's Ph.D. Ed.D.

	Competencies (not certification) for GT teachers (Q155, Q156)	GT training for administrator credential (Q158)	GT training for counselor credential (Q159)	Degrees in GT offered in state (Q161, Q162)
Connecticut	No	No	No	Yes Masters Specialist's Ph.D.
Delaware	No	No	No	Yes Masters
D.C.	No	No	No	No
Florida	No	No	No	Yes Bachelors Masters Ph.D. Ed.D.
Georgia	No	Yes		Yes Masters Ed.D.
Hawaii	No	No	No	No
Idaho	No	No	No	Yes Masters
Illinois	No	No	Yes	Yes Bachelors Masters
Indiana	No	No	No	Yes Bachelors Masters Ph.D.
Iowa	No	Yes	Yes	Yes Bachelors Masters

	Competencies (not certification) for GT teachers (Q155, Q156)	GT training for administrator credential (Q158)	GT training for counselor credential (Q159)	Degrees in GT offered in state (Q161, Q162)
Kansas	No	No	No	Yes Masters
Kentucky	Yes Gifted Praxis must be taken in conjunction with completed Graduate work.	No	No	Yes Masters Ed.D.
Louisiana	No	No	No	Yes Masters Specialist's Ph.D.
Maine	Yes Teachers are required to take the GT Praxis exam.	No	No	Yes Masters
Maryland	No	No	No	Yes Masters Specialist's Ph.D. Ed.D.
Massachusetts				
Michigan				
Minnesota	No	No	No	Yes Masters Specialist's Other: Teacher Preparation in Gifted Education Certificate
Mississippi	No	No	No	Yes Masters
Missouri	No	No	No	Yes Masters

	Competencies (not certification) for GT teachers (Q155, Q156)	GT training for administrator credential (Q158)	GT training for counselor credential (Q159)	Degrees in GT offered in state (Q161, Q162)
Montana	No	No		No
Nebraska	No	No	No	Yes Masters
Nevada	No	No	No	Yes Bachelors
New Hampshire				
New Jersey	No	No	No	Yes Masters
New Mexico				
New York				
North Carolina	No	No	No	Yes Bachelors Masters Ph.D. Ed.D.
North Dakota				
Ohio				
Oklahoma	Yes Oklahoma GT Standards and Competencies	Yes	Yes	Yes Masters
Oregon				
Pennsylvania	No	No	No	Yes Masters
Rhode Island	No	No	No	No

	Competencies (not certification) for GT teachers (Q155, Q156)	GT training for administrator credential (Q158)	GT training for counselor credential (Q159)	Degrees in GT offered in state (Q161, Q162)
South Carolina	No	No	No	Yes Masters Ed.D.
South Dakota				
Tennessee	No	No	No	Yes Bachelors Masters
Texas	No	No	No	Yes Masters Specialist's Ph.D. Ed.D.
Utah	No	No	No	Yes Masters
Vermont				
Virginia	No	No	No	Yes Bachelors Masters Specialist's Ph.D. Ed.D.
Washington	No	No	No	Yes Masters Ed.D.
West Virginia				
Wisconsin	No	No	No	Yes Masters Specialist's Other: Supplementary licenses

	Competencies (not certification) for GT teachers (Q155, Q156)	GT training for administrator credential (Q158)	GT training for counselor credential (Q159)	Degrees in GT offered in state (Q161, Q162)
Wyoming	No	No	No	No
Summary	*Responses: 39,* Yes: 5 No: 34	*Responses: 39* Yes: 4 No: 35	*Responses: 37* Yes: 4 No: 33	*Responses: 39* Yes: 34 No: 5 Bachelor's: 9 Master's: 33 Specialist's: 12 Ph.D.: 10 Ed.D.: 13 Other: 2

Table 34: State Funding

	State provides GT funds to LEAs (Q164)	How GT funding provided to LEAs (Q165) Type of funding formula used (Q166)	Amount of GT funding provided to LEAs (Q167)	Cap on state funding (Q168, Q170) Basis for cap (Q169)
Alabama	Yes	Funding is available from the state through formula allocation Other: Formula is total number of gifted identified students + total number of students enrolled in school system divided by 2 to find the student number. Then the per student amount is multiplied by the new student number.	2012-2013: $1,000,000 2013-2014: $1,050,000 2014-2015: $1,100,000	No, but the total amount allocated can fluctuate from year to year
Alaska				
Arizona	No		2012-2013: 0 2013-2014: 0 2014-2015: 0	
Arkansas	Yes	Funding is available from the state through formula allocation Weighted funding	2012-2013: $34,616,433 2013-2014: $39,635,279 2014-2015: $35,986,289	Yes, there is a cap or other limit in state law or policy According to Ark. Code Ann. A§6-20-2208(c)(6), school districts are required to expend state and local revenues on GT Programs in an amount equal to 15% of the foundation funding amount multiplied by 5% of the school district's prior year Three Quarter Average Daily Membership (3QTR ADM). Percent of Average Daily Attendance (ADA)
California				
Colorado	Yes	Funding is allocated to LEAs specifically for gifted education services Funding is available from the state through grants to LEAs	2012-2013: $9,470,000 2013-2014: $9,600,000 2014-2015: $11,907,091	No, but the total amount allocated can fluctuate from year to year
Connecticut	No		2012-2013: 0 2013-2014: 0 2014-2015: 0	

	State provides GT funds to LEAs (Q164)	How GT funding provided to LEAs (Q165) Type of funding formula used (Q166)	Amount of GT funding provided to LEAs (Q167)	Cap on state funding (Q168, Q170) Basis for cap (Q169)
Delaware	Yes	Funding is available from the state through grants to LEAs Funding is available from the state through the general allocation	2012-2013: 0 2013-2014: $300,000 2014-2015: $450,000	No, but the total amount allocated can fluctuate from year to year
D.C.	No		2012-2013: 0 2013-2014: 0 2014-2015: 0	
Florida	Yes	Funding is available from the state through grants to LEAs Funding is available from the state through the general allocation		Yes, there is a cap or other limit in state law or policy Other: Student numbers cannot exceed 2006-07 levels for grades 9-12
Georgia	Yes	Funding is allocated to LEAs specifically for gifted education services Funding is available from the state through formula allocation Weighted funding		No, but the total amount allocated can fluctuate from year to year
Hawaii	No		2014-2015: 0	
Idaho	Yes	Funding is available from the state through the general allocation	2012-2013: $ 80,000 2013-2014: $100,000 2014-2015: $150,000	No, but the total amount allocated can fluctuate from year to year Grants budget is $11,962,000 and is distributed to all public schools and charter schools that wish to participate
Illinois	No		2012-2013: 0 2013-2014: 0 2014-2015: 0	

	State provides GT funds to LEAs (Q164)	How GT funding provided to LEAs (Q165) Type of funding formula used (Q166)	Amount of GT funding provided to LEAs (Q167)	Cap on state funding (Q168, Q170) Basis for cap (Q169)
Indiana	Yes	Funding is allocated to LEAs specifically for gifted education services Funding is available from the state through grants to LEAs	2012-2013: $12,548,096 2013-2014: $12,548,096 2014-2015: $12,548,096	Yes, there is a cap or other limit in state law or policy Grants budget is $11,962,000 and is distributed to all public schools and charter schools that wish to participate Percent of identified students Percent of Average Daily Attendance (ADA)
Iowa	Yes	Funding is allocated to LEAs specifically for gifted education services Funding is available from the state through formula allocation Discretionary funding	2012-2013: $35,354,981 2013-2014: $36,194,662 2014-2015: $37,675,133	No, but the total amount allocated can fluctuate from year to year
Kansas	Yes	Funding is available from the state through formula allocation Resource based	2012-2013: $12,073,432 2013-2014: $11,673,416 2014-2015: $11,370,281	No, but the total amount allocated can fluctuate from year to year
Kentucky	Yes	Funding is available from the state through formula allocation Weighted funding	2012-2013: $6,300,000 2013-2014: $6,300,000 2014-2015: $6,300,000	No, but the total amount allocated can fluctuate from year to year
Louisiana	Yes	Funding is allocated to LEAs specifically for gifted education services Funding is available from the state through formula allocation Weighted funding	2012-2013: $39,920,424 2013-2014: $42,095,765 2014-2015: $42,686,106	No, but the total amount allocated can fluctuate from year to year
Maine	Yes	Funding is available from the state through formula allocation Other: Categorically funded as part of the Maine's K-12 funding formula for public schools. Districts apply for state funds and send a plan for how funds will be used	2012-2013: $4,722,594 2013-2014: $4,830,887 2014-2015: $4,982,980	No, but the total amount allocated can fluctuate from year to year

	State provides GT funds to LEAs (Q164)	How GT funding provided to LEAs (Q165) Type of funding formula used (Q166)	Amount of GT funding provided to LEAs (Q167)	Cap on state funding (Q168, Q170) Basis for cap (Q169)
Maryland	No		2012-2013: 0 2013-2014: 0 2014-2015: 0	
Massachusetts				
Michigan				
Minnesota	Yes	Funding is allocated to LEAs specifically for gifted education services	2012-2013: $11,389,325 2013-2014: $11,518,673 2014-2015: N/A until 1/16	Other: Funding equals the district's adjusted pupil units for that school year times $13.
Mississippi	Yes	Funding is available from the state through formula allocation Weighted funding Resource based		No, but the total amount allocated can fluctuate from year to year Other: Amount appropriated in 2006
Missouri	Yes	Funding is available from the state through the general allocation	2012-2013: $24,870,104 2013-2014: $24,870,104 2014-2015: $24,870,104	Yes, there is a cap or other limit in state law or policy
Montana	No		2014-2015: 0	
Nebraska	Yes	Funding is allocated to LEAs specifically for gifted education services	2012-2013: $2,300,000 2013-2014: $2,300,000 2014-2015: $2,300,000	No, but the total amount allocated can fluctuate from year to year
Nevada	Yes	Funding is available from the state through the general allocation	2014-2015: $5,174,243	No, but the total amount allocated can fluctuate from year to year
New Hampshire				
New Jersey	No		2014-2015: 0	
New Mexico				
New York				
North Carolina	Yes	Funding is allocated to LEAs specifically for gifted education services Other: Based on Average Daily Membership to all LEAs, not per student identified	2012-2013: $71,218,569 2013-2014: $72,081,818 2014-2015: $77,880,694	Yes, there is a cap or other limit in state law or policy 4% of ADM, at $1,324/student Percent of Average Daily Attendance (ADA)

	State provides GT funds to LEAs (Q164)	How GT funding provided to LEAs (Q165) Type of funding formula used (Q166)	Amount of GT funding provided to LEAs (Q167)	Cap on state funding (Q168, Q170) Basis for cap (Q169)
North Dakota				
Ohio				
Oklahoma	Yes	Funding is available from the state through formula allocation Weighted funding	2012-2013: $45,635,226 2013-2014: $45,677,232 2014-2015: $46,833,773	No, but the total amount allocated can fluctuate from year to year
Oregon				
Pennsylvania	No		2012-2013: 0 2013-2014: 0 2014-2015: 0	
Rhode Island	No		2012-2013: 0 2013-2014: 0 2014-2015: 0	
South Carolina	Yes	Funding is available from the state through formula allocation Weighted funding	2012-2013: $26,628,246 2013-2014: $26,628,246 2014-2015: $26,628,246	No, but the total amount allocated can fluctuate from year to year
South Dakota	No		2012-2013: 0 2013-2014: 0 2014-2015: 0	
Tennessee	Yes	Funding is available from the state through the general allocation		No, but the total amount allocated can fluctuate from year to year
Texas	Yes	Funding is allocated to LEAs specifically for gifted education services Funding is available from the state through formula allocation Weighted funding	2012-2013: $148,150,917 2013-2014: $153,330,828 2014-2015: $157,197,147	No, but the total amount allocated can fluctuate from year to year
Utah	Yes	Funding is available from the state through formula allocation Weighted funding	2012-2013: $2,405,538 2013-2014: $2,510,194 2014-2015: $2,619,314	No, but the total amount allocated can fluctuate from year to year
Vermont				

	State provides GT funds to LEAs (Q164)	How GT funding provided to LEAs (Q165) Type of funding formula used (Q166)	Amount of GT funding provided to LEAs (Q167)	Cap on state funding (Q168, Q170) Basis for cap (Q169)
Virginia	Yes	Funding is allocated to LEAs specifically for gifted education services Funding is available from the state through formula allocation Other: The state provides funding based on the number of all students enrolled in the division -- then calculates an average teacher's salary for that division - and then determines the number of teachers (1 teacher per 1000 students in the division). Then the state multiples the number of teachers times the average teacher salary and pays a portion of that figure based on the school division's composite index (ability to pay). Additional funding is provided to Governor's Schools on a per pupil allocation in combination with the program classification and school division composite index.	2012-2013: $44,155,053 2013-2014: $44,551,531 2014-2015: $46,445,277	No, but the total amount allocated can fluctuate from year to year
Washington	Yes	Funding is available from the state through grants to LEAs Funding is available from the state through formula allocation Percentage reimbursement Prototypical School Model	2012-2013: $8,939,413 2013-2014: $9,555,000 2014-2015: $9,677,000	Other: Not specified 3% Percent of identified students
West Virginia				
Wisconsin	No		2012-2013: 0 2013-2014: 0 2014-2015: 0	
Wyoming	Yes	Funding is available from the state through the general allocation	2012-2013: $2,717,315 2013-2014: $2,661,264 2014-2015: $2,627,926	No, but the total amount allocated can fluctuate from year to year

	State provides GT funds to LEAs (Q164)	How GT funding provided to LEAs (Q165) Type of funding formula used (Q166)	Amount of GT funding provided to LEAs (Q167)	Cap on state funding (Q168, Q170) Basis for cap (Q169)
Summary	*Responses: 39* Yes: 27 No: 12	*Responses: 27, 15* Funding is allocated to LEAs specifically for gifted education services: 10 Funding is available from the state through grants to LEAs: 5 Funding is available from the state through the general allocation: 7 Funding is available from the state through formula allocation: 15 Other: 1 Discretionary funding: 1 Weighted funding: 9 Percentage reimbursement: 1 Resource based: 2 Other: 4	*Responses: 35*	*Responses: 27, 4, 7* Yes: 5 No: 20 Other: 2 Percent of identified students: 2 Percent of ADA: 3 Other: 2

Table 35: State Funding (continued)

	How state funds are disbursed (Q171)	State requirements/limitations of GT fund expenditures (Q172)	Funded at the state level (Q173) None funded at the state level (Q174)
Alabama	To all LEAs as part of the general funding to districts	Must be spent in specific areas Other: Must be used to enhance program and not supplant existing funds.	School for math and science School for the fine and performing arts Virtual high school ACT/SAT/Discover test
Alaska			
Arizona			The state does not allocate funds for gifted education services
Arkansas	To all LEAs by mandate To all LEAs as part of the general funding to districts Competitive grants Governor's schools and summer programs Residential schools for the gifted and talented Virtual high school Other: Grants for teacher training	No requirements from the state	School for math and science Governor's school (summer) Virtual high school AP/International Baccalaureate tests
California			
Colorado	To all LEAs by mandate Other: Funds are distributed to Administrative Units which are either districts or Boards of Cooperative Education Services.	Must be spent in specific areas Student materials and instruction Limited equipment and technology	ACT/SAT/Discover test
Connecticut			The state does not allocate funds for gifted education services
Delaware	Competitive grants Governor's schools and summer programs Virtual high school	Must be spent in specific areas Other: One grant focuses on Acceleration and the other grant is an Advanced Placement Incentive Grant.	Governor's school (summer) Virtual high school ACT/SAT/Discover test
D.C.			The state does not allocate funds for gifted education services
Florida	To all LEAs by mandate	No requirements from the state	School for the fine and performing arts AP/International Baccalaureate tests

	How state funds are disbursed (Q171)	State requirements/limitations of GT fund expenditures (Q172)	Funded at the state level (Q173) None funded at the state level (Q174)
Georgia	To all LEAs as part of the general funding to districts	No requirements from the state	Governor's school (summer) Virtual high school AP/International Baccalaureate tests ACT/SAT/Discover test
Hawaii			The state does not allocate funds for gifted education services
Idaho	To all LEAs as part of the general funding to districts Other: There is a large ($8 million) pool of profession development money statewide, but not limited to Gifted Education	No requirements from the state	School for math and science School for the fine and performing arts Virtual high school AP/International Baccalaureate tests ACT/SAT/Discover test
Illinois			The state does not allocate funds for gifted education services
Indiana	To all LEAs by mandate	No requirements from the state	School for math and science School for the fine and performing arts
Iowa	To all LEAs by mandate	Must be spent in specific areas	None
Kansas	Other: State special education funding	No requirements from the state	None
Kentucky	To all LEAs as part of the general funding to districts	Other: 75% must be spent to hire GT Certified personnel. The rest must be spent on gifted students.	Governor's school (summer) AP/International Baccalaureate tests
Louisiana	To all LEAs as part of the general funding to districts Residential schools for the gifted and talented	Must be spent in specific areas Student materials and instruction	School for math and science School for the fine and performing arts Governor's school (summer) Virtual high school AP/International Baccalaureate tests ACT/SAT/Discover test
Maine	To LEAs through discretionary funding, based on application To all LEAs as part of the general funding to districts	Must be spent in specific areas Student materials and instruction Limited equipment and technology	School for math and science Virtual high school ACT/SAT/Discover test Other: School for the Deaf and Hard of Hearing
Maryland			The state does not allocate funds for gifted education services
Massachusetts			
Michigan			

	How state funds are disbursed (Q171)	State requirements/limitations of GT fund expenditures (Q172)	Funded at the state level (Q173) None funded at the state level (Q174)
Minnesota	To all LEAs by mandate	Must be spent in specific areas Student materials and instruction Other: Gifted and Talented revue may only be spent to: (1) identify gifted and talented students; (2) provide education programs for gifted and talented students; or (3) provide staff development to prepare teachers to best meet the unique needs of gifted and talented students.	School for the fine and performing arts AP/International Baccalaureate tests ACT/SAT/Discover test Other: In addition to traditional schools, Minnesota has 86 magnet and 171 charter schools each with specialized themes designed to appeal to student interest and aptitudes.
Mississippi	To all LEAs as part of the general funding to districts Residential schools for the gifted and talented	No requirements from the state	School for math and science School for the fine and performing arts Virtual high school AP/International Baccalaureate tests ACT/SAT/Discover test
Missouri	To all LEAs as part of the general funding to districts Governor's schools and summer programs	Other: Funds are not earmarked for gifted and may be spent on anything determined at the local level.	Governor's school (summer)
Montana			
Nebraska	To LEAs through discretionary funding, based on application	No requirements from the state	None
Nevada	Other: On a per pupil basis to students who have been identified as GATE through a state-approved assessment or procedure or both	Must be spent in specific areas	None
New Hampshire			
New Jersey			The state does not allocate funds for gifted education services
New Mexico			
New York			
North Carolina	To all LEAs by mandate	No requirements from the state	School for math and science School for the fine and performing arts Governor's school (summer) AP/International Baccalaureate tests ACT/SAT/Discover test
North Dakota			

	How state funds are disbursed (Q171)	State requirements/limitations of GT fund expenditures (Q172)	Funded at the state level (Q173) None funded at the state level (Q174)
Ohio			
Oklahoma	To all LEAs by mandate	Must be spent in specific areas Student materials and instruction Limited equipment and technology	School for math and science AP/International Baccalaureate tests
Oregon			
Pennsylvania			The state does not allocate funds for gifted education services
Rhode Island			The state does not allocate funds for gifted education services
South Carolina	To all LEAs as part of the general funding to districts	No requirements from the state	AP/International Baccalaureate tests Other: PSAT (10 graders only)
South Dakota			The state does not allocate funds for gifted education services
Tennessee	To all LEAs as part of the general funding to districts	No requirements from the state	Governor's school (summer) AP/International Baccalaureate tests ACT/SAT/Discover test
Texas	To all LEAs as part of the general funding to districts	No requirements from the state	School for math and science AP/International Baccalaureate tests ACT/SAT/Discover test
Utah	To all LEAs as part of the general funding to districts Other: LEAs must submit an application	No requirements from the state	AP/International Baccalaureate tests ACT/SAT/Discover test
Vermont			
Virginia	To all LEAs as part of the general funding to districts	No requirements from the state	Governor's school (summer) Governor's school (school year)
Washington	To LEAs through discretionary funding, based on application To all LEAs as part of the general funding to districts	No requirements from the state	None
West Virginia			
Wisconsin			
Wyoming	To all LEAs as part of the general funding to districts	No requirements from the state	ACT/SAT/Discover test

	How state funds are disbursed (Q171)	State requirements/limitations of GT fund expenditures (Q172)	Funded at the state level (Q173) None funded at the state level (Q174)
Summary	*Responses: 27* To all LEAs by mandate: 8 To LEAs through discretionary funding, based on application: 3 To all LEAs as part of the general funding to districts: 16 Competitive grants: 2 Governor's schools and summer programs: 3 Residential schools for the gifted and talented: 3 Virtual high school: 2 Other: 6	*Responses: 27* No requirements/limitations from the state (other than to support gifted students): 16 Must be spent in specific areas (e.g., professional development, hiring teachers): 9 Student materials and instruction: 5 Limited equipment and technology: 3 Other: 5	*Responses: 27, 10* None: 5 School for math and science: 10 School for the fine and performing arts: 8 Governor's school (summer): 9 Governor's school (school year): 1 Virtual high school: 8 AP/International Baccalaureate tests: 14 ACT/SAT/Discover test: 14 Other: 3

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? (Q177)	How could federal policy benefit GT students and families? (Q178)
Alabama	No impact	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Other: Provide funding
Alaska		
Arizona	The lack of specific references to gifted education and talent development in federal law(s) hampers the ability of the SEA and LEAs to more effectively leverage funding support that should be available to support the learning and growth of their 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 Other: Appropriate access to leverage existing federal funding sources to support gifted and advanced learners.
Arkansas	No laws at the federal level have an impact on gifted and talented programs in the state.	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: More uniform policies regarding services, perhaps the acceptance of identification for services from LEA to LEA or state to state.
California	In the absence of a federal mandate California does not mandate how local education agencies serve gifted and talented students.	
Colorado	Federal laws about accountability, student performance and growth, have positive impact. Educator effectiveness law has uplifted requirements to provide rigorous instruction for gifted students. Title programs that emphasize rigor and identification of gifted students in all student populations have positive impact. Implementing challenging academic content standards has positive impact. The lack of clear, direct federal law about educating all gifted students limits focus and resources for gifted students and their 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
Connecticut		
Delaware	A lack of federal law has left gifted education to be planned and implemented through the State Education Agency. In the past two years new regulation has been drafted in Delaware, which will place pressure on Local Education Agencies to serve their gifted 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

	What has been the impact of federal law on gifted and talented programs and services in your state? (Q177)	How could federal policy benefit GT students and families? (Q178)
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		Increase accountability for gifted student learning
Georgia		
Hawaii	No impact	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Conduct research to develop best practices and disseminate to local districts
Idaho	Originally legislation and professional training grants, but funding was totally cut in 2008. We are in the process of re-establishing one million dollars exclusively for GT.	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school
Illinois	Nothing changed.	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Increase family engagement in child's learning and/or school
Indiana	Lack of federal law has diminished attention and resources for implementation	Increase accountability for gifted student learning
Iowa		Increase accountability for gifted student learning
Kansas	No impact on services.	Increase accountability for gifted student learning
Kentucky	No impact	Increase accountability for gifted student learning
Louisiana	The definition of gifted supports the State statutes that protect the funding, identification, and programming for services.	Increase capacity of teachers to differentiate curriculum Conduct research to develop best practices and disseminate to local districts
Maine	NA	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 impact of federal law on gifted and talented programs and services has been to encourage the Maryland State Department of Education to write and introduce into the Code of Maryland Regulations (COMAR) regulations regarding identification and services for gifted and talented students in 2014.	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? (Q177)	How could federal policy benefit GT students and families? (Q178)
Massachusetts		
Michigan		
Minnesota	The lack of a federal mandate implies the needs of gifted and talented students are less important than the needs of other unique learners. Key decisions about identification, curriculum and instruction, teacher training, and supportive policies are made at the local level and vary greatly.	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: Federal policy could help ensure equity for districts that may not currently have the capacity to fully support gifted learners experience due to limited resources, geographic isolation or declining enrollment.
Mississippi	Positive impact, provides opportunities for a diverse student population to be served by gifted programming.	Increase accountability for gifted student learning
Missouri	It has taken away the desire to meet the needs of gifted and talented students and focused resources on raising the lowest students to proficiency.	Increase accountability for gifted student learning Other: Mandate that services be provided to gifted students.
Montana	The lack of a federal requirement for gifted education and the non-specific Montana state laws/rules do not provide a strong basis for building services to gifted students. The heavy federal focus on low achieving learners, well intentioned and well deserved, has had a negative effect on services for gifted 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 Other: The Javits funded research has added greatly to the field. However, the push to disseminate for all students has taken the focus away from gifted learners. More Tier I and II level strategies mandated at the classroom level would ensure a better match of instruction with student needs.
Nebraska	NDE has applied for a Javits grant, but has never been awarded a grant.	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
Nevada	None - State law has impacted this past legislative session.	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
New Hampshire		

	What has been the impact of federal law on gifted and talented programs and services in your state? (Q177)	How could federal policy benefit GT students and families? (Q178)
New Jersey		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
New Mexico		
New York		
North Carolina	With NCLB waiver possibilities, NC has taken the opportunity to include AIG students as a sub-group in the state's accountability system. This has been a positive change.	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	-	
Oklahoma		
Oregon		
Pennsylvania	Minimal 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
Rhode Island	No discernible impact	Other: Uncertain if federal policy would impact current practices. If the federal policy becomes procedural such as IDEA, I suspect it could have a negative impact. If it is tied to accountability systems (ESEA), it could have more success.

	What has been the impact of federal law on gifted and talented programs and services in your state? (Q177)	How could federal policy benefit GT students and families? (Q178)
South Carolina	Without specific federal laws for GT 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 GT 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 Increase family engagement in child's learning and/or school Conduct research to develop best practices and disseminate to local districts
South Dakota		
Tennessee		
Texas		Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Conduct research to develop best practices and disseminate to local districts
Utah	This is difficult to assess, NCLB limited the academic rigor students were exposed to during their k-12 school experience.	Increase accountability for gifted student learning Increase capacity of teachers to differentiate curriculum Conduct research to develop best practices and disseminate to local districts
Vermont		
Virginia	Requirement that commit to the administration of minimum standards tests in the content area draw the focus of teaching from innovative curriculum that challenges all students to 'teaching to the test'.	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: Put a focus on serving gifted students in accordance with their abilities.
Washington		
West Virginia		

	What has been the impact of federal law on gifted and talented programs and services in your state? (Q177)	How could federal policy benefit GT students and families? (Q178)
Wisconsin	Javits awards draws attention to gifted education and provides funding to support our state's initiatives to address the Excellence Gap. Recent progress in Congress related to the Talent Act is promising. ESEA continues to focus attention on struggling students to the detriment of advanced students.	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: 1) Bring attention to gifted education. 2) Better prepare preservice educators (teachers, administrators, other personnel) to meet the needs of high ability/high potential students.
Wyoming	There hasn't been an 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
Summary	*Responses: 29*	*Responses: 33* Increase accountability for gifted student learning: 31 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: 25 No benefit: 0 Other (please specify): 9

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? (Q179)	What positive developments and/or innovations in gifted education are occurring in your state? (Q180)
Alabama	None	Some systems are providing additional services through innovation waivers; Charter schools are required to identify and serve gifted students and report their scores as a subgroup.
Alaska		
Arizona	Arizona's State Board of Education Approved Test List for the Identification of Gifted Students in Arizona was updated Spring 2015	A talent development approach is being infused within the state's system of support for struggling schools and schools identified for improvement, and leadership development initiatives for turnaround leaders through collaboration with the School Improvement and Support unit. Additionally, partnerships have been forged with Title I and ELL programs which have assisted with raising accountability for identifying and serving gifted learners. Also, Arizona is hosting the NAGC Annual Convention in Fall 2015, which will serve to raise awareness for gifted education and talent development statewide.
Arkansas	Act 814 of the 90th Legislative session restored funding to Academic Enrichment for Gifted/Talented in Summer (AEGIS) Programs. Act 1136 of the 90th Legislative session amended the legislation for Schools of Innovation applicants to prevent the waiver of GT law and standards.	Act 814 will restore the process of funding summer enrichment programs for the gifted and encourage the development of such programs. Act 1136 will prevent Schools of Innovation, which was designed to help public schools compete with charter schools from having a waiver from GT law and standards. The legislation to create Schools of Innovation had been so open that some schools given the status had been allowed a waiver of GT law and standards.
California	A change in the way funding is allocated to local education agencies (LEAs) provides LEAs greater control over how to meet the needs of gifted students, families, and educators.	1. A major educational institution is conducting a study to validate and scale up non-traditional methods of identifying giftedness in historically underserved populations. 2. The CAG is a resource to parents and educators.

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q179)	What positive developments and/or innovations in gifted education are occurring in your state? (Q180)
Colorado	Recent changes in rule will impact implementation of: identification procedures, portability of identification, family engagement, student performance accountability, good-faith effort to hire qualified personnel in gifted education, extending the early access date of entry to October 1, advanced learning plan content and procedures, a new grant program for universal screening and hire of qualified personnel, accountability for budget, and procedures for resolving disagreements with parents.	Administrative units are writing annual targets for improving gifted student achievement and/or growth. New 4-year Program Plans are being developed that will include provisions for the recently passed legislation and rules. Identification in the arts, creativity, and leadership has new resources for AUs to use when assessing for strengths in these areas. The twice exceptional professional development project is highly successful in participating districts. The regional network centers grew by one more (10 to 11) to better serve a rural section of the state. The C-GER, Colorado Gifted Education Review, supports AU self-evaluation combined with a team evaluation of the AU's implementation of program elements (Results in positive gains in gifted programs.) We are providing guidance that permits the support/blend of an educator's student learning outcomes with selected goal areas for high school student's development of their advanced learning plans.
Connecticut		
Delaware	The Delaware State Board of Education passed and approved two new regulations: Regulation 1572- Teachers of Students who are Gifted or Talented - This regulation increased the requirements for teachers who were seeking to become teachers of gifted students including coursework and successful completion of the PRAXIS II for gifted education. In addition refinement of this regulation increased LEA awareness and uncovered a population of teachers who were not certified to teach in this area. A menu of services is currently being developed to meet this need. Regulation 902- Gifted Education Plan- This regulation was a product of a three year Legislative Task Force for Gifted Education. As a result of task force recommendations, this regulation was drafted to require LEAs to create a plan for serving students and then to implement the plan on or before the 2016-17 school year. The Statewide Advisory Council on Programs for Gifted and Talented Students developed a guidance document for self - evaluation based on the California model and will provide support for the development of LEA plans.	Regulation 1572- Teachers of Students who are Gifted or Talented- A menu of services are currently being developed to meet this need. For the first time in a number of years our state university system has become willing and able to provide professional learning opportunities for teachers in this area. (Private universities provided learning opportunities.) Regulation 902- ALL LEAs are now required to plan and implement services for highly able learners. Charter schools were exempt; however, in order to apply for state funding they must submit a plan.
D.C.		
Florida	Additional attention to high performers through new ACCEL Acceleration law FS 1002.3105	ACCEL Acceleration law FS 1002.3105

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q179)	What positive developments and/or innovations in gifted education are occurring in your state? (Q180)
Georgia	Local districts can develop their own models for implementation and determine class size..	Focus on talent development and identification of low SES population - under identified groups.
Hawaii	Weighted student formula includes weight for G/T students but is given to all schools at 3% of total population even if school does not screen or implement a G/T program. Funds may not be used to support G/T education; no oversight on spending of these funds.	Online courses offered for elementary teachers using differentiation in regular education classrooms; AP continues to grow and remain important to all high schools.
Idaho	The Superintendent will be including a line item for gifted education in the 2016 budget.	See answer to Q179.
Illinois	The Gifted Teacher Endorsement brings gifted learning to the forefront.	This year was the first year we offered a voluntary Gifted Teacher Endorsement and Gifted Specialist Endorsement.
Indiana	Potential deregulation	Availability of curriculum resources specific to high ability. Compilation of high ability data for district coordinators.
Iowa		
Kansas	No change.	Several Kansas districts are piloting a hybrid model for delivering gifted services that incorporates technology (video, chat, etc.) with the traditional f2f opportunities.
Kentucky		Monitoring Early Entrance to Kindergarten Early Graduation from High School Regional GT Networks or Cadres
Louisiana	Common Core Standards are currently under revisions as called for by the State Legislature.	Louisiana School for Math, Science and the Arts, New Orleans Center for the Creative Arts now receiving partial funding from the state. More charter schools are implementing talented services for music, theatre, and visual arts.
Maine	Moving to a standards based, proficiency based diploma	NA
Maryland	The introduction of regulations into the Code of Maryland Regulations (COMAR) regarding identification and services for gifted and talented students.	More and more LEAs are developing or enhancing identification procedures and programs for gifted and talented students.
Massachusetts		
Michigan		

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q179)	What positive developments and/or innovations in gifted education are occurring in your state? (Q180)
Minnesota	2013: Mandate to adopt guidelines for assessing and identifying students for participation in gifted and talented education programs 2013: Mandate to adopt procedures for early admission to kindergarten and first grade for gifted and talented learners. 2014: State funding for Explore, Plan and ACT tests (rescinded 2015) 2015: Mandate requires MNSCU institutions to give full credit to high school students who have completed a post-secondary enrollment option course as a part of a goal area or transfer curriculum. 2015: Concurrent enrollment and funding expanded to include students grades 9-10 if district and post-secondary institution agree. 2015: Access to 11th and 12 grader world languages courses, proficiency seals and certificates expanded to include grades 9-10. 2013-2015: Increased school funding.	1) The total number of full-time equivalent (FTE) and the number of gifted education positions have increased during the biennium. 2) The number rigorous courses and mentor programs available at the secondary level has increased. 3) Collaboration between the STEM and GT communities have increased. 4) Young Scholars programs are increasing in number and scope. 5) The depth and breadth of services continue to grow statewide.
Mississippi	Funding went from Add on to General "Lump sum" where the funding is hard to track.	Gifted Work Group and Legislative Task force are looking at ways to improve gifted services for students.
Missouri		The Advisory Council presented its first annual report to the State Board with recommendations for improving gifted services in the state.
Montana	None	The state Office of Public Instruction is set to release an update to documents providing guidance for program development, offerings and strategies. The new document combines and updates multiple documents and has a strong focus on the work of Dr. Karen Rogers and the RtI structure - now known as "Multi-Tiered Systems of Support" (MTSS). The Montana document is not intended to suggest that the MTSS model is the only way to structure services, nor to be a "program" alone. It includes behavioral components and supportive services across the spectrum of need.
Nebraska	After Jun 30, 2016, High Ability Learning will be funded from the general funds rather than lottery money.	NDE formed a committee composed of administrators and professional educators to update Rule 3 (High Ability Learners). The committee updated the Rule and checked for agreement with the statutes. The High Ability Learning Program received a small grant to update the homepage, manuals and resources for parents, educators and administrators. The work has been completed by the committee. Work has been completed and the webpage is being updated to reflect this.

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q179)	What positive developments and/or innovations in gifted education are occurring in your state? (Q180)
Nevada	New legislation for funding GT programs. $10M has been put aside for districts.	More focus on this population, more money provided.
New Hampshire		
New Jersey	NA	The New Jersey Association for Gifted Children (NJAGC) continues to be the state's single biggest asset for the G&T community.
New Mexico		
New York		
North Carolina	The opportunity for Credit by Demonstrated Mastery is now available for all high school courses for all public school students. The inclusion of AIG students as a sub-group in the state's accountability model has increased awareness and more intentional programming. The state's teacher evaluation instrument incorporates special populations and has a component for student growth of all students. State AIG funding continues at the same level, exemplifying the state's commitment to AIG programming and students. State funding for all AP and IB exams for students enrolled in those corresponding courses, with no limit. NC's state-wide student information system is supporting better communication regarding student programming needs. The SEA has now created a Division of Advanced Learning which encompasses AIG, CDM, AP/IB, Honors and Dual Enrollment Programs and is committed to increasing support for these efforts.	Credit by Demonstrated Mastery AP/IB exam coverage Career and College Promise Part of the NCRGE research grant Curriculum development project, AIG~IRP, Governor's Teacher Network AIG Regional Network AIG Program Standards and Implementation of Best Practices Professional Development Modules
North Dakota		
Ohio		
Oklahoma		
Oregon		
Pennsylvania	A voluntary Program Endorsement for Gifted Education has been approved. The Pennsylvania Department of Education just released the Framework for Gifted Endorsement.	A Comprehensive Plan for Gifted must be developed by each school district. The Comprehensive plan must include the district's screening and evaluation procedures, the district's continuum of gifted education services, and the professional development plan on gifted education services.

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q179)	What positive developments and/or innovations in gifted education are occurring in your state? (Q180)
Rhode Island	New Dual Enrollment Regulations and funding: http://www.ride.ri.gov/StudentsFamilies/EducationPrograms/DualEnrollment.aspx	Dual Enrollment
South Carolina	The funding formula has changed for gifted and talented students and it is now reflected in a weighted formula for "high achieving students" to include gifted and talented (artistic and academic), Advanced Placement students and International Baccalaureate students (grades 9-12). However, per pupil funding has not increased for gifted and talented students and is still does not meet the allocation required by state law. The number of students identified and served in gifted and talented programs still continues to grow despite increased funding.	We continue to make available our PD video library specifically for Gifted and Talented. The library contains over 150 video and it is free to access as a SC educator. We have a strong affiliate group with close ties to higher education and the State Department of Education. This allows for innovation and sustainability within gifted programs. A few of our local school districts have become involved in Javits Grant projects that will help to increase best practices in gifted education.
South Dakota		
Tennessee		
Texas		The development of twice-exceptional website. The continued building of the Texas Performance Standards Project - www.texaspsp.org.
Utah	Parents in Utah have always advocated for gifted programs and continue to monitor the legislative session. A large budget short fall would impact all educational programs as well as gifted ed.	LEAs are examining their identification procedures and discussing alternative identification methods for low-income and underrepresented groups. Dual language and stem programs are working with.
Vermont		
Virginia	Parent groups have been pushing legislators to provide more funding for Academic Year Governor's School and consider a revision to the current funding formula. A study was conducted of the funding formula -- current discussion amongst government officials is occurring -- may see a change in formula with an increase in funding.	See above; many divisions are working to identify underrepresented populations.

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q179)	What positive developments and/or innovations in gifted education are occurring in your state? (Q180)
Washington	Washington's HCP is established in state law (RCW) and administered through program rules (WAC). RCW 28A.185 - the legislature finds that, for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education. WAC 392-170 - For highly capable students, access to accelerated learning and enhanced instruction is access to a basic education. School districts may access basic education funds, in addition to highly capable categorical funds, to provide appropriate highly capable student programs. Districts were given the 2013-14 school year as a year of transition to develop their Grades K-12 HCP. Each district will implement their Grades K-12 HCP and serve identified students at the beginning of the 2014-15 school year.	All districts are developing their K-12 HCP. Whitworth University and University of Washington are partnering to offer HCP Institutes for professional learning opportunities. Washington Education Research Association (WERA) has established a HCP Special Interest Group. Educational Service Districts are partnering with the Washington Association of Educators of the Talented and Gifted (WAETAG) for WAETAG trainers to make professional learning opportunities available regionally. OSPI is working with Whitworth University, UW, ESDs, and WERA.
West Virginia		
Wisconsin	School report cards could be revised to require reporting for high ability/high potential students. There has been a very recent relaxing of requirements for teacher certification, including permitting those with no high school diploma or training in pedagogy to teach. This will significantly impact the quality of instruction for all students, including advanced learners.	The Wisconsin Response to Intervention Center has developed and regularly delivers modules on incorporating gifted education in a multi-tiered system of supports framework. Several school districts are combining comprehensive strategies (identification, programming, family engagement) to identify and serve underrepresented students.
Wyoming	N/A	We have the Wyoming Association for Gifted Children that is working to influence positive change for gifted education in Wyoming.
Summary	*Responses: 33*	*Responses: 34*

Table 38: Common Core and NAGC Gifted Program Standards

	State changing GT teacher training/curriculum planning for Common Core? (Q181)	How are NAGC's Pre-K to 12 gifted programming standards used in your state? (Q182)
Alabama	Districts are doing this work	Used as an evaluation tool
Alaska		
Arizona	Districts are doing this work	The NAGC Pre-K to 12 gifted programming standards were used to define the local district plan requirements for gifted education - the Scope and Sequence for Gifted Education (ARS 15-779.02 A.3.). The standards have also been used to inform professional learning and coursework offered for teacher preparation at the state, local, university and community college levels, and have informed program design, implementation and evaluation.
Arkansas	Yes, at the state level	State standards are correlated to NAGC's standards.
California	No	California has guidelines for gifted programming that are available and accessible to all. California also refers parents and educators to NAGC resources including the programming standards.
Colorado	Yes, at the state level	They are used by individual administrative units to develop or review their programs. The Department refers to them when developing guidelines, policy, and a program implementation rubric.
Connecticut	Districts are doing this work	
Delaware	Districts are doing this work	Professional learning course developers aligned coursework to the NAGC standards. The Gifted Education Guidelines also used the standards as the basis for developing the document.
D.C.	Districts are doing this work	
Florida	Not applicable	Voluntary use
Georgia	No	As a guide to researched based programming standards for schools.
Hawaii	No	Included as part of online courses so teachers can become familiar.
Idaho	Districts are doing this work	Volunteer by LEA's
Illinois	No	It was the foundation of the Gifted Endorsement.
Indiana	Not applicable	N/A
Iowa	No	
Kansas	Districts are doing this work	Varies by LEA.
Kentucky	No	Resources and student growth goals are aligned to the standards.
Louisiana	No	The Standards are used as a reference for improving gifted and talented programming in the state of Louisiana.
Maine	No	They are used in the gifted and talented university courses but are not used elsewhere.

	State changing GT teacher training/curriculum planning for Common Core? (Q181)	How are NAGC's Pre-K to 12 gifted programming standards used in your state? (Q182)
Maryland	Yes, at the state level	Guidelines have been established for the selection and designation of schools as EGATE Schools. Sessions were written and presented by trained Master Teachers at the 2014 and 2015 College and Career Readiness Conferences (CCRC) held each summer in regional locations throughout the state.
Massachusetts		
Michigan		
Minnesota	Yes, at the state level	For many Minnesota school districts the standards provide a framework for designing and reviewing services. The standards also serve as a reference for the SEA, schools, and other stakeholder groups interested in continuous growth and models of excellence.
Mississippi	Districts are doing this work	Serve as the basis for mandated Gifted programming standards
Missouri	No	Up to local districts to determine if they are used as guides.
Montana	No	Local control - however, they are used by the state as effective standards that districts are encouraged to embrace.
Nebraska	No	The standards are used as sources of information for the districts.
Nevada	Districts are doing this work	I am not aware.
New Hampshire		
New Jersey	No	Administrative Code dictates that district boards of education must take into consideration the Pre-K - Grade 12 Gifted Programming Standards of the National Association for Gifted Children in developing programs for gifted and talented students.
New Mexico		
New York		
North Carolina	Yes, at the state level	These standards informed the state's early development of the NC AIG Program Standards.
North Dakota		
Ohio		
Oklahoma	Not applicable	
Oregon		
Pennsylvania	Districts are doing this work	The Pennsylvania Department of Education uses them as a resource, and some of the school districts also use them as a resource.
Rhode Island	No	They are referenced in state policy and advisory materials.

	State changing GT teacher training/curriculum planning for Common Core? (Q181)	How are NAGC's Pre-K to 12 gifted programming standards used in your state? (Q182)
South Carolina	No	These standards are used to inform program decisions at the state level and districts use these to them to improve their program designs.
South Dakota		
Tennessee		
Texas	No	
Utah	Districts are doing this work	LEA GT Coordinators have reviewed the NAGC standards and have completed a gap analysis. Areas of strength statewide have been identified as well as areas that need improvement. The group identifies potential resources to improve gifted services in their respective systems.
Vermont		
Virginia	No	A reference guide links state regulation requirements with NAGC programming standards; Academic Year Governor's Schools' evaluation rubrics are developed/structured around NAGC program standards; LEA Local Plan for the Gifted is reviewed using a rubric developed/structured on NAGC program standards.
Washington	Districts are doing this work	The standards are used at the local level and are used in the university programming and course offerings.
West Virginia		
Wisconsin	No	At the state level, we developed a continuum of instructional services for high ability students using research-based practices identified in the NAGC programming standards. LEAs use them to examine their policies and practices.
Wyoming	No	A reference tool as needed by LEA's
Summary	*Responses: 38* Districts are doing this work: 5 Yes, at the state level: 18 No: 12 Not applicable: 3	*Responses: 33*

Table 39: Clarifications

	Are there any clarifications to your responses that you would like to make? (Q184)
Alabama	Q51-Parents are required to provide consent for identification process and for services. They also complete a characteristics checklist and can provide list of interests and hobbies. Q55- A student must be 6 years of age and enrolled in the public school system before when identification process can begin. Q161-Three universities in Alabama offer gifted certification starting at the Masters level. / Q164- Gifted programs are funded by local funds. Some LEAs use allotted teacher units provided by the state for gifted teachers.
Alaska	
Arizona	Arizona is in the process of updating its student data systems. Given this transition, data on gifted and advanced learners are not readily available or stable for reporting purposes. Arizona is actively working to address this need - particularly as a major transition occurs during FY16. However, this lack of capacity does impact our ability to accurately provide reliable quantitative data to address several areas within this survey.
Arkansas	
California	
Colorado	Q 150 - the law does not specifically state that a qualified person must be hired to administer the gifted program. The new statute, however, states that good-faith effort shall be made to hire a qualified person. Additionally, districts may as a condition of employment require qualified personnel to administer the gifted program, be a gifted education resource person, facilitate gifted cluster groups, and teach in specialized classrooms or programs. Note: We have stats on number of educators endorsed in gifted education, but was not able to access current data by due date of the survey.
Connecticut	
Delaware	
D.C.	
Florida	
Georgia	
Hawaii	Q79: The percentages listed are for elementary, middle and high school. Data for individual grades is not available. Aggregate data is compiled for elementary, middle and high school numbers of students entered into the eCSSS database, which is used to generate a report for the entire state.
Idaho	
Illinois	
Indiana	
Iowa	

	Are there any clarifications to your responses that you would like to make? (Q184)
Kansas	Q78. The "Offered in Schools/Districts" data not available or collected. Q140. Data not available or collected.
Kentucky	
Louisiana	
Maine	No
Maryland	Maryland has guidelines for and awards designation as a Gifted and Talented Education Specialist.
Massachusetts	
Michigan	
Minnesota	Questions 61-70: State statute permits Minnesota school districts to identify students who are gifted and talented, locally develop and evaluate programs addressing instructional and affective needs, provide staff development to ensure that they have access to challenging educational programs. The state statute requires schools to adopt guidelines for assessing and identifying students for participation in gifted programs and provides guidance for identification of students. All Minnesota public schools receive gifted and talented revenue which may only be used to 1) identify gifted and talented students, 2) provide education programs for gifted and talented students and 3) provide staff development to prepare teachers to best meet the unique needs of gifted and talented students. Districts are not required to report the number of students identified, served or in which category or categories the funds have been expended. As a result, it is not possible to provide the information demographic details requested in this report.
Mississippi	
Missouri	
Montana	
Nebraska	Question 51, districts are required to include a provision for parents, guardians, or other persons exercising legal or actual charge or control over the child to appeal any decision regarding the identification or non-identification of their child as a high ability learner to the school board. Q. 145 regarding professional development: 006.04 All teachers and administrators in the school district should be aware of the district-wide plan for learners with high ability and have an understanding of the characteristics of such students. Teachers who provide instruction and services that are part of the program for high ability students should be able to design and implement classroom experiences which utilize differentiation of curriculum and instruction, and be able to assess the work and progress of learners with high ability. 006.04 A. This knowledge base could be attained by: completion of at least one college-level course in gifted Education or by involvement in at least (10) clock hours of information concerning learners with high ability within a college course 006.04B Or, by providing inservice training to administrative and teaching staff members to help them have an understanding of characteristics of learners with high ability, be able to design and implement classroom experiences that utilize differentiation of curriculum and instruction, and be able to assess the work and progress of such learners.
Nevada	

	Are there any clarifications to your responses that you would like to make? (Q184)
New Hampshire	
New Jersey	General comment: In New Jersey Gifted and Talented education policy and practice is largely within the purview of local districts. This is also true of many other content areas, in a state predominated by the authority of local control.
New Mexico	
New York	
North Carolina	Q46. Some experts in NC would say that we are fully funded because NC is funded at one of the higher levels in the nation. However, there remains a need for further funding to support district programs with the increasing numbers of students in programs as well as the increase in transferring of AIG funds to other needed areas. Q79. Note that the numbers indicated reflect the percentage of students identified and served as AIG in each grade level. However, these numbers do not accurately reflect the percentage of students who are served. There are more students served at these grade levels, especially K-2, because it is a requirement that LEAs have programs to cultivate potential and increase accessibility to challenging and rigorous programming. Q106. In NC, many of these options are provided in school districts, more than we could choose in our 5-item limit. Q123. Middle schools students are not officially dually enrolled in high school; however, they are permitted to take high school courses in middle school for credit towards graduation. Q149. Personnel paid with AIG state funding are required to meet licensure requirements. For positions that are locally funded, most LEAs still require AIG personnel to have AIG licensure and/or significant training. Q181. Both the state and NC's school districts are working on developing appropriate curriculum for gifted learners and the Standard Course of Study.
North Dakota	
Ohio	
Oklahoma	
Oregon	
Pennsylvania	The State Funding Committee recently met to hear testimony on having gifted named as a line item in the state budget. The board of the Pennsylvania Association for Gifted Education submitted testimony in support of this line item in order to help districts meet the needs of gifted students and to support the growth of these students. (Question 174)
Rhode Island	
South Carolina	
South Dakota	
Tennessee	
Texas	
Utah	We ask LEAs to report identified gifted students by elementary, junior high or high school not by grade level. Utah has a large dual enrollment program 27,000 students and this accounts for large group of identified gifted in our state.

	Are there any clarifications to your responses that you would like to make? (Q184)
Vermont	
Virginia	Funding amount given for the three years represent state allocations to gifted programs as well as academic year Governor's Schools -- there is an expected local share of funding that was not included as it is impossible to know if the local share was paid specifically for gifted education.
Washington	Most recent student data is 2013-14. Note that the 2013-14 school year was a transition year for districts to develop their Grades K-12 Highly Capable Program to meet the new identification and service mandate requirements (to be implemented in 2014-15).
West Virginia	
Wisconsin	Q174 did not include a choice that reflects funding for gifted education in Wisconsin. Annual competitive grants are available to the largest school district in the state, regional education agencies, institutions within the University of Wisconsin System, and 501(c)(3) organizations.
Wyoming	N/A